

DEVELOPING A PERFORMANCE-BASED INCENTIVE MODEL FOR NASIONAL SENIOR HIGH SCHOOL OF MALANG TEACHERS AFTER THE COVID-19 PANDEMIC

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ABSTRACT: National Senior High School Malang is one of the best private schools with many achievements. It is one of the private schools in Malang that has also been affected by the COVID-19 pandemic. The COVID-19 pandemic has indirectly changed the work patterns of the workforce in the government, agencies, private sector, and others. This study aims to design and develop a model for determining the criteria for assessing National Senior High School Malang teachers' performance behaviour to improve service quality after the COVID-19 pandemic. The type of research used in this study is descriptive research. In this study, questionnaire data was processed using the AHP (Analytical Hierarchy Process) method to determine the priority of each performance assessment criterion. Based on the results of the calculation of the performance behaviour assessment of National Senior High School Malang teachers, it can be concluded that there are six essential criteria for assessing teachers work behaviour consisting of Integrity (14.5%), Service orientation (17%), Commitment (15.1%), Discipline (14.7%), Cooperation (13.9%), and Leadership (24.7%) that has the highest values in the work behaviour assessment. According to the results of the calculation of the incentive proposal, it can be concluded that there is an increase in the incentive average for each teacher by 35%. This shows that with the rise in the provision of incentives, there is expected to be an increase in the value of work performance. Furthermore, in line with the calculation of the proposed increase in incentives, there is also an increase in work performance of 51%. Thus, it can be concluded that providing incentives significantly increases work performance.

Keywords: Covid-19, Incentive, AHP, Performance, Assessment

1. Introduction

One of the strategies used to overcome competition in education today is providing excellent service to students by maximising the human resources owned by an organisation [1]. In other words, excellent service owned by schools can increase the selling price of schools in the eyes of the community. Providing exceptional service to the community can positively impact schools and attract prospective new students' attention. All of those things would run generally if there were no Covid-19 pandemic.

National Senior High School Malang is one of the best private schools with many achievements. In 2019, National High School Malang was awarded as one of the best private schools in Indonesia by the Minister of Education and Culture. However, National Senior High School Malang was also affected by the Covid-19 pandemic. The decline in student attendance and

discipline of around 23% during the pandemic has made the school work harder to improve its achievements again. This requires teachers to be more active in attracting students' attention and provide special attention morally and emotionally to their students so that they remain enthusiastic to learn and participate in school activities. During the pandemic, providing incentives is one of the most essential things an institution or school must consider to improve teachers' performances. In his research, Subianto [2] stated that employees will be lazy at work and will reduce their sacrifices if the company does not pay attention to the size of the incentives received. Sumiati [3] concluded in her research that high employee performance can be obtained if there is special attention from the organisation by providing appropriate and fair rewards and promotions for high-performing employees.

With all the mass that has occurred and the emergence of various negative impacts, including the decline in workers' work ethic in the post-

pandemic era, it is necessary to evaluate school management and prepare new school management for conditions and situations after the COVID-19 pandemic. This research aims to analyse and design a model for determining criteria for assessing performance behaviour in Malang National High School teachers after the COVID-19 pandemic to improve school service management.

1.1 Incentive

Giving intensive is providing additional income to employees who can achieve a work achievement. In other words, intensive training can be a bonus outside an employee's basic salary and increase work motivation. According to Noor [4], in his book entitled Event Management, incentives are special compensation the organisation provides to employees outside their primary salary to help motivate or encourage them to be more active in working and improve work performance. The incentive is given to encourage employees to work more optimally [5]. It can be concluded that incentives are a reward for the achievements of a worker to increase the productivity of his work.

The incentive is not only given in the form of money but also another form, such as a good work environment or intensive forms of participation. According to Noor [4], the incentive is divided into material and non-material incentives based on their form. Material incentives are incentives given in the form of commissions, bonuses, profit sharing, deferred compensation, and pension guarantees. Non-material incentives are incentives such as award certificates, promotions, social security, or praise in written or oral form.

1.2 Performance Assessment

Performance results from the work of individuals or groups within an organisation that is adjusted to responsibilities given legally by the laws, morals, and ethics to achieve organisational goals [6]. In line with the previous opinion, according to Sinaga et al. [7], performance results from a person or group's work that can be measured according to the responsibilities assigned to that individual or group. In general, performance can be interpreted as the work of people or groups following the achievement of organisational or company goals, which are calculated periodically.

According to Sirait [8], performance measurement is carried out on various company

value chain activities. Meanwhile, according to Mahmudi [9], performance measurement is a process of assessing work progress toward the achievement of predetermined goals and objectives, including information on the efficient use of resources in producing goods or services, the quality of goods or services, comparison between the work results with target and the effectiveness of actions in achieving goals.

2. Research Methodology

2.1 Subjects and Objects of Research

The subject of this research is several people or respondents (permanent and non-permanent teachers of National Senior High School Malang) expected to provide data and information related to the research object, some of the dependent variables to be studied. The object of research in this study is employee performance and incentive wages.

2.2 Research Framework

The research framework diagram in Figure 1 briefly explains the stages or flow that will be carried out in the completion of the research.

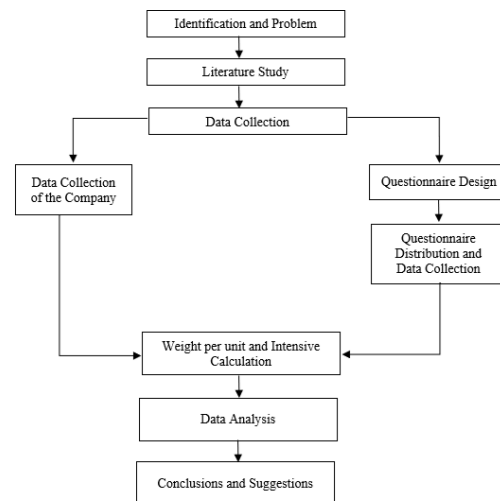


Figure 1 Research Framework

The type of research used in this study is descriptive research. The research method is divided into five stages as follows:

2.2.1 Preparation

This stage is used to identify or raise the problem being studied. The issue raised in this research is designing a proposal for an intensive system based on work performance assessment. The mixed model approach is used to modify the existing assessment system based on the National Senior High School Malang's vision, mission, and objectives measurably and objectively. Initial data on the distribution of institutional incentives will be used as the basis for literature and field studies.

2.2.2 Data Collection

Data is collected through interviews and direct data acquisition to obtain job descriptions. Two types of questionnaires are distributed for data collection. One is a weighting questionnaire that provides details of tasks given to the supervisor (Principal) and the object (Teacher) to study.

2.2.3 Data Processing

The data processing stage consists of several processes, namely, job performance assessment preparation, competency level target determination, indicator determinant, validation, weighting with Analytic Hierarchy Process (AHP) by the aid of expert choice, preparation of incentive system groups, preparation of performance assessment between sections (users) and preparation of methods and flow of incentive system implementation. In this study, the Analytic Hierarchy Process (AHP) method will be used to decide on selecting incentive criteria for Permanent Foundation Teachers (GTY) or Non-Permanent Foundation Teachers (GTT) of National Senior High School Malang.

2.2.4 Data Analysis

Furthermore, the output of each step in designing performance measurement is analysed, and the weaknesses and advantages of the current incentive assessment are compared with the proposed incentive system that was designed previously. This is conducted to develop the design of an incentive system further.

2.2.5 Conclusions and Suggestions

At this stage, the conclusions are drawn, and suggestions are given based on the results of the research data analysis. The findings and suggestions in this study are expected to be useful

for National Senior High School Malang and other researchers' future research.

3. Results

3.1 Respondent Data

There were 24 respondents assessed at National Senior High School Malang, consisting of 12 respondents (50%) with Permanent Foundation Teachers (GTY) status and 12 respondents (50%) with Non-Permanent Teachers (GTT) status.

3.2 Calculation of Teacher Performance Assessment

The teacher performance assessment calculation shows the level of importance of each criterion for a particular position. The calculation of the teacher performance assessment can be seen from the implementation of the detailed tasks that are the responsibility of the position. The following is a recapitulation of the calculation of the performance Assessment of National Senior High School Malang teachers based on the results of weighting work behaviour assessment criteria and weighting the teacher's performance assessment criteria for as many as 24 respondents.

Table 1 Recapitulation of Teacher Performance Assessment Calculation

Respondent No.	Subjects	Performance Assessment (Npkk)	Achievement Gains (P)
1	Chemistry	4.94	64.5%
2	History	4.66	55.4%
3	Multimedia	4.56	52.1%
4	Sociology	4.79	59.5%
5	Mathematics	4.68	56.1%
6	Arts	4.52	50.8%
7	Physics	4.61	53.6%
8	Biology	4.72	57.3%
9	Bahasa Indonesia	4.49	49.7%
10	Geography	4.56	51.9%
11	Mathematics	4.53	50.9%
12	Bahasa Indonesia	4.55	51.7%
13	English	4.63	54.4%
14	Bahasa Indonesia	4.65	55.0%
15	Sport	4.51	50.3%
16	Civics	4.42	47.3%
17	Arts and Cultures	4.19	39.8%
18	Islamic	4.54	51.3%

19	German	4.34	44.8%
20	Mathematics	4.30	43.3%
21	Economics	4.49	49.8%
22	Counselling	4.42	47.4%
23	Chemistry	4.44	47.9%
24	English	4.41	47.0%
			1231.7%

Source: Primary Data Calculation

Table 1 shows that the highest increase in work performance was achieved by Respondent 1 with an increase of 64.5%, and the second place was achieved by Respondent 2 with an increase in work performance of 59.5%. In comparison, the increase in work performance with the lowest value was achieved by Respondent 17, with an increase in work performance of 39.8%. The low value of the rise in Respondent 17's work performance given by the principal was due to the work behaviour assessment and overall work performance assessment having a low value. The high value of the increase in work performance of Respondent 1 was due to the evaluation of work behaviour. Overall, the work performance assessment had a high value, and Respondent 1 carried out all assigned tasks well and according to the achievement target. The difference in the value of the increase in work performance is also influenced by the different levels of positions held by the respondents; Respondent 1 is a Permanent Teacher Foundation (GTU), while Respondent 17 is a Non-Permanent Teacher (GTT).

3.4 Calculation of Proposed Incentives

Providing incentives for Permanent Foundation Teachers (GTU) or Non-Permanent Teachers (GTT) that apply at National Senior High School Malang so far only provides the same incentive to each teacher without considering the value of their performance achievement. This system is considered unfair, requiring a better and more balanced incentive system. The calculation of respondent 1's incentive can be seen in the calculation below. Based on the previous calculation, it is obtained that:

- Achievement Gains
 $P = 64,5 \%$
- Total Work Performance Increase
 $K = 1231,7 \%$
- Amount of Funds Disbursed
 $D = Rp. 15.000.000$
- Incentives
 $I = \left(\frac{P}{K} \right) \times D$

$$= \left(\frac{64,5}{1231,7} \right) \times Rp. 15.000.000 = Rp 786.003$$

A recapitulation of the calculation of incentives based on the increase in working performance of National Senior High School Malang teachers can be seen in Table 2 below:

Table 2 Recapitulation of Teacher Incentive Calculations

Respondent No	Employment Status	Achievement Gains (P)	Incentives (Rp)
1	GTU	64.5%	Rp 786,003
2	GTU	55.4%	Rp 674,372
3	GTU	52.1%	Rp 634,031
4	GTU	59.5%	Rp 725,113
5	GTU	56.1%	Rp 682,815
6	GTU	50.8%	Rp 618,443
7	GTU	53.6%	Rp 652,533
8	GTU	57.3%	Rp 697,916
9	GTU	49.7%	Rp 604,795
10	GTU	51.9%	Rp 632,569
11	GTT	50.9%	Rp 619,490
12	GTU	51.7%	Rp 630,134
13	GTT	54.4%	Rp 662,925
14	GTU	55.0%	Rp 670,150
15	GTT	50.3%	Rp 612,914
16	GTT	47.3%	Rp 575,406
17	GTT	39.8%	Rp 484,478
18	GTT	51.3%	Rp 625,254
19	GTT	44.8%	Rp 545,051
20	GTT	43.3%	Rp 527,677
21	GTT	49.8%	Rp 606,013
22	GTT	47.4%	Rp 577,111
23	GTT	47.9%	Rp 582,965
24	GTT	47.0%	Rp 571,842
			1231.7% Rp 15,000,000

Source: Primary Data Calculation

Table 2 shows that Respondent 1 obtained the highest incentive, amounting to Rp. Seven hundred eighty-six thousand three, with an achievement increase value of 64.5%, and Respondent 17 received the lowest incentive, amounting to Rp—484,478, with an increase in achievement of 39.8%. From the comparison between the results of the calculation of the incentives of Respondent One and Respondent 17, it can be concluded that the higher the performance achievement value, the greater the incentive the teacher will get.

The proposed incentive model uses performance scores to determine the nominal amount each teacher will receive. This results in differences in the amount each teacher receives in the institution. Table 3 shows the number of incentives each teacher gets according to the incentive calculation formula above. Developing an incentive system is expected to motivate and encourage permanent and non-permanent teachers to perform better.

The development of this incentive system can be better than the previous one because the new system is more effective and accommodates the framework identified as the needs and responsibilities of certain positions. The incentive system's development is oriented towards the results teachers achieve proportionally and appropriately. Identified task details and accurate weighting enhance the objectivity of the current system's assessment.

Based on the description above, developing this incentive system is expected to build a conducive work atmosphere and make work more productive. With the development of an incentive system, the amount of incentives given reflects the weighted performance of the teacher concerned. This is to previous research; Seminyak et al. [10] state that providing incentives has a significant effect on teacher motivation and performance, agreeing with Ardian [11] from the results of his research stated that incentives, work motivation, and employee work ability have a simultaneous effect (stimulant) on employee performance. This research is in line with Lukiyanto [12] that leadership skills influence work performance.

4. Conclusions and Suggestions

4.1 Conclusions

Based on the analysis of the research data previously described, the conclusions can be drawn as follows:

1. Based on the results of the calculation of the proposed incentives, the average incentive for each teacher increased by 35%. This shows that an increase in incentives is expected to increase the value of working performance.
2. Calculating the proposed incentive increase resulted in a 51% increase in working performance. Thus, it can be concluded that providing incentives has a significant effect on increasing working performance.

4.2 Suggestions

1. The results of developing the model to determine the criteria for providing teacher performance-based incentives should be implemented at school institutions. This is because the results of the proposed incentives can significantly motivate and encourage teachers to achieve higher achievement and better working performance.
2. Further research is required to test the extent to which providing a proposed incentive based on performance, position level, and additional duties can influence teachers' working motivation.

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