

**CONTRIBUTION TO WORK MOTIVATION AND INCENTIVES ON THE
PERFORMANCE OF PAMONG CITY OF PADANG**

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Abstract

The low performance of some tutors can be seen from the symptoms that there are still some tutors who do not make learning program devices such as lesson units, this is indicated by 25 tutors who make learning binders as many as 10 people (32%), there are still some tutors who have not make a teaching plan this is marked from 25 pamong who make lesson plans as many as 15 people (48%), there are still some tutors who have not analyzed the subject matter this is marked from 25 pamong who make learning analysis as many as 11 people (35%), there are still some civil servants who lack discipline, such as late arrivals, absenteeism, work not done properly, this is indicated by the lack of discipline of 25 pamong as many as 13 people (41%), in addition to low work motivation, lack of initiative and creativity in their work, lack of interest and passion in carrying out their duties. This is thought to indirectly affect the quality of the tutor's performance. The research methodology used in this study is a quantitative method using a quantitative descriptive analysis approach. The population of this research is all tutors in SKB Padang City. The data in this study were analyzed using correlation techniques using the SPSS program.

The results of the research work motivation contribute to the performance of the civil servant in SKB Padang City. Incentives contribute to the performance of the civil servant. The higher the incentives received, the higher the level of performance of the tutors and conversely the lower the incentives received, the lower the level of performance. This means that the performance of tutors is predicted through incentives to increase enthusiasm for work. Theoretically also illustrates that incentives are one of the factors driving performance in carrying out work in accordance with their respective duties. Work motivation and incentives together contribute to the performance of the tutor. The higher the work motivation and incentives received, the higher the performance level of the tutor and vice versa, the lower the work motivation and incentives received, the lower the performance level of the tutor so that organizational goals are not achieved.

Keywords: *Motivation, Incentive, Performance Introduction*

A. Introduction

Education is essentially one of the basic human needs in order to improve the quality of Human Resources (HR) in order to achieve the level of life of an advanced and prosperous nation. In Indonesia, to obtain education can be done through three channels, namely formal, non-formal, and informal. Non-formal and informal education which is also known as Education Outside School (PLS) is one way to obtain education in Indonesia, which is also responsible for meeting the educational needs of the community in order to create quality human resources.

The education subsystem in Indonesia, PLS has an important role to participate in educating the nation's life because it has a very broad scope of tasks ranging from early

childhood to adults. The PLS targets include the poor, the unemployed, and the number of illiterate people.

In line with the statement above, the Learning Activity Center (SKB) is one of the institutions in charge of providing educational services to the community with various PLS programs. The existence of this institut 108 principle is in order to improve the quality of human resources as contained in the National Education System Law no. 20 of 2003 Article 3, namely "Development of the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens".

SKB is a Technical Implementing Unit (UPT) in the regions, has the task of piloting and controlling the quality of the implementation of the PLS program. In order for all tasks and functions to run well, sufficient staff for implementing activities in the SKB is needed, both in terms of quality and quantity. The officer in question is a functional tutor for learning who is supported by mastery of knowledge and skills about a field of work so that their duties can be carried out effectively and efficiently..

Tutors of learning are the spearhead of out-of-school education staff at SKB who are directly involved with community members implementing out-of-school education programs, who are required to work professionally by conducting piloting and quality control of the implementation of out-of-school education programs.

Moeliono (1989:640) states "the tutors act as caregivers and also as educators (teachers)". Sadid, et al (2008:120) stated "the duties and functions of carrying out learning activities, coaching, guidance, monitoring and assessment in the context of quality". Thus the tutor of learning is a teacher in charge of non-formal education or the old term PLS. Places for tutors to carry out their duties in non-formal education institutions such as: SKB, Center for Development of Non-Formal and Informal Education (BPPNFI) both at the provincial and regional levels.

As tutors for learning at the SKB institution, they are non-formal education educators who are appointed or approved by the government as functional civil servants with the following tasks and expectations: (1) identifying the implementation of Early Childhood Education, Non-formal and Informal (PAUD) programs. NI), (2) draw up a design for the implementation of teaching and learning activities, (3) draw up a lesson plan, (4) compile an instrument for assessing learning outcomes/materials taught, (5) assessing and evaluating learning outcomes in accordance with the lessons/materials taught, (6) develop a program assessment design, (7) collect, process, analyze and report on program assessments (as a member), (8) implement a program development model, (9) carry out the development of a model for out-of-school education, youth and sports programs.

The task of the learning tutor above describes the quality and quantity of the tutor in accordance with the abilities he/she has. However, the results of the observations of the researchers several times visiting the Padang City SKB in October 2012 there were various things that were observed that some of the tutors were less disciplined about working hours, coming late and leaving the earliest. Some of the pamong are busy with their work, some are relaxed or do not appear to be doing their work. After an interview with the SKB leadership was conducted, information was obtained that only some of the tutors could work well, while there were some people who would work if they were told

to work and when asked to complete the work in the form of a report they lacked the commitment to complete it according to the time set even though it had been given. coaching but the spirit and responsibility of some of them are still lacking. Likewise, efforts to improve the quality of education, especially non-formal education, cannot be separated from the responsibility of the tutors, as agents of reform in achieving learning goals. Therefore, tutors must have good performance in developing their professional duties by having a positive attitude towards the development of science, mastering basic teaching skills, and mastering the field of science.

organization, actually performance is human behavior in playing its role in an organization to meet predetermined behavioral standards in order to produce desired actions and results.

The low performance of some tutors can be seen from the symptoms that there are still some tutors who do not make learning program devices such as lesson units, this is indicated by 25 tutors who make learning binders as many as 10 people (32%), there are still some tutors who have not make a teaching plan this is marked from 25 pamong who make lesson plans as many as 15 people (48%), there are still some tutors who have not analyzed the subject matter this is marked from 25 pamong who make learning analysis as many as 11 people (35%), there are still some civil servants who lack discipline, such as late arrivals, absenteeism, work not done properly, this is indicated by the lack of discipline of 25 pamong as many as 13 people (41%), in addition to low work motivation, lack of initiative and creativity in their work, lack of interest and passion in carrying out their duties. This is thought to indirectly affect the quality of the tutor's performance. If the problem is allowed to continue, it is feared that educational goals will not be achieved as expected.

Work motivation is a desire that causes encouragement, enthusiasm and enthusiasm for someone to do their work and responsibilities without waiting for orders from the SKB leadership so that their duties and responsibilities can be completed in accordance with the expectations of the organization. Siagian (2002:102) suggests that motivation is the driving force of a person to contribute as much as possible to the success of the organization in achieving its goals. Conversely, for someone who has low motivation, his duties and responsibilities cannot be completed according to the expectations of the organization. This will have an impact on the smooth running of the organization's activities. Work motivation has a very essential role in achieving organizational goals, so this motivation problem needs attention from the SKB leadership.

Managing learning programs at SKB is not an easy thing because it is a very complex activity process. Managing learning programs need to be well planned in order to achieve the goals set, their implementation must be supported by the ability of the tutor to determine effective strategies, the results need to be evaluated objectively. In addition to teaching, one of the problems that demands the attention of tutors at SKB is the issue of work discipline. Therefore, the professional ability and work discipline of a tutor affect the achievement of the educational goals of the Padang City SKB.

While the work discipline of the tutors is seen as important in achieving the learning objectives, it seems that there are many gaps in the field, especially those faced by the tutors at SKB Padang City. While the researchers observed that there were many tutors who excelled, there were not a few tutors who worked without adequate

motivation and work discipline. This will have an impact on the task of the tutor to create work discipline in carrying out his duties. In addition, tutors also have positive and negative feelings about their functions and duties. Where the positive feeling arises because the response given gives satisfaction to the tutor concerned, while the emergence of negative feelings from the tutor, because the response given does not give satisfaction to the tutor, because the response given does not give satisfaction to the tutor. on the factors related to their work.

Factors that affect the performance of the tutor is motivation, motivation is a motivating factor for someone in carrying out their duties. On the other hand, it is suspected that incentives are one of the factors that greatly determine the increase in the performance of the tutors, the incentives received by the tutors, especially in the city of Padang, have less impact on performance, it can be seen that the awards received by the tutors are relatively small, praise from the leadership when the tutors are successful carrying out their duties are rarely given, they do not get rewards in carrying out their duties.

Another factor that affects the performance of tutors is incentives. Hasibuan (2009:118) states that incentives are all income in the form of money, goods directly or indirectly received by employees in return for services provided to an organization or company. Giving incentives on time will be able to support the task as a teacher of learning. It is better if the provision of incentives is postponed even though the tasks they are doing after completion can make the tutors not enthusiastic in doing their jobs.

The symptoms that appear in the field, the author feels the need to do research on "Contribution of Motivation and Incentives to the Performance of Tutors of Learning at SKB Padang City"

B. RESEARCH METHODS

The research methodology used in this study is a quantitative method using a quantitative descriptive analysis approach, namely research that seeks to reveal existing problems by presenting data, analyzing and interpreting it. The research design is in the form of Ex post facto, which is a type of research that examines the factors that have occurred which are estimated to be the cause of the current situation, then tries to investigate and analyze the factors that are thought to answer the cause of the incident.

The population of this study is all tutors in SKB Padang City who have been given the trust to carry out their duties as tutors, have functional decrees that work at SKB in Padang City. The number of tutors is 25 people, who are in SKB Region 1 totaling 15 people and SKB Region 2 totaling 10 people (Source of SKB Padang City 2014). Given that the population is small, all populations are sampled. In the sampling of this study using a total sampling technique, namely by taking the entire existing population, thus each population has the same rights to be used as a sample of 25 people.

Data collection was carried out on 2 (two) SKBs in Padang City, from the learning tutors who were respondents in this study. Data collection was carried out by meeting the respondents directly and the questionnaire was filled out by the person concerned. The data in this study were analyzed using correlation techniques. Hypothesis testing using simple correlation and regression techniques and multiple regression assisted by the Statistical Package for Social Science (SPSS) version 20.00 program. Spearman Correlation (Spearman Rank Order Correlation). The results of the data analysis of this study indicate that work motivation contributes 21.8% to the performance of the civil

servant, meaning that the performance of the civil servant is predicted through work motivation. The results of the description analysis that have been carried out are seen from the work motivation variable including the category of the respondent's level of achievement, including the sufficient category.

The findings illustrate that the indicators of work motivation seen from the aspect of the spirit of the civil servant in working are included in the sufficient category that various efforts need to be made so that the morale of the civil servant can increase, the efforts that can be made by the Head of the SKB in optimizing the performance of the tutors are: (1) Conducting internal meetings of the SKB institution which was attended by all tutors of learning by discussing the latest government policies (PERMENPAN and RB number 15 of 2010) regarding the Functional Position of Tutors of Learning and their Credit Scores, (2) Conducting socialization and coordination with the Head of the Padang City Education Office regarding the existence of the latest government policy, (3) Motivating tutors to attend training and education that are relevant to the implementation of their main tasks and functions, (4) Facilitating existing facilities and infrastructure to support the implementation of the main tasks and functions of tutors, (5) Facilitating tutors to become educators for PAUD teachers in Swada PAUD training yes, and (6) Encouraging tutors to create/write designs for PAUDNI program assessments and development of PAUDNI models.

The work motivation of tutors is a phenomenon of work behavior, encouragement and motives in the continuity of their work related to physiological, social and economic needs, and is directed at achieving the goals and functions of the SKB. high performance, the motives that encourage tutors to work to achieve high performance are achievement, recognition, the work itself, responsibility, self-development, salary, policy and administration wages, interpersonal relationships, quality of supervision and encouragement of power.

2. Second Hypothesis Incentives Contribute to Pamong Performance.

Incentives contributed 37.6% to the performance of the civil servants, meaning that the performance of the civil servants could be predicted through the incentives of the civil servants in the SKB of Padang City. This finding is the same as the initial assumption based on pre-survey observations that the performance of the pamong is still low because the results of the study are based on analysis. Based on the results of the descriptive analysis, incentives are included in the sufficient category. Wibowo (2009:355) states that incentives link rewards with performance, giving rewards not based on seniority or hours worked, although incentives are given to groups, they often reward individual behavior, incentive programs are designed to increase work motivation. Incentives that link pay to performance have advantages and disadvantages, the advantages of which are strengthening trust, creating perceptions and willingness, reinforcing desired behavior, and establishing an objective basis for rewarding. Incentives will increase employee confidence that rewards will increase high performance.

2. Incentive is something that stimulates or has a tendency to stimulate interest in talent to work. This means that indirectly the provision of incentives will encourage or tend to stimulate the interest of workers in work, motivate workers to be more enthusiastic at work, in order to produce or improve the performance of the civil service itself.

3. The third hypothesis is that work motivation and incentives contribute to the performance of civil servants.

Work motivation and incentives together contribute 55.2% to the performance of civil servants, meaning that performance can be improved through work motivation and incentives. Rusman (2011: 95) states that performance or performance in the context of the civil service profession is an activity that includes learning planning, learning implementation, and evaluating learning outcomes. Hasibuan (2001:34) states that "Performance (work performance) is a result of work achieved by a person in carrying out the tasks assigned to him based on skills, experience and sincerity and time". The results of the hypothesis show that work motivation and incentives make a large contribution compared to affiliated motivation, which is 34.5%.

Tutors who have high work motivation will always work hard to overcome all kinds of problems faced in the hope of achieving even better results. The achievement of a goal cannot be separated from the work motivation of the tutors at work because motivation is the driving force of enthusiasm and willingness to work in achieving the work success of the tutors. good if there is a motivational factor.

Wirawan (2007:377) states that a person's motivation to carry out activities arises because they feel the need to meet needs. If the needs have been met motivation will increase, therefore motivation can be developed if the goals have been achieved, if workers have the motivation to achieve their personal goals, then they must improve performance. Improving employee performance will also increase organizational performance. Thus increasing work motivation will increase the performance of individuals, groups and organizations.

Incentives that are well managed or properly implemented in the long term can be strategic for the organization and can be used as an effective tool to achieve, maintain and maintain a productive work spirit. On the other hand, improper management of incentives can result in high levels of entry and exit for tutors in the organization, increasing indiscipline, triggering a lot of complaints, increasing job dissatisfaction, low work productivity, and the implementation of strategic plans that have been set.

Work motivation and incentives together contribute 55.2% to the performance of civil servants, meaning that performance can be improved through work motivation and incentives. Performance or performance in the context of the tutoring profession is an activity that includes learning planning, learning implementation, and evaluating learning outcomes effectively and efficiently..

C. CONCLUSION AND RECOMMENDATION

Based on the results of the research in Chapter IV, it can be concluded as follows:

1. Work motivation contributes to the performance of civil servants at SKB Padang City. The higher the work motivation, the higher the level of performance produced, and vice versa the lower the work motivation, the lower the level of performance produced. This means that motivation is a driving factor for enthusiasm, enthusiasm

and the spirit of the tutor in carrying out the work. The results of the study indicate that work motivation contributes to the performance of tutors at SKB Padang City.

2. Incentives contribute to the performance of civil servants. The higher the incentives received, the higher the level of performance of the tutors and conversely the lower the incentives received, the lower the level of performance. This means that the performance of tutors is predicted through incentives to increase enthusiasm for work. Theoretically also illustrates that incentives are one of the factors driving performance in carrying out work in accordance with their respective duties.
3. Work motivation and incentives jointly contribute to the performance of the civil servant. The higher the work motivation and incentives received, the higher the performance level of the tutor and vice versa, the lower the work motivation and incentives received, the lower the performance level of the tutor so that organizational goals are not achieved. This means that performance can be improved through work motivation and incentives. Performance or performance in the context of the tutoring profession is an activity that includes learning planning, implementing learning, and evaluating learning outcomes effectively and efficiently.

RECOMMENDATION

1. In order for the tutor's motivation to increase, it is necessary to make efforts, steps, and forms of appreciation that can increase the tutor's motivation in improving their performance.
2. In order to increase work motivation, various kinds of incentives are needed in the form of material and non-material such as money, awards, prizes, education, promotions, pleasant working conditions, opportunities for progress and development, and feelings of security.
3. Cultivate a sense of love for work. Because, by loving the work of tutors, they will be motivated and challenged to do better. The love for work will make the civil servant try to explore his potential and increase his competence so that he can do his best.
4. Create an easy-to-use communication channel, so that tutors can use it to express their questions/concerns and get answers. Such as direct telephone lines, suggestion boxes, small group forums, Q&A with leadership and “open door politics” are some of the ways that can encourage and encourage frank speaking..

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