

The Effect of Motivation Work and Incentive with Carrer Development on Teacher Performance as Intervening Variable: Case Study in Elementary School in Cisarua Distric Cluster 1 Bogor

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Abstract: the aim of the research such as: the effect of motivation work on career development, second effect of incentives on career development, third effect of motivation on teacher performance, fourth effect of incentives on teacher performance, fifth effect of teacher performance on career development, sixth influence of teacher motivation on career development through performance as an intervening variable, the last effect of incentive on career development through performance as an intervening variable. It is conducted to the teachres elementary school in Cisarua Distric Bogor. The population of the research is 100 teachers. The research method using path analysis. The result of research there are effect of motivation work and incentive with carrer development on teacher performance as intervening variable case study in elementary school in Cisarua Distric Bogor.

Keywords: Motivation Work, Incentive, Career Development, Teacher Performance.

I. INTRODUCTION

In the Law of the Republic of Indonesia Number 20 of 2003 Article 7 concerning the National Education System states that education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have religious spiritual strength, self-control, intelligence and moral. Education is needed to realize quality human resources, have the potential, skills, talents and abilities in all fields to respond to the challenge and developments in Information and Communication Technology today^[1]. Therefore, one of the factor of a country's success is influenced by the quality of education obtained through formal education and the role of teachers in it^[2].

Management and career development will increase the effectiveness and creativity of human resources in an effort to support the company to achieve its goals^[3]. Career development is a series (sequence) of positions or positions occupied by someone during a certain lifetime. The position was in his place during his life, from the beginning of entering an organization / company, until the time it stopped, either because of retirement or stopped / dismissed or because of death^[4]. That career development is very important for an organization, because a career is a need that must be continuously developed in an employee so as to be able to motivate employees to improve their performance. Career development includes every activity to prepare someone for certain career paths. a career plan that has been made by a worker must be accompanied by a realistic career goal^[5].

"Employees (teachers) will work seriously if they have high motivation. If you have positive motivation, he will show interest, have attention, and want to participate in a task or activity"^[6]. In accordance with this opinion, teachers who are still less successful in teaching because they are less motivated to teach so that the impact on decreasing teacher

productivity or performance. For this reason, the principal role is needed to motivate teachers to improve their performance. According to Hasibuan (2009) Motivation is considered as a driving force that creates a person's work passion to want to cooperate, work effectively, be integrated with all power to achieve satisfaction^[7].

In addition to motivation work, teachers will feel motivated when the school can pay attention to the level of welfare of the teachers^[7]. The incentives are offered as incentives for employees to carry out work in accordance with or higher than the standards set by the company. In line with this opinion, according to Panggabean in incentives are rewards in the form of money given to individuals who can work beyond prescribed standards. The granting of incentives is not merely to improve performance but rather as a process of remuneration for workers^[8]. In Indonesia the role of teachers has begun to receive special attention from the central government, namely by providing compensation or incentives from outside the basic salary to support the motivation and performance of these teachers^[9].

Performance is complex and is influenced by many factors, internal and external. Sutermeister 1976 said that performance was influenced by "ability (ability) and motivation (motivation)". Suggested that teacher performance is influenced by teacher intrinsic factors (personal / individual) or HR and extrinsic factors, namely leadership, systems, teams, and situational^[10]. Teacher performance can be seen from discipline, career development, work motivation and optimal attention from the school towards the welfare of teacher.

But the reality based on the results of observation in six schools shows that in general teachers still do not reflect having high work motivation. The teacher performance evaluation data in the last three years, including:

**Table 1: Average Results of Teacher Performance Evaluation
Elementary School Cluster 1 Cisarua District Bogor**

Period	Pedagogical Competence		Social Competence		Personality Competencies		Professional Competence	
	Target	Realization	Target	Realization	Target	Realization	Target	Realization
2015 –2016	76	64,83	76	58,33	76	59,16	76	64,83
categori	Very High	High	Very High	Quite Low	Very High	Quite Low	Very High	High
2016 –2017	76	61,83	76	61,16	76	54,66	76	61,66
categori	Very High	High	Very High	High	Very High	Quite Low	Very High	High
2017 –2018	76	57,33	76	57,16	76	55,33	76	60
categori	Very High	Quite Low	Very High	Quite Low	Very High	Quite Low	Very High	Quite Low

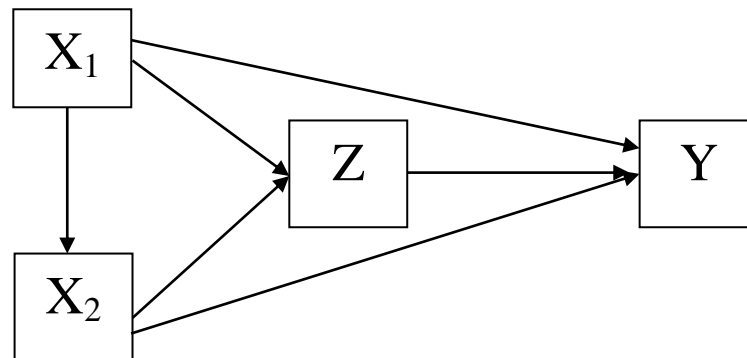
Source: *The result of teacher evaluation 2015 - 2018*

The data above shows that the work motivation of teacher in the six Elementary Schools the Cluster 1 Cisarua District, Bogor from 2015 - 2018 has increased and decreased, so that in undergoing teaching assignments has not been optimal. Through the observations of researchers, it appears that there are still teachers who are less than optimal in making learning tools that are appropriate to the situation and conditions of the school, there are still professional teachers who are less than optimal in giving attention to students in learning activities, there are still teachers who are less diligent in carrying out innovative and fun learning.

In addition, the results of the observation interview with one of the principals Elementary School of Cisarua District and 16 teachers in the Elementary School Cisarua District said that each school still had some deficiencies in paying attention to the welfare of its teachers so that it affected the motivation of teachers for performance improvement.

II. RESEARCH METHODOLOGY

The research conducted at the Public Elementary School Cisarua District Bogor, the type of research on the effect of work motivation (x1) and incentive (x2) with carrer development (y) on teacher performance(z) using descriptive-correlational method. According to Sugiyono (2014) a research design is a scientific way to obtain data with a specific purpose. The form of research design used is correlation analytic and cross sectional approach^[13]. In this case the research determine the variable relationship, with the research design as follows:



In this research primary data were obtained from distributing questionnaires to all samples of data School teachers in Cisarua District, Bogor. The population in this study is elementary school 1 cluster in Cisarua District Bogor. Data collection through questionnaires. In this case, the number of cluster 1 schools in Cisarua district Bogor has 6 primary schools. These samples in the following table:

Tabel 2: Population and Sampel

Sekolah Dasar Negeri Kecamatan Cisarua Gugus I Bogor

No	Object of the Research	Population	Sampel
1	SDN Sampay 1	20	18 Guru
2	SDN Sampay 2	19	12 Guru
3	SDN Tugu Utara 1	20	17 Guru
4	SDN Tugu Utara 2	20	18 Guru
5	SDN Tugu Selatan 1	22	20 Guru
6	SDN Tugu Selatan 2	20	17 Guru
Total		121	100

Analysis of the data used in this research is to use descriptive methods with quantitative and qualitative approaches, namely methods that describe the actual situation systematically, factually and accurately regarding the effect of motivation work and incentive with carrer development on teacher performance as intervening variable case study in elementary school in Cisarua Distric Bogor. Software in research uses STATA (Statistics and Data) version 13.

III. RESEARCH FINDING

Path analysis is an advanced part of regression analysis. Regression analysis is usually used to test whether there are is a direct impact given by independent variabel to the dependent variabel. Meanwhile, path analysis does not only directly test direct impact, but also explains the indirect impact given by independent variabels through intervening variabel on the dependent variabel.

Tabel 3: Result of Path Analysis

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. regress y x1 x2 z x1z x2z x1y x2y
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Source	SS	df	MS			
Model	9.87155195	7	1.41022171	Number of obs =	100	
Residual	.032785842	92	.000356368	F(7, 92) =	3957.21	
Total	9.90433779	99	.100043816	Prob > F =	0.0000	
				R-squared =	0.9967	
				Adj R-squared =	0.9964	
				Root MSE =	.01888	

y	Coef.	Std. Err.	t	P> t	[95% Conf. Interval]	
x1	-.7037386	.0971795	-7.24	0.000	-.8967454	-.5107318
x2	-.9900628	.1089493	-9.09	0.000	-1.206446	-.77368
z	-.6637907	.0990086	-6.70	0.000	-.8604303	-.4671512
x1z	.0559128	.0155199	3.60	0.001	.0250889	.0867366
x2z	.0917724	.0171861	5.34	0.000	.0576393	.1259056
x1yz	.099374	.0114283	8.70	0.000	.0766764	.1220716
x2yz	.1253889	.0116109	10.80	0.000	.1023287	.148449
_cons	7.558588	.4304209	17.56	0.000	6.703735	8.413441

Based on the research data that has been obtained. The results of this research indicate that:

1. H1: work motivation has an indirect effect on career development variables with a value (-7.24).
2. H2: incentives have indirect effect on career development variables with a value (-9.09).
3. H3: work motivation has a direct effect on teacher performance variables with grades (3.60).
4. H4: incentives directly influence teacher performance with grades with grades (5.34).
5. H5: Teacher performance has an indirect effect on career development with grades (-6.70).
6. H6: work motivation has a direct effect on career development through teacher performance as an intervening variable with grades (8.70).
7. H7: incentives affect career development through teacher performance as an intervening variable with grades (10.80)

IV. CONCLUSION

Based on the results of the analysis and discussion that has been carried out namely regarding the effect of work motivation and incentives on teacher performance in Elementary Schools in the Cisarua District of Bogor, the following conclusions can be given:

1. Work motivation has an indirect effect on career development. This shows that there are other factors where teachers are motivated for career development. The higher the work motivation each teacher has, the desire to improve his career to become higher.
2. Incentives have a direct effect on career development. This shows that the higher the incentives received by each teacher, the higher the desire to develop a career.
3. Work motivation affects teacher performance. This shows that the higher the work motivation, the better the performance of the teacher.
4. Incentives affect teacher performance. This shows that the higher the incentives received, the better the performance of the teacher.
5. Work motivation has a direct effect on incentives. This shows that work motivation will increase if each teacher receives a proportional incentive.
6. Work Motivation and Incentives directly influence teacher performance. This shows that the higher the work motivation and the level of incentives received by the teacher, the better and professional level of teacher performance.

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From the results of the research carried out, the suggestions given can be used as useful input for interested parties as follows:

1. Every teacher must improve the pedagogical competence of teachers who must become professional teachers
2. Every teacher must increase motivation at work at all times
3. Leaders must pay attention to the welfare of every teacher through providing material and non-material incentives so that teacher performance can improve.
4. Every teacher must be pro-active in participating in school activities, training, counseling, etc. that have a positive impact on performance
5. Teachers must continue to innovate in organizing learning activities so that in learning to improve student learning achievement.

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