

THE EFFECT OF LEADERSHIP, REWARD, AND PUNISHMENT ON TEACHER PERFORMANCE OF JUNIOR HIGH SCHOOL 1 SUKORAMBI

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ABSTRACT

This study aims to determine the effect of leadership, reward, and punishment on the performance of Junior High School 1 Sukorambi teachers, either partially or simultaneously. The data used in this study are primary data collected from various sources from questionnaires, interviews, literature studies and direct observations on the company. The data processing method uses multiple linear regression analysis, hypothesis testing, and coefficient of determination with the help of SPSS version 21.0 analysis tool. The results showed that the variables of leadership (X_1), reward (X_2), and punishment (X_3) on teacher performance had a simultaneous effect on teachers at Junior High School 1 Sukorambi. While the partial test of the leadership variable (X_1) does not partially affect the teacher's performance at Junior High School 1 Sukorambi and the reward variable (X_2) and the punishment variable (X_3) partially affect the teacher's performance on teachers at Junior High School 1 Sukorambi.

Keywords: Leadership, Reward, Punishment, Teacher Performance

1. INTRODUCTION

Leadership is an important issue for a group or institutional organization. This is because the leader is one of the most influential factors for the success of an organization or institution in achieving its goals. Leadership can also be interpreted as the power or ability to move people and influence people. One of the Government Technical Implementation Units in the form of Junior High Schools requires a leader who can influence the achievement of company goals, namely Junior High School 1 Sukorambi in knowing the teacher's performance so that it can match the targets desired by the company.

The company's goals will be achieved properly if teachers can carry out their duties effectively and efficiently. Therefore, it is necessary to have an educated and highly motivated workforce. Training and career development will affect teachers in carrying out their duties because they will determine the success or failure of carrying out tasks properly. Teachers who lack sufficient knowledge about their field of work (especially new teachers) will work intermittently, wasting time and other teaching factors will be carried out by groups of teachers who do not have sufficient knowledge about their field of work. This waste will affect teacher performance and increase the cost of achieving company goals. Knowledge and skills alone are not enough to achieve organizational goals.

The increasing number of people in a country is a threat to achieving education resilience. With a fairly large population, the need for teachers at the national and regional levels continues to increase. In meeting this need, the Indonesian people must update their knowledge, the government has formed an agency tasked with maintaining education in Indonesia. State Junior High School is a facility provided by the government in order to educate the nation's life in accordance with the 1945 Conscious Law.

Human resource planning is needed to get a reliable workforce and to meet the company's needs in responding to the competition that occurs. Human resource planning is also to plan the workforce effectively and efficiently to suit the needs of the company in helping the realization of goals.

In this case, the State Junior High School is in charge of organizing an advanced learning system after elementary school and introductions about various sciences. Should have a teacher who is full of fighting spirit and high spirit in working and doing his job effectively and efficiently, to then show high discipline in an effort to realize the mission and goals that have been set.

Theoretically, there are many known reward and punishment systems aimed at advancing the company as described. Gibson, (2000) states that the main purpose of reward programs is to attract qualified people to join the organization, keep employees coming to work, and motivate employees to achieve performance. According to Djamarah (2008: 182), Reward is giving something to others as an award or memento or souvenir. Gifts are given to others in the form of anything, depending on the wishes of the giver. Other forms of reward can also be adjusted to the achievements achieved by someone. Everyone has the right to receive gifts from someone according to certain motives as long as the person is in accordance with what is desired.

According to Mangkunegara (2000:130) "punishment is a threat of punishment that aims to improve the performance of violators' employees, maintain applicable regulations and provide lessons to violators". According to Purwanto (2007: 186), the purpose of punishment (punishment) is suffering that is given or inflicted intentionally by someone (parents, teachers, and the like) after an offense, crime, or mistake has occurred. Thus punishment is a labor impact on what is done by someone who is not in accordance with the superior's orders.

According to Imran (2010: 23), a teacher is a position or profession that requires special skills in its main tasks such as educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary and secondary education. . This shows how important human resources or teachers are for students to educate the nation, so schools must be truly optimal in managing human resources.

2. METHOD

The population is all values, both the results of calculations and measurements, both quantitative and qualitative, of certain characteristics regarding a complete and clear group of objects (Husaini Usman, 2006: 181). The population of this study was all teachers at Junior High School 1 Sukorambi who were directly involved in the research. The sample is part of the number of characteristics possessed by the population (Sugiyono, 2014:81). If the population is large, and it is impossible for the researcher to study everything in the population, for example, due to limited funds, manpower and time, the researcher can use samples taken from that population. What is learned from the sample, the conclusions will be applicable to the population. For samples taken from the population must be truly representative (representing).

This research uses a non-probability sampling technique using the saturated sampling technique. Saturated sampling is a sampling technique if all members of the population are used as samples (Sugiyono, 2017: 96). This is often done when the population is relatively small, less than 30 people or the study wants to make generalizations with very small errors. Another term for a saturated sample is a census, where all members of the population are sampled. Where in this study the number of respondents is 33 respondents. With details of the permanent teachers as many as 25 people and GTT as many as 8 people.

In order for the data that has been collected to be useful, the data must be processed and analyzed so that it can be used to explain and as a basis for decision making. The data analysis used in this research is quantitative analysis. According to Muhammad Firdaus (2019:113): "The two-variable (independent and dependent) regression model is not sufficient. So multiple regression analysis will be carried out if the number of independent variables is at least 2".

The multiple linear regression analysis models in this study is to find out how much influence the independent variables, namely leadership (X1), reward (X2), and punishment (X3) have on teacher performance (Y) at Junior high school 1 Sukorambi, then the multiple linear regression equation is as follows :

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_nX_n + e$$

Keterangan :

Y = Teacher performance

X1 = Leadership

X2 = Reward

X3 = Punishment

n = nth Variable

a = Contant

b₁..b₃ = Regression coefficient X₁, X₂, X₃

e = Confounding variable

2.1 Coefficient of Determination R²

The coefficient of determination R² is used to measure the ability of all independent variables to explain the variance of the dependent variable. The value of the coefficient of determination is between zero and one. A small value of R² means that the ability of the independent variables in explaining the variation of the dependent variable is very limited. A value close to one means that the independent variables provide almost all the information needed to predict the variation of the dependent variable (Imam Ghozali, 2011: 97).

2.2 Hypothesis testing

Hypothesis testing is to establish a basis so that it can collect evidence in the form of data in determining the decision whether to reject or accept the truth of the statements or assumptions that have been made. Hypothesis testing can also provide confidence in objective decision-making. The hypothesis is divided into two, namely the H₀ hypothesis (there is no relationship between the research variables x and y) and H_a (there is a relationship between the research variables x and y).

2.3 Simultaneous Test

According to Imam Ghozali (2013: 98), F statistical test basically shows whether all independent variables included in the model have a joint influence on the dependent variable

1. If F count > F table then H₁ is rejected and H₀ is accepted.
2. If F count < F table then H₁ is accepted and H₀ is rejected.

2.4 Partial Test

According to Imam Ghozali (2013: 98) the t statistical test basically shows how far the influence of one independent variable individually in explaining the dependent variable, the basis for decision making in this test is as follows (Ghozali, 2005):

1. If the significance probability is > 0.5, then H₀ is accepted and H₁ is rejected.
2. If the probability of significance is < 0.5, then H₀ is rejected and H₁ is accepted

3. RESULT AND DISCUSSION

3.1 Multiple Linear Regression

Multiple linear regression test is used to determine the effect between two or more independent variables with one dependent variable. This test also looks at the amount of R square to find out how many percent (%) of the variance in the independent variable simultaneously on the dependent variable and see whether or not the regression coefficient of each independent variable is significant.

Table 1. Multiple Linear Regression

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	,521	,181		-2,229	,029
	Leadership	,390	,093	,353	1,508	,051
	Reward	,520	,067	,536	5,235	,000
	punishment	,659	,171	,515	6,233	,000

a. Dependent Variable: performance

Source: Data processed (2019)

Based on the table above, the multiple linear regression equation model can be made as follows:

$$Y=0.521+0.390X_1+0.520X_2+0.659X_3$$

- The constant value is 0.521, which means that if the independent variables of leadership (X_1), reward (X_2), and punishment (X_3) are zero (0), then performance (Y) is 0.521.
- Leadership variable (X_1) on performance (Y). The value of the leadership coefficient (X_1) is 0.390. This means that for every one unit increase in leadership, the performance variable (Y) will increase by 0.390 with the assumption that the other independent variables of the regression model are fixed. The coefficient is positive, which means that there is a positive relationship between leadership (X_1) and performance (Y), the higher the coefficient value of the leadership variable, the higher the value of the performance variable.
- Reward variable (X_2) on performance (Y). The value of the reward coefficient (X_2) is 0.520. This means that for every increase in reward (X_2) one unit, the performance variable (Y) will increase by 0.520 with the assumption that the other independent variables of the regression model are fixed. The coefficient is positive, which means that there is a positive relationship between reward (X_2) and performance (Y), the higher the value of the reward variable coefficient (X_2), the higher the value of the performance variable.
- Variable punishment (X_3) on performance (Y). The value of the punishment coefficient (X_3) is 0.695. This means that for every increase in punishment (X_3) one unit, the performance variable (Y) will increase by 0.659 with the assumption that the other independent variables of the regression model are fixed. The coefficient is positive, which means that there is a positive relationship between punishment (X_3) and performance (Y), the higher the coefficient value for the punishment variable (X_3), the higher the value of the performance variable.

3.2 Coefficient of Determination R²

The coefficient of determination (R^2) is to measure how much or the percentage of the contribution of the independent variables of leadership (X_1), reward (X_2), and punishment (X_3) to teacher performance as the dependent variable.

Table 2. Determination Test Analysis Results

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,716 ^a	,735	,756	,2722

a. Predictors: (Constant), empathy, reliability, tangible, responsiveness, assurance

b. Dependent Variable: kinerja

Source: Data processed (2019)

Based on table 2 shows the value of $R = 0.716$ and the coefficient of determination (R^2) of 0.735. This shows that the performance variable (Y) is influenced by 73.5% by the leadership variable (X_1), reward (X_2), and punishment (X_3) while the remaining $100\% - 73.5\% = 26.5\%$ is explained by the variable other.

3.3 Simultaneous Test

The F test is used to test whether the independent variables simultaneously affect the dependent variable.

Table 3. simultaneous test analysis results

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	30,426	3	7,445	86,813	,000 ^b
Residual	5,238	29	,079		
Total	37,215	32			

a. Dependent Variable: performance

b. Predictors: (Constant), leadership, reward, punishment

Source: Data processed (2019)

Based on table 3, the following results are obtained. The value of Fcount is 86,813 with the provisions of Ftable df1/df2 or 3/33 for 5% of 2.89, with the test criteria above, the calculated F is 86,813 F table of 2.89, which means that statistically it can be proven that all independent variables are leadership (X₁), reward (X₂), and punishment (X₃) simultaneously affect teacher performance on teachers at Junior High School 1 Sukorambi.

3.4 Partial Test

The t-test was used to determine whether the independent variables of leadership (X₁), reward (X₂), and punishment (X₃) had a partial effect (on their own) on the dependent variable (Performance). H₀ states that there is no influence between the independent variables on the dependent variable and H_a states that there is an effect

Table 4. partial test analysis results

Item	T _{count}	T _{table}
Leadership	1,508	1.69236
Reward	5,235	1.69236
Punishment	6,233	1.69236

Source: Data processed (2019)

The results of the t-test analysis showed that the T count on the leadership variable was 1.508 and the T table was 1.69236. This shows that T count > T table, then H_a is rejected and H₀ is accepted, meaning that there is no linear influence between the leadership variable and the performance variable, so the leadership variable does not partially affect the teacher's performance at Junior High School 1 Sukorambi.

The results of the t-test analysis showed that the T-count on the reward variable was 5.235 and T table was 1.69236. This shows that T count > T table, then H₀ is rejected and H_a is accepted, meaning that there is a linear influence between the independent variable and the dependent variable, so that the reward variable has a partial effect on teacher performance at Junior High School 1 Sukorambi.

The results of the t-test analysis showed that the T count on the punishment variable was 6.233 and the T table was 1.69236. This shows that T count > T table, then H₀ is rejected and H_a is accepted, meaning that there is a linear influence between the independent variable and the dependent variable, so that the punishment variable has a partial effect on teacher performance at Junior High School 1 Sukorambi.

4. CONCLUSION

Based on the results of the analysis, several conclusions can be drawn from this study, namely as follows;

1. The variables of leadership (X₁), reward (X₂), and punishment (X₃) on teacher performance have a simultaneous effect at Junior High School 1 Sukorambi.
2. The leadership variable (X₁) on teacher performance has no partial effect at Junior High School 1 Sukorambi.
3. The reward variable (X₂) on teacher performance has a partial effect at Junior High School 1 Sukorambi.
4. The punishment variable (X₃) on teacher performance has a partial effect at Junior High School 1 Sukorambi.

From the results of the study, it is known that the leadership, reward, and punishment variables simultaneously (together) have a significant effect on the dependent variable. Teacher performance at Junior High School 1 Sukorambi, it is hoped that Junior High School 1 Sukorambi can maintain or improve leadership, reward, and punishment in the school so that able to improve teacher performance which will have a positive impact on Junior High School 1 Sukorambi in the future.

From the results of the study, it is known that leadership does not affect teacher performance partially but rewards and punishments have a partial effect. The leadership should be evaluated continuously because in this institution it is directly related to the government. If teachers are more likely to pay attention to rewards and punishments, then something is wrong with the leadership in the school.

In addition, school committees and the government need to regularly monitor performance reports to the schools concerned to improve the results of this research. In general, the existing regulatory system is good.

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