

**TEACHER PERFORMANCE IS REVIEWED FROM INCENTIVES,
ORGANIZATIONAL CULTURE, PROFESSIONAL COMPETENCE,
INFRASTRUCTURE IN MTs NEGERI 8 SRAGEN**

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Abstract: *The research on teacher performance in MTs Negeri 8 Sragen aims to research and test the influence of incentives, organizational culture, professional competence, and infrastructure on teacher performance in MTs Negeri 8 Sragen. The design of the research conducted is quantitative descriptive research. The research will be conducted at MTs Negeri 8 Sragen, located at Jl. Solo – Purwodadi KM. 13, Siboto Rt 11, Kalimacan, Kalijambe, Sragen. This study used the entire population so-called saturated sampling, in this study used all teachers as many as 34 teachers consisting of 17 civil servant teachers and 17 honorary teachers in MTs Negeri 8 Sragen as a research sample. The data analysis technique used in this study uses multiple linear regression analysis that has previously been performed instrument tests and classical assumption tests with SPSS 23 software. The conclusion obtained by this study is that there is a positive and significant influence of incentives, organizational culture, professional competence on teacher performance in MTs Negeri 8 Sragen. Incentive variables, organizational culture, professional competence and infrastructure contributed to teacher performance by 67.1%, while the remaining 32.9% was explained by other variables not proposed in the study.*

Keywords: *incentives, organizational culture, teacher performance, professional competence and infrastructure*

1. Introduction

The success of teaching and learning activities in a school institution cannot be separated from the performance of educators or teachers in schools. If the teacher's performance is good and carries out his duties professionally and follows his competence, the learning will run well, coupled with adequate supporting facilities for the educator. According to research (Safrizal et al, 2019) Performance (performance) is the output produced by functions or individuals in a particular job or profession. The performance, often referred to as work achievement, is the result of work in quantity and quality achieved by a person in carrying out tasks according to the responsibilities given at a specific time.

Other opinions that are in line (Pramesti & Muhyadi, 2018) Teacher's performance can be seen from the completion of the burdens of tasks imposed on him by the school, including teaching in the classroom, making teaching devices, making assessment devices, analyzing assessment results, and other tasks that the school imposes on him. There are several factors for the authors used in research related to teacher performance in MTs Negeri 8 Sragen, these factors are factors that can affect how teacher performance can be better in learning and teaching activities, so the

author tries to observe teacher performance in MTs Negeri 8 Sragen based on these factors. These factors include incentives, professional competence, organizational culture and infrastructure.

Incentives are one of the factors that affect teacher performance, incentives can be in the form of money or awards given to individuals who have achievements or work beyond the standards that have been established, incentives are expected to have a positive impact on individuals in meeting their physiological needs, in research (Ardian, 2019) Based on the results of the discussion it is known that partially incentives affect teacher performance. Another opinion (Toto et al, 2019) was explained in the discussion that "(1) The influence of leadership, work environment, discipline, and incentives has an insignificant effect on the performance of Madrasah Aliyah (MA) teachers in Maros Regency. (2) The most influential variables on the performance of Madrasah Aliyah (MA) teachers in Maros Regency, partially are the Leadership Variables against the performance of Madrasah Aliyah (MA) teachers, then Work Environment Variables, Discipline Variables and Incentive Giving variables. This means that all the factors used in the regression equation are jointly less able to contribute to the variation in teacher performance assessments at Madrasah Aliyah (MA) in Maros Regency and partially affect the performance of Madrasah Aliyah teachers in Maros Regency is the Head of Madrasah Leadership.

Another study that explained incentives was carried out by (sudarso, 2017) in his discussion explained that incentives affect teachers' performance of SMK Mulia Buana Bogor. Based on some of the above research, it can be concluded that incentives are one factor that affects teacher performance, able to encourage someone to want to work well and achieve a higher level of performance, to arouse work passion and work motivation.

Another factor that affects teacher performance is organizational culture. According to (Nurlaili, Apridar et al, 2019) explain that organizational culture has a positive and significant influence on the work environment and teacher performance, in addition to the above opinions, this is in line with the research conducted by (Muntasir & A.samad, 2021) explaining the results of verifiative research based on causality analysis between proven variables; a) there is a significant influence of organizational culture on teacher performance, research conducted (Meri., 2020) explains There is a significant influence of organizational culture on teacher performance, other research (Fitria, 2018) explains that there is a direct influence of organizational culture on teacher performance. Based on several opinions concluded that organizational culture has a positive and significant effect on teacher performance, this shows that organizational culture is one factor that determines teacher performance.

The next factor that can affect teacher performance is professional competence. Where according to (Hasan, 2017) Professional competence is a competency that is directly related to the duties and responsibilities of educators, research (Hasan, 2017) mentions The professional competence of economics teachers of State High School in Gowa Regency is in a very high category; The performance of economics teachers of State High Schools in Gowa Regency is in a very high category; and Professional competence as measured by the performance of the economics teacher of the State High School in Gowa Regency has a positive and significant contribution. However, it has a weak relationship between the Teacher Professional Competency variable and the Economic Teacher Performance variable of the State High School in Gowa Regency.

In addition to the influence of the above factors, the teacher's performance in doing his duty to provide learning to students more maximally needs to be supported by adequate equipment. In this case the infrastructure in school must be qualified so that the teacher's performance in teaching is more optimal. According to (Hidayati & Dzuroidah, 2020), infrastructure is a series of equipment, materials, and furniture that is directly used in the educational process in schools, in this study also mentioned that educational facilities and infrastructure affect the performance of teachers of MTs Negeri 4 Banyuwangi Sumberberas Muncar Banyuwangi. Research (Fudin, 2020) that:

Infrastructure can positively affect teacher performance besides that teacher performance is also influenced by other factors, namely personality, leadership, management, compensation, technology, skills, and the opportunity to excel. Based on several studies, it can be concluded that infrastructure has a positive effect on improving teacher performance, supported by adequate equipment and infrastructure, learning in an educational institution will be maximized.

In contrast to the research conducted by (Sirajuddin et al., 2021), infrastructure does not significantly affect teacher performance, but the means of retirement is one important thing and must be in teaching and learning activities in schools. Schools with complete infrastructure are their pluses in carrying out teaching and learning activities, although complete facilities is not a guarantee for a teacher to improve performance.

Incentives are awards given to teachers in money and goods to improve teacher achievement or performance. Incentives are expected to be able to improve teacher performance that has not been optimal. Incentives are given following the achievements achieved by a teacher. Incentives are one of the factors that determine teacher performance. This is following previous studies. There is a positive influence of incentivizing teacher performance.

The research conducted (Ardian, 2019) explained, based on the discussion results, that incentives, work motivation, and employee workability affect (simultant) work performance simultaneously, while partially incentives affect teacher performance. Another study that explained the incentives conducted by (Sudarso, 2017) in his discussion mentioned that incentives affecting the performance of SmK Mulia Buana Bogor teachers are pretty strong. The coefficient of determination indicates an influence of the provision of incentives on teacher performance. In contrast to the results of research conducted by (Toto et al., 2019), explained in the discussion that "(1) The influence of leadership, work environment, discipline, and incentives has no significant effect on the performance of Madrasah Aliyah (MA) teachers in Maros Regency.

H1 = It is suspected that the provision of incentives has a significant effect on the performance of teachers of MTs Negeri 8 Sragen.

Organizational culture results from a process of diluting and melting the cultural style or behavior of each individual. According to (Nurlaili, Apridar et al, 2019) explaining the organizational culture has a positive and significant effect on the work environment and teacher performance, in addition to the above opinions, this is also in line with the research conducted by (Muntasir & A.samad, 2021) explained: (1) The organizational culture that has been carried out in the samalanga Bireuen District High School, according to teacher perception has been going well in supporting teacher performance. (2) Verifiative research results based on causality analysis between variables prove; a) there is a significant influence of organizational culture on teacher performance. Together the Organizational Culture, Competence, and Motivation of teachers affect teachers' performance. Research conducted (Meri., 2020) explains the significant influence of organizational culture on teacher performance. Opinion (Fitria, 2018) Organizational culture has a direct positive influence on teacher performance.

H2 = It is suspected organizational culture significantly influences teacher performance in MTs Negeri 8 Sragen.

One of the factors that affect the teacher's performance is the competence of the professional, the teacher himself as an educator and his motivation to work. in the research (Hasan, 2017) mentioned: (1) the Professional Competence of economics teachers of State High School in Gowa Regency is in a very high category; (2) The performance of economics teachers of State High Schools in Gowa Regency is in a very high category; and (3) Professional competence as measured by the performance of the economics teacher of the State High School in Gowa Regency has a positive and significant contribution but has a weak relationship between the Teacher Professional

Competency variable and the Economic Teacher Performance variable of the State High School in Gowa Regency.

Other research mentioned in (Nabela et al, 2021), 1) there is an influence of teacher professional competence on teacher performance in SMP Negeri Se-Subdistrict Prabumulih Barat; 2) there is an influence of work motivation on teacher performance in SMP Negeri Se-Subdistrict Prabumulih Barat, and 3) there is the influence of professional competence of teachers and motivation of work together on teacher performance in SMP Negeri Se-Subdistrict Prabumulih Barat. The research (Kartini et al., 2020) also explained "There is a significant influence between professional competence and teacher performance".

H3 = Alleged professional competence has a significant effect on teacher performance in MTs Negeri 8 Sragen

According to (Hidayati & Dzuroidah, 2020), infrastructure is a series of equipment, materials, and furniture that are directly used in the educational process in schools. This study also mentioned that: (1) Educational Facilities and Infrastructure MTs Negeri 4 Banyuwangi Sumberberas Muncar Banyuwangi is very good. (2) The performance of teachers in MTs Negeri 4 Banyuwangi Sumberberas Muncar Banyuwangi is very good. (3) There is an influence on implementing management functions on improving the quality of MTs Negeri 4 Banyuwangi Educators Source of Muncar Banyuwangi. (4) the considerable influence of educational facilities and infrastructure on the performance of teachers of MTs Negeri 4 Banyuwangi Sumberberas Muncar Banyuwangi by 39%.

Another explanation in the study (Fudin, 2020) is that: Teacher Prasarana facilities can positively affect teacher performance besides that teacher performance is also influenced by other factors, namely personality, leadership, management, compensation, technology, skills, and opportunities to excel. Another study conducted (Sirajuddin et al., 2021) explained that infrastructure has no partial effect on teacher performance.

H4 = Allegedly infrastructure significantly affects teacher performance in MTs Negeri 8 Sragen.

Based on the opinions of previous research and some findings during research at MTs Negeri 8 Sragen, the author argues that there are factors that can affect the performance of teachers in MTs Negeri 8 Sragen, namely, teacher performance will increase and maximum in providing learning to students if supported by the following factors: Incentives, Professional Competence, Organizational Culture and Infrastructure. Initial research in MTs Negeri 8 Sragen some of the problems found include: (1) There are still teachers who are not on time in completing their tasks, (2) there are still teachers who are late in class when the change of teaching hours, (3) There are still teachers who do not conduct assessment evaluations, (4) There are still teachers who teach not following professional competence, with the problems found in the research, the author takes the research title "Teacher Performance Reviewed From Incentives, Organizational Culture, Professional Competence, Infrastructure in MTs Negeri 8 Sragen.

2. Research Method

2.1 Types of Research and Research Design

The research was conducted at MTs Negeri 8 Sragen, located at Jl. Solo – Purwodadi KM. 13, Siboto Rt 11, Kalimacan, Kalijambe, Sragen. Research time in December 2021 – February 2022. Teachers in MTs Negeri 8 Sragen amounted to 34 teachers consisting of 17 teachers who had the status of Civil Servants (PNS) and 17 Honorary teachers.

2.2 Analytical Tools

This study uses multiple regression analysis. Multiple linear regression analysis is a linear relationship between two or more independent variables with dependent variables. This analysis determines the direction of the relationship between independent and dependent variables whether each independent variable is positive or negatively related.

3. Results and Discussion

3.1. Results

3.1.1 Multiple Linear Regression Test

Table 1 Multiple Linear Regression Results
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.681	2.720		1.721	.096
Incentive	.041	.067	.078	2.618	.041
culture	.270	.178	.248	2.523	.039
Competence	.741	.179	.682	4.141	.000
Infrastructure	.062	.108	-.093	1.569	.574

a. Dependent Variable: Kinerja

Source: Primary Data processed in 2022

Based on the table above, it can be known that the regression equations formed are:

$$Y = 4,681 + 0,041 X_1 + 0,270 X_2 + 0,741 X_3 + 0,062 X_4 + e$$

Based on the regression equation above, the interpretation of the coefficients of each variable is as follows:

- a = 4.681, a constant of 4.681 states that if the incentive variable (X1), organizational culture (X2), professional competence (X3) and infrastructure (X4) are considered constant then the teacher's performance is 4,681.
- b1 = 0.041, the incentive regression coefficient (X1) is 0.041 which means that if the organizational culture variable (X2), professional competence (X3) and infrastructure (X4) are constant, then with the increase in incentives, teacher performance will increase by 0.041.
- b2 = 0.270, the coefficient of organizational culture regression (X2) is 0.270 which means that if incentives (X1), professional competence (X3) and infrastructure (X4) are constant, then with the improvement of organizational culture, teacher performance will increase by 0.270.
- b3 = 0.741, the coefficient of organizational culture regression (X3) is 0.741 which means that if incentives (X1), professional competence (X2) and infrastructure (X4) are constant, then with the improvement of organizational culture resulting in teacher performance will increase by 0.741.
- b4 = 0.062, the coefficient of infrastructure regression (X4) is 0.062 which means that if incentives (X1), organizational culture (X2) and professional competence (X3) are constant, then with the improvement of infrastructure (X4) resulting in teacher performance will increase by 0.062.

3.1.1 Hypothesis Test

Hypothesis testing is a method used to process research results to obtain a conclusion. In this study, the hypothesis tests used are:

1. Test F

Table 2 F Test Results
ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	129.459	4	32.365	17.824	.000 ^b
	Residual	52.659	29	1.816		
	Total	182.118	33			

a. Dependent Variable: Kinerja

b. Predictors: (Constant), Sarpras, Insentif, Budaya, Kompetensi

Source: Primary Data processed in 2022

The results of the analysis of the data that has been obtained, it can be known that the value of F score is 17,824, because F score > F table (17,824 > 2,920) and significance of 0.000 < 0.05 then Ho is rejected. It can be concluded that Ha is accepted, meaning that there is an influence between incentives, organizational culture, professional competence and infrastructure simultaneously and significantly on teacher performance.

2. T-Test

Table 3 T Test Result
Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.681	2.720		1.721	.096
	Insentive	.041	.067	.078	2.618	.041
	Culture	.270	.178	.248	2.523	.039
	Competence	.741	.179	.682	4.141	.000
	Infrastruktur	.062	.108	-.093	1.569	.574

a. Dependent Variable: Kinerja

Source: Primary Data processed in 2022

- Test the influence of incentives on teacher performance, t- score value > t-table (2,618 > 2,042) and significance value of 0.000 < 0.05 then Ho is rejected and Ha is accepted. It can be concluded that there is a significant and significant influence between incentives on teacher performance.
- Test the influence of organizational culture on teacher performance, T- score value > t-table (2,523 > 2,042) and significance value of 0.039 < 0.05 then Ho rejected and Ha accepted. It can be concluded that there is a positive and significant influence between organizational culture on teacher performance.
- Test of the influence of professional competence on teacher performance, T- score value > t-table (4,141 > 2,042) and significance value of 0.000 < 0.05 then Ho rejected and Ha accepted. It can be concluded that there is a positive and significant influence between professional competence on the performance of teachers.
- Test the influence of infrastructure on teacher performance, t- score value < t-table (1,569 < 2,042) and significance value of 0.574 > 0.05 then Ho is accepted and Ha rejected. It can be concluded that there is no and insignificant influence between infrastructure on teacher performance.

3. R- Squared Test

Tabel 4 R- Squared Test

Model Summary				
Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.843 ^a	.711	.671	1.348

a. Predictors: (Constant), Sarpras, Insentif, Budaya, Kompetensi

Source: Primary Data processed in 2022

Based on the results of the calculation obtained an adjusted value of R square of 0.671. This means that incentive variables, organizational culture, professional competence and infrastructure contribute to teacher performance by 67.1% while the remaining 32.9% is explained by other variables not proposed in this study.

3.2 Discussion

a. The influence of incentives on teacher performance.

Based on the results of the count obtained $t\text{-score} > t\text{-table}$ ($2,618 > 2,042$) and significance $0.041 < 0.05$. This means that incentives have a positive and significant effect on teacher performance. The results prove that the higher the incentive will improve teachers' performance in real terms. This can be interpreted that there is a positive influence of incentivizing teacher performance in MTs Negeri 8 Sragen. This research is in line with previous research conducted by (Ardian, 2019) explained, based on the results of the discussion, it is known that incentives, work motivation and employee work ability affect simultaneously (simultaneously) on work performance, while partially incentives affect teacher performance. The research conducted by (Sudarso, 2017) in his discussion mentioned: that incentives affect the performance of teachers of SMK Mulia Buana Bogor quite strongly. The coefficient of determination indicates an influence between the provision of incentives on teacher performance. In the research conducted by (Toto et al, 2019) it was explained in the discussion that "The influence of leadership, work environment, discipline, and incentives has no significant effect on the performance of Madrasah Aliyah (MA) teachers in Maros Regency.

b. The influence of organizational culture on teacher performance

Based on the results of the count obtained $t\text{-score} > t\text{-table}$ ($2,523 > 2,042$) and significance $0.039 < 0.05$. This means that organizational culture has a positive and significant effect on teacher performance. These results prove that the higher the organizational culture, the more it improves teacher performance in real terms. It can be interpreted that there is a positive influence of organizational culture on improving teacher performance in MTs Negeri 8 Sragen. Furthermore, this is in line with previous research conducted by (Nurlaili, Apridar et al, 2019) explaining that organizational culture has a positive and significant effect on the work environment and teacher performance, in addition to the above opinions, this is also in line with the research conducted by (Muntasir & A.samad, 2021) explained: (1) The organizational culture that has been run in the Samalanga Kabupaen Bireuen District State High School school, according to the perception of teachers has been going well in supporting teacher performance. (2) Verifiative research results based on causality analysis between variables prove; a) there is a significant influence of organizational culture on teacher performance. Together the Organizational Culture, Competence and Motivation of teachers affect teachers' performance. Research conducted (Meri., 2020) explains a significant influence of organizational culture on teacher performance. Opinion (Fitria, 2018) Organizational culture has a direct positive influence on teacher performance.

c. The influence of professional competence on teacher performance

Based on the results of the count obtained $t\text{-score} > t\text{-table}$ ($4,141 > 2,042$) and significance $0.000 < 0.05$. This means that professional competence has a positive and significant effect on teacher performance. These results prove that the higher the professional competence, the teacher's performance will increase markedly. This research is in line with previous research conducted by (Hasan, 2017) mentioned: (1) Professional Competence, The performance, Professional competence as measured by the performance of the economics teacher of the State High School in Gowa Regency has a positive and significant contribution. However, has a weak relationship between the Teacher Professional Competency variable and the Economic Teacher Performance variable of the State High School in Gowa Regency.

Other research mentioned in (Nabela et al, 2021), 1) there is an influence of teacher professional competence on teacher performance in SMP Negeri Se-Subdistrict Prabumulih Barat; 2) there is an influence of work motivation on teacher performance in SMP Negeri Se-Subdistrict Prabumulih Barat, and 3) there is the influence of professional competence of teachers and motivation of work together on teacher performance in SMP Negeri Se-Subdistrict Prabumulih Barat. The research (Kartini et al., 2020) also explained "There is a significant influence between professional competence and teacher performance".

d. The Effect Of Infrastructure On Teacher Performance

Based on the results of the count obtained $t\text{-score} < t\text{-table}$ ($1,569 < 2,042$) and significance $0.574 > 0.05$. This means that infrastructure has no effect and is not significant on teacher performance. These results prove that the higher the infrastructure, it does not necessarily improve teacher performance. This research is in line with previous research conducted by (Sirajuddin et al., 2021) which explained that infrastructure has no effect and is not significant on teacher performance, but not in line with previous research conducted by (Hidayati & Dzuroidah, 2020). Infrastructure is a series of equipment, materials, and furniture that is directly used in the educational process in schools, in this study also mentioned that: (1) Educational Facilities and Infrastructure MTs Negeri 4 Banyuwangi Sumberberas Muncar Banyuwangi is very good. (2) The performance of teachers in MTs Negeri 4 Banyuwangi Sumberberas Muncar Banyuwangi is very good. (3) There is an influence on the implementation of management functions on improving the quality of MTs Negeri 4 Banyuwangi Educators Source of Muncar Banyuwangi. (4) the large influence of educational facilities and infrastructure on the performance of teachers of MTs Negeri 4 Banyuwangi Sumberberas Muncar Banyuwangi by 39%. Another explanation in the study (Fudin, 2020) that: Infrastructure can positively affect teacher performance, besides that teacher performance is also influenced by other factors, namely personality, leadership, management, compensation, technology, skills.

e. Influence of incentives, organizational culture, professional competence and infrastructure on the performance of teachers of MTs Negeri 8 Sragen

Based on the results of the SPSS count obtained $F\text{ score} > F\text{ table}$ ($17,824 > 2,920$) and significance of $0.000 < 0.05$. This means that incentives, organizational culture, professional competence and infrastructure simultaneously affect and significantly affect teacher performance. These results prove that the higher the incentives, organizational culture, professional competence and school infrastructure, the teacher's performance will improve markedly. Incentives, organizational culture, professional competence and infrastructure contributed to teacher performance by 67.1% while the remaining 32.9% was influenced by other factors, beyond the variables studied.

d. Conclusion

Based on the results of hypothesis testing and discussions that have been carried out, it can be concluded:

1. There is a positive and significant influence of incentives on teacher performance in MTs Negeri 8 Sragen with a signification rate of 5%.
2. There is a positive influence of organizational culture on teacher performance in MTs Negeri 8 Sragen with a signification rate of 5%.
3. There is a positive influence of professional competence on teacher performance in MTs Negeri 8 Sragen.
4. The magnitude of the coefficient of determination (R^2) which has a positive value of 0.671 indicates that the variables of incentives, organizational culture, professional competence and infrastructure contribute to teacher performance by 67.1% while the remaining 32.9% is explained by other variables not proposed in this study.

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