

THE INFLUENCE OF COMPETENCE, MOTIVATION AND INCENTIVES ON THE PERFORMANCE OF QURAN TEACHERS IN IZZUDIN INTEGRATED ISLAMIC SCHOOLS

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ABSTRACT

Keywords:

Competence;
Motivation;
Incentive;
Teacher Performance

This study aims to analyze and prove the effect of competence, motivation, and incentives on the performance of Qur'an teachers at the Izzuddin Integrated Islamic School, both partially and simultaneously. This research is a quantitative study using descriptive methods and using multiple linear analysis techniques to analyze the data. The population of this research is 100 employees of SIT Izzuddin Palembang. The sampling technique used was the purposive sampling technique, namely the total sampling method because all members of the population were used as samples. The data analysis technique used is the instrument test (validity test and reliability test), regression test (multiple linear regression, correlation coefficient, and determination), and hypothesis testing (F test and t-test). As well as passing the normality test and being free from multicollinearity and heteroscedasticity tests. The results showed that the t value of the competency variable (3,303) > t table (990,102) means that there is an influence between competence on teacher performance, the t value of motivation variable (3,227) > t table (990,102) means that there is an influence between motivation on teacher performance, and the calculated t value of the incentive variable (3,341) > t table (990,102) means that there is an effect of incentives on teacher performance. The calculated F value of competency, motivation, and incentive variables is (49,840) and it is known that the coefficient value is sig. Fcount of 0.000 < P-value (α) of 0.05 (0.000 < 0.05). Based on the test criteria, if the coefficient is sig. Fcount < P-value (α) of 0.05 (0.000 < 0.05), meaning that H_a is accepted and H_o is rejected, it can be concluded that there is a significant relationship between Competence (X1), Motivation (X2), Incentives (X3), on Teacher Performance (Y), and this research also shows that competency, motivation and incentive variables partially and together have a positive and significant influence on teacher performance. The managerial implications of this research are expected to be input for SIT IZZUDDIN, that competency, motivation, and incentive factors are also factors that affect performance, especially the performance of Al-Qur'an teachers. And it is hoped that the management of these factors can be optimized in order to improve performance.

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1. INTRODUCTION

The process of development of the times is a historical necessity that cannot be avoided, both with its positive and moral the negative is valued. If you have a good education, your country and state will be able to begin a period of development. The process of learning largely determines the quality of education. As it happens The instructor or instructor plays a crucial part in this learning. Teachers, instructors, and other educators are actors in the process the learning.

Performance and high production, among other things, are indicators of source quality human resources. The degree to which a person engages in task-oriented behavior and labor affects their performance. Likewise with teacher performance where teacher performance can be seen from two angles, namely administration and professional development. Performance is the embodiment of work done by employees or organizations, so to improve performance there are influencing factors including competence and motivation in work (Sakban et al., 2019).

Organizations need an employee to improve the quality of education so that the organization becomes better, Especially in performance and high production, among other things, which are indicators

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of source quality human resources. The degree to which a person engages in task-oriented behavior and labor affects their performance programs (Susan, 2019).

The Integrated Islamic School (SIT) Izzuddin, founded in 2002, is an Islamic educational institution that has become a pioneer and has contributed to the birth of other Integrated Islamic Schools in South Sumatra. To shape the generation of the Qur'an and provide excellent service, SIT Izzudin has an Al-Quran Tahsin Tahfizh Institute (LTTQ) which focuses on Al-Quran programs for students and all employee teachers. KSIT Izzudin employees totaling 100 people serving in the TKIT unit as many as 10 people, SDIT 30 people, SMPIT 16 people, SMAIT 9 people, Dormitory unit 15 people, SIT 20 people, in carrying out or carrying out the responsibilities given by superiors, in reality, have own complexity. Of course, in carrying out these responsibilities a strong encouragement is needed within each individual such as motivation, and it is also necessary that something inherent in a person is measurable, namely competence.

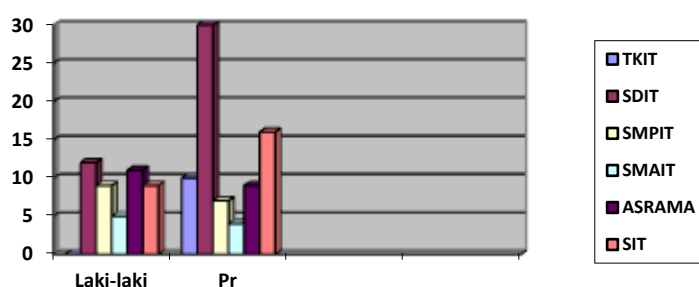


Figure 1. Comparison of the number of teachers by gender and work unit

Source: LTTQ SIT Izzudin, processed by the author (2023)

The performance itself is the result of work achieved by someone within a certain period, where the size can be used to compare the outcomes of performing tasks, duties assigned, and the organization through time, and relatively can be used to measure work performance (Supreme, 2021). Study Sari, (2019) proves that competence, teacher work motivation, and incentives have a significant effect on teacher performance. This means that if each of these independent variables [competence, teacher work motivation, and incentives] is increased, the performance of public high school teachers in Langke Rembong District, Manggarai Regency, will also increase. Study Dachlan et al., (2020) carried out at BPJS Ketenagakerjaan in the Indonesian region, concerning the Effects of Leadership, Workload, Motivation, and Competence on Examiner Officer Performance. According to the study's findings, examiner officer performance was positively and significantly influenced by competency, leadership, work motivation, and workload. Competency was also found to be the main factor influencing examiner officer performance, BPJS is an inspiration.

Study Prayitno et al., (2020) conducted at the Central Kalimantan Provincial National Narcotics Agency (BNNP) concerning the Central Kalimantan Provincial National Narcotics Agency on Influence of Competence, Incentives, and Motivation on Employee Performance, the findings revealed that competence and motivation had a substantial impact on performance, whereas granting incentives had no significant impact. From the three studies above, it can be concluded that there are some of the same research results, namely the first and second studies demonstrate how motivation, incentives, and competence affect performance, but the third study provides research results that giving incentives has little impact on how well employees perform.

Based on observations and assessments conducted by researchers, most Qur'an teachers do not have standard competencies, this may be due to different educational backgrounds and teaching experiences. The Qur'an teacher meets the standard if he can lead someone to read the Qur'an properly and correctly, guided along with practice by a teacher who reads "Mutqin", meaning that he can recite the Qur'anic readings fluently, well, and correctly according to what the Prophet taught his companions. The main thing is those who have continuous transmission from teacher to teacher again to the Prophet Muhammad. In terms of motivation based on the observations made by researchers so far, most Qur'an teachers seem less enthusiastic about achieving the targets for memorization given, besides that, Qur'an teachers are still waiting for lots of directions from their superiors in carrying out the responsibilities given. This shows the possibility that there are quite several Qur'an teachers who work but do not yet have the motivation to achieve the targets given. This can be seen in the achievements achieved.

Observations made by researchers are also related to incentives or rewards, namely the provision of allowances to teachers' Qur'an and general teachers. There is a gap. The number of allowances given between Qur'an teachers and general teachers might be causing Qur'an teachers to not be motivated, seeing as the targets given have not been 100% fulfilled. The researchers are interested in determining whether competency, motivation, and incentive factors have an impact on teacher performance. This is done by starting with the phenomena that the researchers at LTTQ Integrated Islamic School Izzuddin have observed, the findings of prior research, and what the researchers have personally experienced. Based on the background information provided above, the goal of this study was to ascertain how well-qualified, motivated and rewarded Qur'an instructors at the Izzudin Integrated Islamic School performed.

2. METHOD

The research method used in this study is a descriptive quantitative approach method. Data collection in this study was carried out by distributing questionnaires to Qur'an teachers who work at SIT Izzudin Palembang. The samples taken in this study were all Qur'an teachers from SIT Izzudin which amounts to 100. The research location is at SIT Izzudin in Jl. Demat Lebar Daun No. 298, Demang Lebar Daun, Subdistrict Ilir Bar. I, Palembang City, South Sumatra 30151. This study uses quantitative analysis methods with the assistance of SPSS analysis instruments or tools version 25.0. Variables that affect performance as endogenous variables and in this study the independent variables are limited variables Competent (KP), Motivation (MI), and Incentives (IN). The normalcy test, multicollinearity test, and heteroscedasticity test are all components of the traditional assumption test. Test the hypothesis using the t-test (partial test), f-test (simultaneous test), and coefficient of determination test.

3. RESULT AND DISCUSSION

Result

The research instrument is a device used to gather data for studies in a methodical manner. It also functions as a test with features that allow researchers to gauge the impact of informant information by asking a variety of questions. The way to get this research instrument is to use a questionnaire. The test of this research instrument is divided into 2, namely the instrument's reliability test findings as well as the validity test results. This test's purpose is to steer clear of questions with ambiguous meanings, get rid of words that are challenging to grasp, and think about adding or eliminating items.

Validity Test

Each variable employed in this study will be put to the validity test. the standards used to judge the truthfulness of the claims made in this study. The statement items are considered to be valid if the value of Sig. Rcount (Sig. Rcount 0.05) is less than the P-Value. A 0.05 significance level is used as a criterion for whether or not the statement is valid in this study. In this Validity Test, you can use the Corrected Item Total Validity Test.

Variable Teacher Performance (KG).

The first variable is teacher performance, where the test on 10 question items on this variable is overall valid with a calculated Sig R smaller than the P-Value ($0.000 \leq 0.05$)

Table 1. Variable Validity Test Teacher Performance (Y)

Items	Sig. Count	Information
KG. 1	0.000	Valid
KG. 2	0.000	Valid
KG. 3	0.000	Valid
KG. 4	0.000	Valid
KG. 5	0.000	Valid
KG. 6	0.000	Valid
KG. 7	0.000	Valid
KG. 8	0.000	Valid
KG. 9	0.000	Valid
KG. 10	0.000	Valid

Source: Data Processing Results, 2023

Table 1 above shows the validity test results obtained Teacher Performance Variable (KG) where all items that have a value of Sig. R count <0.05 , so that all items are declared valid for the variable Teacher Performance (KG), so the statement for the variable teacher Performance (KG) consists of 10 items, consisting of: KG.1, KG.2, KG.3, KG.4, KG.5, KG.6, KG.7, KG.8, KG.9, KG.10. can be used into the following estimating procedure.

Competency Variable (KP).

The second variable is competence. From the results of testing the validity of the items in the variable Variable Competence (KP) where all items that have a Sig. RCount <0.05 so that all items are declared valid, then the statement for Variable Competence (KP1) consists of 8 items, namely: KP.1, KP.2, KP.3, KP.4, KP.5, KP.6, KP.7, KP.8. can be used into the following estimating procedure.

Table 2. Validity Test Variable Competency (KP)

Items	Sig. Count	Information
KP ₁	0.000	Valid
KP ₂	0.000	Valid
KP ₃	0.000	Valid
KP ₄	0.000	Valid
KP ₅	0.000	Valid
KP ₆	0.000	Valid
KP ₇	0.000	Valid
KP ₈	0.000	Valid

Source: Data Processing Results, 2023

Motivation Variable (MI)

From the results of testing the validity of the items in the Variable Motivation (MI) as shown in the table above, the results of the Sig. Rcount <0.05 so that all items are declared valid, then the statement for the Variable Motivation (M) consists of 7 items, namely: MI.1, MI.2, MI.3, MI.4, MI.5, MI.6, MI.7. can be used into the following estimating procedure.

Table 3. Test the Validity of Motivational Variables (M)

Items	Sig. Count	Information
MI ₁	0.000	Valid
MI ₂	0.000	Valid
MI ₃	0.000	Valid
MI ₄	0.000	Valid
MI ₅	0.000	Valid
MI ₆	0.000	Valid
MI ₇	0.000	Valid

Source: Data Processing Results, 2023

Incentive Variable (IN)

From the results of testing the validity of the items in the Incentive Variable (IN) as shown in the table above, the Sig. RCount <0.05 so that the item is declared valid, then the statement for Variable Incentive (I) consists of 5 items, namely: IN.1, IN.2, IN.3, IN.4, IN.5. can be used in the following estimating procedure.

Table 4. Incentive Variable Validity Test (X3)

Items	Sig. Count	Information
IN ₁	0.000	Valid
IN ₂	0.000	Valid
IN ₃	0.000	Valid
IN ₄	0.000	Valid
IN ₅	0.000	Valid

Source: Data Processing Results, 2023

Reliability Test

The reliability test is used to measure the consistency of constructs or research variables. Measuring the reliability test is carried out using the Cronbach Alpha statistical test. A construct or variable is said to be moderately reliable if it gives a Cronbach's Alpha coefficient value greater than 0.60. The results of the reliability test in this study can be seen as follows:

Table 5. Competency Variable Reliability Test (KP)

Reliability Statistics	
Cronbach's Alpha	N of Items
.790	9

Table 6. Motivation Variable Reliability Test (MI)

Reliability Statistics	
Cronbach's Alpha	N of Items
.779	8

Table 7. Incentive Variable (IN) Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.816	6

Table 8. Teacher Performance Variable Reliability Test (KG)

Reliability Statistics	
Cronbach's Alpha	N of Items
.759	11

According to the reliability test findings in the table above, the variables analyzed produce Cronbach's Alpha values more than 0.60 and have a range of Cronbach's Alpha coefficient values. Consequently, it can be said that the measurement tool utilized in this study is trustworthy.

Classic Assumption Violation Test.

Multicollinearity Test

Multicollinearity can be detected by looking at the VIF value from the results of the regression analysis. If the VIF value is > 10, there is high multicollinearity.

Table 9. Multicollinearity Test Results

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.678	1.183		2.263	.026		
	KOMPETENSI	.405	.123	.350	3.303	.001	.363	2.752
	MOTIVASI	.472	.146	.330	3.227	.002	.389	2.568
	INSENTIF	.322	.096	.241	3.341	.001	.786	1.273

a. Dependent Variable: KINERJA GURU

Based on the table above, it can be seen that the VIF value in the last column for each variable is KP = 2.752, MI = 2.568, IN = 1.273 which are all smaller than 10. Thus the multiple linear regression model is free from multicollinearity.

Heteroscedasticity Test

The Glejser method, which involves regressing the absolute value of the residuals to the independent variables, was used to examine the heteroscedasticity. There is no heteroscedasticity in the regression model if the sig. the residual value is greater than 0.05.

Table 10. Heteroscedasticity Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.075	.675		1.593	.114
	KOMPETENSI	.097	.070	.227	1.387	.169
	MOTIVASI	-.027	.083	-.051	-.320	.750
	INSENTIF	.051	.055	.104	.933	.353

a. Dependent Variable: Abs_Res

Testing Criteria:

KP, MI, IN are significant, because the p-value is > 0.05 so that KP, MI, IN do not show signs of heteroscedasticity

Autocorrelation test

The Durbin-Watson test (DW test) is the autocorrelation test technique employed in this investigation. $\alpha = 0.05$, the Durbin Watson (DW) computation results are contrasted with the table value. Table d has two values for various values of n and k: the upper limit value (dU) and the lower limit value (dL).

- If $d < dL$; positive autocorrelation occurs
- $d > 4 - dL$; negative autocorrelation occurs
- $dU < d < 4 - dU$; no autocorrelation occurs
- $dL \leq d \leq dU$ or $4 - dU \leq d \leq 4 - dL$; inconclusive testing.

Table 11. Autocorrelation Test Results

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.780 ^a	.609	.597	3.211	2.121

a. Predictors: (Constant), INSENTIF, MOTIVASI, KOMPETENSI
 b. Dependent Variable: KINERJA GURU

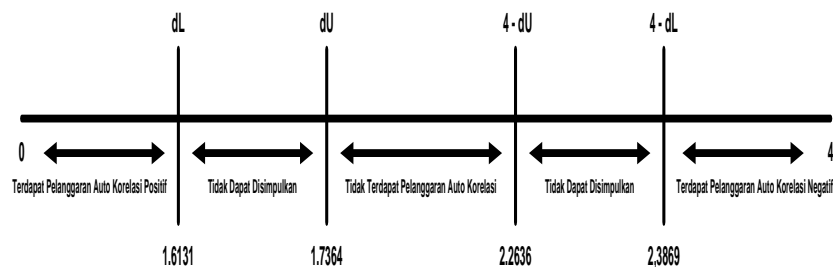


Figure 2. Estimation of Autocorrelation Test

Based on Table 11 and guided by Figure 1 above, the DW value and the estimated autocorrelation test image are obtained, and the resulting regression model is 2.121. Meanwhile, from the DW table with a significance of 0.05 and the amount of data (n) = 100, and k = 3 (k is the number of independent variables without the dependent variable) the dL value is 1.6131 and the dU is 1.7364. because the DW value is at $dU > (2,121) > 4-dU$, it can be concluded that this study has no problems or no symptoms of autocorrelation (no autocorrelation occurs). This research can be continued.

Normality test.

The purpose of the normality test is to determine whether or not the dependent and independent variables in a regression model have a normal distribution. The Kolmogorov-Smirnov test is used to determine if the data being utilized are regularly distributed or not as part of the normality test. The data is regularly distributed if the Asymp.Sig. (2-tailed) > 0.05, and vice versa. If you look at the estimation results Kolmogorov-Smirnov test above, where the Asymp. Sig. (2-tailed) of 0.198 and this value is greater than the P-Value (α) which is equal to 0.05, it can be concluded that the data in this study were normally distributed. The estimation results of the normality test are illustrated in the following table:

Table 12. Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Standardized Residual
N		100
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	.98473193
Most Extreme Differences	Absolute	.074
	Positive	.074
	Negative	-.041
Test Statistic		.074
Asymp. Sig. (2-tailed)		.198 ^c

a. Test distribution is Normal.
 b. Calculated from data.
 c. Lilliefors Significance Correction.

Multiple Regression Test.

Multiple linear regression regarding the relationship between Competence (KP), Motivation (MI), and Incentives (IN) on Teacher Performance (KG) was supported in this study using regression analysis. The IBM SPSS Statistics Version 25 computer application was utilized to do the statistical calculations for the multiple linear regression analysis employed in this study. Following data processing, there are:

Table 13. Multiple Regression Coefficient Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.678	1.183		2.263	.026
	KOMPETENSI	.405	.123	.350	3.303	.001
	MOTIVASI	.472	.145	.330	3.227	.002
	INSENTIF	.322	.096	.241	3.341	.001

a. Dependent Variable: KINERJA GURU

Interpretation of the multiple regression equation regarding the effect free namely: Competence (KP), Motivation (MI), and Incentives (IN), against Bound teacher Performance (KG) can be explained as follows:

- A constant value of 2.678 indicates that if Variable Competence (KP), Motivation (MI), and Incentives (IN), are considered non-existent (zero). Variable Teacher Y performance) of 2.678.
- The Competency regression coefficient (KP) is 0.405 with a positive slope, this means that if Competence (KP) increases by 1 unit, then teacher Performance (KG will experience an increase of 0.405 or it can also be said that the higher the Competence (KP), an employee will be able to improve Teacher Performance (KG).
- The regression coefficient of Motivation (MI) is 0.472 with a positive slope, this states that if Motivation (MI) increases by 1 unit, then teacher Performance (KG) will increase by 0.472 or it can also be said that the better the Motivation (MI) will be able to improve Teacher Performance.
- The Incentive regression coefficient (IN) is 0.322 with a positive slope, this states that if the Incentive (IN) increases by 1 unit, then teacher Performance (KG) will increase by 0.322 or it can also be said that the better the Incentive (IN) it will be able to improve Teacher Performance.
- The three independent coefficients have a positive slope, which shows a positive (unidirectional) linear relationship between Competence (KP), Motivation (MI), and Incentives (IN) on Teacher Performance (KG) means Competence (KP), Motivation (MI) and Incentives (IN), the better, the better the Teacher Performance (KG).

Correlation Test and Coefficient of Determination.

Correlation Test (R).

Correlation analysis is one of the statistical techniques used to determine the link between two or more quantitative variables. The primary purpose of correlation analysis is to assess the degree of relationship between two variables. By omitting the distinction between the dependent and independent variables, this function can also be used to assess the strength of the relationship between the two variables. The following table provides an explanation of the outcomes of the correlation coefficient based on the estimation results of the recap data respondent's responses:

Table 14. Correlation Test Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.780 ^a	.609	.597	3.211

a. Predictors: (Constant), INSENTIF, MOTIVASI, KOMPETENSI

The correlation coefficient (R) is 0.780 based on the calculation's findings. According to the correlation value (0.60 - 0.799), the results of the correlation coefficient with the closeness level between the variables of 0.780 indicate that there is a significant relationship between the two variables and a high level of closeness. Where are the following correlation interpretation data:

Table 15. Guidelines for Interpreting Correlation Coefficients

Coefficient Intervals	Relationship Level
0.01-0.199	Very low
0.20-0.399	Low
0.40-0.599	Currently
0.60-0.799	Strong
0.80-0.999	Very strong

Source: Sugiyono (2012)

Determination Coefficient Test (R²).

When using correlation analysis and the coefficient of determination, one can determine how much the independent variables contribute to the explanation of the dependent variable. The computations showed that the value of R² = 0.609, which indicates that teacher performance can be explained by competence (X1), motivation (X2), and incentives (X3) by 0.609 or 60.9%, with the remaining 39.1% being explained by other factors not included.

Hypothesis testing

t test (t-test).

The t test is used to test whether there is a significant effect between Competence (KP), Motivation (MI), Incentives (IN), on Teacher Performance (KG). To determine whether the hypothesis proposed is significant or not, it is necessary to look at the estimated t-count presented in table 13. Table 15 shows that the t count value for the competency variable (KP) is 3,303, motivation (MI) is 3,227 and incentives (IN) is 3,341. To find a T table with a 95% confidence level, so that it is known that α is worth 0.05, and $\alpha/2$ is 0.025. Where n is the number of samples of 100, and k is the number of x variables of 3, so that $n - k - 1$ is 96 (this value can also be seen in table 4.20, table Anova Test F on the residual part). The t table value based on the t value distribution table obtained t table = 990.102

Based on table 15 it can be seen that the coefficient value of Sig. with a P-value (α) of 0.05, it can be seen that the coefficient of Sig. the KP variable is 0.001 (0.001 < 0.05), the coefficient Sig. the MI variable is 0.002 (0.002 < 0.05), the coefficient Sig. the IN variable is 0.001 (0.001 < 0.05), the three independent variables have a Sig coefficient value. which is still below the P-value (α), this means that Ha is accepted and H0 is rejected, meaning that there is a significant effect between Free Variables Competence (KP), Motivation (MI), Incentives (IN) on Teacher Performance Variables (KG).

F test (F-test).

The F test (F-test) was carried out to see the simultaneous or joint effect of the independent variables, namely Competence (KP), Motivation (MI), and Incentives (IN) on the dependent variable, namely teacher performance. The F test is a statistical test method that is carried out simultaneously with two or more objects as a comparison. This f statistical test is used to test the hypothesis. The aim is to determine the accuracy of the method used. That is determining the size of the variance of the test method which is carried out repeatedly The results of data analysis using the IBM Statistics Version 25 program can be presented in the following table:

Table 16. Estimated results of the F test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1542.088	3	514.029	48.840	.000 ^b
	Residual	990.102	96	10.314		
	Total	2532.190	99			

a. Dependent Variable: KINERJA GURU

b. Predictors: (Constant), INSENTIF, MOTIVASI, KOMPETENSI

From the table above, shows the value of Fcount of 49,840 and it is known that the coefficient value is sig. Fcount of 0.000 < P-value (α) of 0.05 (0.000 < 0.05). Based on the test criteria, if the coefficient value sig. Fcount < P-value (α) of 0.05 (0.000 < 0.05), means that H_a is accepted and H_o is rejected. So it can be concluded that there is a significant relationship between Competence (KP), Motivation (MI), Incentives (IN), on Teacher Performance (KG).

Discussion

The Effect of Competence on Teacher Performance

The results in this study found that the competency variable influenced performance. Calculating the t value, the significance value for the impact of KP on KG is $0.00 < 0.05$, $3,303 > t$ table 990,102, so it can be concluded that it means that there is an effect of KP on KG (significant), which means that this competency variable partially has a positive and significant influence on teacher performance. This means that competence is an important factor in improving teacher performance.

In light of current and previous research, it can be concluded that standardized Al Qur'an teachers at SIT IZZUDIN (with assessment) already possess good competence from the dimensions of knowledge, understanding, abilities, values, attitudes, and interests. However, more complex competencies are required to carry out the tasks and responsibilities assigned. These more complex competencies can be obtained through participating in training to pursue a higher level of education in the field of work given.

Company programs that support competent values must always be improved. The better competent value affects the improvement of teacher performance. Competence is indeed an important dimension that is needed in the world of work. The Al-Qur'an Reading Upgrading Program offered by SIT IZZUDDIN in the form of Al-Qur'an reading and writing instruction using the ALI method is required in this case because a Qur'an teacher needs to increase competence; this is reflected in the variable dimensions and indicators that the researcher has examined. To get maximum work results both in terms of punctuality, time discipline, and being able to understand work and be able to work well, good competence is needed.

This is consistent with conversations that have been had with BH, IZ, FT, and AS who said that the implementation of upgrading Al-Qur'an reading which has been running continuously can have good implications for Al-Qur'an teachers using the ALI method. because of the deepening of the material one of which is the material of makharijul letters, characters of letters, recitation, and deepening of learning methodology. Teacher competence in mastering the material will be stronger and increase, which will form qualified teachers This is, of course, consistent with studies on the effects of competence and motivation on employee performance at PT Express Transindo Utama (Fatkhurohman et al., 2022), which indicates that competency has a favorable impact on employee performance at PT. Express Transindo Utama

The results of this study are also in line with results of the literature review (Shah et al., 2021), demonstrating how the ability/competence component might impact performance because strong ability will also result in high employee performance. Performance won't be attained, though, if an employee's capacity is low or out of line with their area of competence. According to Sofwan's theory (2022), competence is defined as the ability to carry out or perform a job that is supported by the work attitude required by the job and is based on skills and knowledge, hence competency has a big impact on employee performance. Thus, it may be said that competency influences employee performance favorably.

Therefore, it can be said that an employee's competency is one of the deciding criteria for how successfully he completes the responsibilities given to him. It is anticipated that the employee in question will be able to fulfill his duties more effectively and efficiently thanks to the competence he possesses in

line with the requirements of the job analysis, which will inevitably lead to an improvement in the employee's performance.

The Effect of Motivation on Teacher Performance

Based on According to table 14 above and the results of the correlation test performed using the SPSS Statistics Program for Windows version 25.0, the correlation coefficient (R) is 0.780, which, according to the interpretation of the correlation value (0.60-0.799), indicates that there is a significant relationship between the two variables and the level of closeness is Strong and Positive between Motivation and SIT IZZUDIN Teacher Performance. The direction of the relationship that occurs is positive, which means that if motivation is given high then employee performance is also high and vice versa.

The calculation results shown in Table 14 yielded an R-Square R² value of 0.609 for the coefficient of determination. This indicates that the performance of SIT IZZUDIN Teachers was affected by work motivation to the tune of 60.9%, which is a significant amount. but other unstudied factors account for the remaining 39.1% of the explanation. The regression equation's interpretation is as follows: It can also be argued that the better the Motivation (MI) will be able to improve Teacher Performance since the Regression coefficient Variable Motivation (MI) of 0.472 has a positive slope, which means that if motivation (MI) improves by 1 unit, then Teacher Performance (KG) will increase by 0.472.

This indicates that the hypothesis proposed is that it is suspected that there is a key factor affecting how well teachers are motivated. SIT According to IZZUDIN, there is a considerable correlation between teacher performance and motivation. IZZUDIN SIT. According to the findings of current and previous research, it can be concluded that Al-Qur'an teachers at SIT IZZUDIN have instilled motivation that transcends the needs for affiliation, achievement, and power because SIT IZZUDIN has an award program every month for teachers who exhibit high performance so that they are motivated to excel, have the motivation to work together, the zeal to accommodate other interests and motivation. Therefore, it can be said that the direction of the link that exists is positive, meaning that if employee motivation is strong, employee performance will also be high, and vice versa.

These results are also consistent with interviews conducted by researchers with AM, who stated that motivation for him was very meaningful, with the existence of an award program every month by giving prizes in the form of gold to teachers who excel and have good performance so that they try their best to compete and achieve, the spirit to cooperate. Always try to respect the leader and try to maintain authority. The findings of this investigation concur with previous research findings (Apridani et al., 2021), Which state and motivation (MI) has a considerable impact on the employees' performance (KG) at the Tanah Siang District Health Center, namely (P-Value 0.000 < 0.05).

The findings of this research are consistent with Kasmir's theory (2016) which states that if employees have a strong drive from within themselves, then employees will be aroused and motivated to do something. Two basic variables affect motivation. The first is the employee factor, which consists of skills, knowledge, personality traits, emotions, moods, and values. The second aspect of work involves the physical setting, duties given, corporate culture, and the organization's attitude to superior recognition and acknowledgment. Thus, knowledge, skills, and abilities have a direct impact on motivation for conduct.

Effect of Incentives on Teacher Performance

It is understood through study that incentives have an impact on SIT IZZUDIN Teachers' performance. The regression coefficient variable demonstrates this. The incentive (IN) of 0.322 has a positive slope, meaning that the teacher Performance (KG) will rise by 0.322 if the incentive (IN) increases by 1 unit the Incentive (IN) it will be able to improve Teacher Performance. This is undoubtedly consistent with the findings of the study Nurliah et al., (2020) regarding the Influence competencies and incentives on the organizational performance of the Barru District Inspectorate specifically Competencies and incentives have a favorable and significant impact on the organizational performance of the Barru District Inspectorate partially and simultaneously

Good teacher performance is a key element in efforts to raise the caliber of instruction and learning activities. Consequently, one of the greatest and most suitable methods to enhance teacher effectiveness is to provide incentives to teachers so that they can motivate employees to improve their performance even more. The provision of incentives is aimed at increasing the performance and work productivity of individuals and groups. Incentives are given when employees succeed in achieving or exceeding the set work targets. The amount is adjusted to the target that was successfully achieved. Siswanto (2012) states

that providing the right incentives will make employees feel valued according to their abilities and performance.

Referring to the findings of the research that was done and previous research, show that incentives can also increase teacher morale such that the best performance is possible if the Al Qur'an teacher at SIT IZZUDIN has received incentives that are standard performance. These findings are also in line with interviews that researchers conducted with SY, a teacher of the Al-Qur'an, who claimed that while the rewards given so far have improved performance, they have not been in line with the rewards given to general teachers. If rewards are increased by the targets set, whether they be memorization goals or attendance-based rewards, the teacher's performance will improve.

The Influence of Competence, Motivation, and Incentives on Teacher Performance

The analysis of this study's findings demonstrates that incentives, motivation, and competence all affect teachers' performance. It is clear that the hypothesis is accepted because there is a simultaneous influence of KP, MI, and IN on KG with a significance value for the effect of KP, MI, and IN on KG of 0.000 0.05 and a value count of 49,840. This demonstrates that incentives, motivation, and competence all work together to positively affect teachers' performance. This relationship must be a concern because the existence of motivation, competence, and incentives can encourage employees to improve performance.

This is undoubtedly consistent with studies done by Sari et al., (2019) concerning the Effects of Competence, Motivation and Incentives on competence, motivation, and incentives have a considerable positive impact on teacher performance, according to the Performance of Public High School Teachers in Langke Rembong District, Manggarai Regency. This suggests that the effectiveness of high school instructors will improve if each of these independent variables competence, teacher motivation, and incentives is raised will increase.

4. CONCLUSION

Knowing that competence has a 0.405 or 40.5% impact on teacher performance, competency has a considerable impact on performance. Given that motivation has a 0.472 or 47.2% impact on teacher performance, motivation has a strong impact on output. Given that the impact of incentives on teacher performance is 0.322 or 32.2%, incentives have a considerable impact on performance. With a known F count value of 49,840 and a known coefficient value of sig. F count of 0.000 P-value (α) of 0.05 (0.000 0.05), competence, motivation, and incentives all have an impact on teacher performance simultaneously. Based on the test criteria, it can be said that there is a significant relationship between variable competence (KP), motivation (MI), and incentives (IN), on teacher performance variables (KG). If the coefficient values. Fcount P-value (α) of 0.05 (0.000 0.05), meaning that H_a is accepted and H_o is rejected. This demonstrates that incentives, motivation, and competence all work together to positively affect teachers' performance. The suggestions any suggestions that might be made to enhance teachers' performance through competence, namely: (1) Recruiting employees according to the job requirements required by the company. (2) Paying attention to the abilities possessed by employees and placing positions according to their abilities. (3) employee development programs, innovation/improvement programs, as well as providing training platforms that are appropriate to the field of the Qur'an or Tahsin Tahfiz Al Qur'an training

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