Improving Teacher Performance By Implementing Reward and Punishment Effective and Measurable Program

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Abstract

The objective of this investigation is to comprehend how implementing incentives and penalties enhances the efficiency of educators. The analysis conducted is qualitative and descriptive. The approaches employed to collect data are observation, interviews, and documentation. The analysis of the information was executed by employing techniques such as data reduction, data demonstration, and deduction of conclusions. To ensure the accuracy of the data, data triangulation was implemented. The findings of the research exhibit that rewards come in the form of financial incentives, such as wages, salaries, teacher stipends, and bonuses. Non-financial awards such as promotion, training to improve skills, holidays, cooperative colleagues and superiors, and a good work environment. As for the application of punishment or punishment in the form of intellectual punishment, getting a reprimand, postponement of promotions, or periodically. According to the aforementioned research findings, using rewards and penalties can improve teacher effectiveness. Researchers are aware of how crucial the use of rewards and penalties is to raising teacher performance. The use of rewards and sanctions can help improve teacher effectiveness.

Keywords: teacher performance, reward, punishment.

Abstrak


Kata Kunci: kinerja guru, reward, hukuman.

INTRODUCTION

Some important points that can be used as human resource activities are performance evaluation or evaluation of teacher performance to see HR capabilities, as well as giving rewards and
punishments to stimulate and motivate teachers to be more enthusiastic and productive. Reward and punishment can affect the level of teacher performance. Rewards are applied because there is an assumption that by giving rewards to teachers for their work, they will work more optimally (Pratama & Sukarno, 2021). Applying the reward and punishment method or strategy is very important to improve teacher performance. In doing so, teachers will develop competence and greater accountability for the responsibilities assigned to them. The reward and punishment method are able to encourage a person's actions to be better by making them feel happy, so that it is hoped that they will do these good deeds over and over again. Besides giving encouragement, the incentive approach also strives to enhance an individual's engagement in enhancing and surpassing the accomplishments he has attained. Conversely, the penalty technique is utilized to steer a person's conduct towards conforming with commonly accepted regulations. Punishment is given when the appearance of behavior that is not expected to be displayed by the person concerned or for not responding and not displaying a behavior that has been expected (Purwanto, 2017).

Giving punishment is a strategy to improve teacher performance. This is done to minimize mistakes while working. Punishment is given to teachers who make mistakes and are actually proven to have made these mistakes so that they can become lessons for themselves so they don't repeat the same mistakes (Manik, 2019). In interviews and observations, punishment was only carried out through verbal reprimands, but if a mistake made by a teacher was fatal, then the incentives given by the school could be reduced. To find out whether a teacher made a mistake, the school principal checked the results of monitoring carried out by the City Education Office on teachers in an educational institution. With the monitoring results, it can be seen whether a teacher works or teaches in accordance with the obligations he has. Another strategy that is also carried out to improve teacher performance is giving rewards or gifts. This is done to give enthusiasm to the teacher so that, in the teaching process, they become more active and try their best (Sardiman, 2012).

Within the concept of education management itself, reward is a strategy to raise academic staff and teacher performance. This method can associate actions and behaviors with feelings of happiness and pleasure and will usually make them do a good deed repeatedly. One of the instruments in the realm of education that is useful for encouraging efforts to develop or improve the achievements that have been or will be achieved by a teacher is reward and punishment. The reward method is a gift and remuneration for a teacher who is able to achieve good achievements and performances (Sulistyorini, 2001). To improve an effective work ethic, schools can pay attention to the most important thing, namely meeting the needs of their employees. To meet their needs, it is necessary to give awards or rewards as a form of motivation to teachers. Reward and punishment are two methods of motivating someone to do good and improve their performance. Rewarding someone also tries to increase their level of activity in their pursuit of bettering their accomplishments. Punishment is defined as punishment or sanction. Based on these two methods, both are needed in an effort to motivate someone, including motivating teachers to improve their achievements and
performance. Both of these methods are business steps that are carried out together and aim to make a person better, including by motivating teachers to carry out their duties and responsibilities (Meisarah et al., 2023).

The quality of education is closely tied to the performance of teachers. Teachers, who are social creatures, require certain needs to perform well (Anshori, 2020). The work environment and professional leadership have a significant impact on a teacher's ability to think and perform optimally. With the right conditions, such as a positive work environment, encouragement of good work, a high sense of responsibility, and strong cooperation, teachers can improve their performance. Additionally, a good physical and mental condition, proper infrastructure, and effective management processes within the school organization can also help teachers facilitate the teaching and learning process and encourage students to take on their responsibilities with enthusiasm (Rustan et al., 2022).

The effectiveness of a teacher is defined by their ability to carry out learning tasks and take responsibility for their students' progress, resulting in improved academic performance. Both internal and external factors can impact a teacher's performance. Internal factors stem from the teacher themselves, including their job satisfaction (KR et al., 2022). The quality of education and learning outcomes are heavily influenced by a teacher's performance, making it crucial for educators to perform well (Djunu, 2021). High levels of motivation and perseverance are necessary for teachers to attain good performance. Achieving this requires a system of rewards and punishments. Providing awards can encourage teachers to perform better.

METHOD

This study's methodology is qualitative. This study used observation, interviews, and documentation as data gathering methods. The research instruments used in this school's action research included: Interview sheets were used to record reward and punishment techniques for coaching school principals in motivating teachers to improve performance during the research process. Observation sheets were used in research to observe the implementation of policies related to reward and punishment techniques for coaching school principals in motivating teachers to improve performance. Validating the data is crucial to ensuring that the conclusions drawn from it can be believed and supported by science. Verifying the accuracy of the data is a step to reduce errors in the collection of research data, which will undoubtedly have an effect on the study's conclusions. Consequently, a number of data testing approaches were used to determine the authenticity of the data in this study. The following are the data validity methods applied in this study: Extending the scope of the observation, keeping it consistent, and using several sources to support the data.

RESULT AND DISCUSSION

Providing rewards and punishment for each teacher can attract teachers' attention and provide information or remind them of the importance of increasing high achievement as well as increasing...
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Teacher motivation for performance measurement, which helps teachers maximize their time and efforts. Based on the reward and punishment process, it has an impact on improving teacher performance. This can be seen from the various types of activities carried out with the aim of developing the teacher's personality and improving teacher skills. The teacher's efforts and progress in fulfilling responsibilities and obligations are reflected in her performance as a teacher, which increases the level of professionalism. The application of giving rewards cannot be separated from what is suggested by the school. So, this will not work without the full support of the school. This support is not in the form of money but in the form of encouragement and support from the school. And this support is in the form of motivation and the provision of rewards to teachers, of course, for teachers who want to get rewards that are given depending on the achievements achieved and must have good performance and be able to carry out their respective responsibilities so that teachers are considered suitable and in accordance with the criteria. Besides students, teachers also get rewards from schools. Rewards can be given to teachers who excel in academic and non-academic fields. Teachers who are disciplined and have good performance will be given a reward in the form of a charter from the school, which is held once a semester. This is motivation for teachers. Rewards given to teachers are not frequent. But it has a certain period of time. So as not to eliminate the meaning of the reward itself.

Therefore, giving rewards is considered very important because, with rewards, the school can appreciate teacher performance. Efforts are made to get rewards, namely by having good performance and carrying out their responsibilities so that they are feasible and in accordance with existing regulations. Setting the criteria for awarding rewards has been regulated and recorded in the personnel regulations, has its own assessment team for awarding rewards, and has a certain period of time. Rewards are given to teachers who show good performance. Giving punishment is also very important so that the teacher does not violate for this reason, a teacher must continue to increase his knowledge of academic and non-academic subjects through education. Because you are a teacher, you have to be active in speaking. And also, at school, it is a rule to enter school at 06.50. So, teachers are expected to arrive at least 15 minutes before the bell rings. Besides that, the teacher must also be absent from finger prints; if there is a teacher who is late, it will be seen from his absence. In addition, teachers who are late or do not come to class must provide information so that the class does not experience vacancies. Good interaction and communication with all school members, such as the principal and teachers, With good interaction and communication between the school and the teacher, kinship and openness about teacher behavior will be created.

Based on the description provided above, it can be inferred that these are tactics that principals of schools can use to enhance teacher performance and ultimately raise the standard of their institutions of higher learning. Factors supporting the provision of reward and punishment have supporting factors that can encourage consistent and perfect implementation of reward and punishment, one of which is the factor of teachers and stakeholders who work together. The inhibiting
factor is that not all teachers in this institution are maximized, so the application of reward and punishment is less effective, which will have an impact on teachers so that reward and punishment in teaching and learning lose their true function, namely as a controlling tool to stick to educational goals.

CONCLUSION

Implementation of Reward and Punishment in Improving Teacher Performance is in accordance with the theory of reward and punishment, which includes a) praise; b) respect reward (award); c) gifts; d) tokens of appreciation; e) intellectual punishment; f) get a verbal warning to the teacher concerned; g) get a written warning to the teacher concerned; h) postponed promotions or promotions Rewards can also be a driving force or motivation for teachers to be even better. The purpose of punishment is to make the offending teachers perform better, uphold the law, educate the offender, and enhance the teacher in accordance with the desired outcomes. The use of rewards and penalties can enhance teacher effectiveness. The improvement of teacher performance, which includes personality and dedication, professional development, teaching ability, communication, relationships with society, discipline, welfare, and work climate, is an effort and progress made by teachers in carrying out their responsibilities and obligations as teachers. In this case, teachers should be able to continuously improve their performance, which is a capital for the success of education, and realizing optimal teacher performance also motivates the ability of teachers to do work.

REFERENCES


