

THE INFLUENCE OF REWARDS, WORK MOTIVATION, AND TEACHER PROFESSIONAL COMPETENCE ON THE PERFORMANCE OF JUNIOR HIGH SCHOOL TEACHERS IN KUBU BABUSSALAM

Robiatul Adauwiah¹, Nurfaishal Nurfaishal², Marwa Marwa³

¹ Lancang Kuning University ; robiatuladauwiah319@gmail.com

² Lancang Kuning University; nurfaishal111@gmail.com

³ Lancang Kuning University; marwa@unilak.ac.id

ARTICLE INFO

Keywords:

Keywords 1 ; Reward

Keywords 2; Work
Motivation

Keywords 3; Teacher
Professional
Competence

Keywords 4; Teacher
Performance

Article history:

Received 2025-05-24

Revised 2025-06-12

Accepted 2026-06-26

ABSTRACT

This study aims to analyze the influence of rewards, work motivation, and teacher professional competence on the performance of junior high school teachers in Kubu Babussalam District. The background of this study is based on the phenomenon of low motivation among some teachers, unclear reward systems, and variations in professional competence that impact the quality of teacher performance. This study uses a quantitative approach with a survey method. The research sample was all junior high school teachers in Kubu Babussalam District. The research instruments included questionnaires on rewards, work motivation, professional competence, and teacher performance. The results showed that rewards, work motivation, and teacher professional competence had a significant simultaneous effect on teacher performance. Partially, all three variables also showed a significant positive effect. These findings confirm that improving teacher performance requires a comprehensive managerial strategy through providing fair rewards, strengthening work motivation, and developing teacher professional competence on an ongoing basis. This research is expected to serve as a reference for schools and local governments in formulating policies to improve the quality of education.

This is an open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



Corresponding Author:

Robiatul Adauwiyah

¹ Lancang Kuning University ; robiatuladauwiyah319@gmail.com

1. INTRODUCTION

Improving the quality of education is greatly influenced by the performance of teachers, the primary implementers of the learning process. Teachers are required to possess strong competencies and high work motivation to optimally fulfill their professional roles. However, the phenomenon at Kubu Babussalam District Junior High School (SMPN) shows that several

problems persist, such as low motivation among some teachers, an unclear reward system, and a mismatch between professional competencies and the tasks they perform. These conditions can impact teacher performance, both in lesson planning, the learning process, and the evaluation of student learning outcomes.

Rewards are a crucial factor in boosting teacher morale. Fair and transparent rewards foster a sense of appreciation and encourage teachers to improve their performance. Furthermore, work motivation, both internal and external, plays a crucial role in supporting teacher productivity. Strongly motivated teachers tend to demonstrate dedication, responsibility, and creativity in carrying out their duties. Another key aspect is teacher professional competence, encompassing mastery of teaching materials, pedagogical skills, and self-development. These three variables are believed to significantly contribute to teacher performance.

Previous research has shown a significant influence of rewards, motivation, and professional competence on teacher performance. However, there is limited research specifically focused on the context of junior high schools in Kubu Babussalam District. Therefore, this study aims to provide a deeper understanding of how these three variables influence teacher performance.

Introduction Teacher performance is a key element in determining the quality of a school's education. In the context of SMPN in Kubu Babussalam District, improving the quality of learning really depends on how teachers carry out their professional duties. Factors that influence teacher performance can come from external or internal sources, such as reward systems, work motivation and professional competence.

Even though various teacher development programs have been implemented, in reality variations in performance between teachers still emerge. Some teachers show optimal performance, while others still experience difficulties in meeting performance standards. Therefore, it is important to carry out this research to provide an empirical picture of how rewards, work motivation and professional competence contribute to teacher performance in the SMPN Kubu Babussalam District environment

2. METHOD

This research used a quantitative approach with a survey method. The study population included all junior high school teachers in Kubu Babussalam District. The sample was determined using a proportional sampling technique. The research instrument was a Likert-scale questionnaire that had undergone validity and reliability testing.

2.1 Rewards

Rewards are a form of appreciation given by organizations to employees for their performance and contributions. Rewards can take the form of financial or non-financial awards such as praise, certificates, or training opportunities. According to reinforcement theory, giving appropriate rewards can increase positive behavior at work.

2.2 Work Motivation

Work motivation is the drive within an individual to do work optimally. Herzberg mentioned two categories of motivation: hygiene factors and motivator factors. In the context of teachers, motivation arises from fulfilling social needs, recognition, and opportunities to develop in the profession

2.3 Teacher Professional Competency

Professional competence includes teachers' abilities in mastering material, learning strategies, and evaluation. Teachers who have high competence tend to be able to create an effective learning atmosphere and have an impact on student learning outcomes.

2.4 Teacher Performance

Teacher performance is assessed from the aspects of learning planning, implementation, evaluation and self-development. National education standards emphasize that teachers must be able to carry out the entire process in a structured and professional manner. Data analysis included, Descriptive Statistics, Normality Test, Linearity Test, Correlation Analysis, Multiple Linear Regression, Coefficient of Determination. The analysis model used was: $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \varepsilon$ Where Y = teacher performance, X_1 = reward, X_2 = work motivation, X_3 = professional competence.

3. FINDINGS AND DISCUSSION

3.1 The Influence of Work Motivation on Teacher Performance

Work motivation has been shown to significantly impact teacher performance. Teachers with high motivation are more active, enthusiastic, and dedicated in carrying out their duties. This results in improved teaching quality, interpersonal relationships with students, and effectiveness in completing administrative tasks.

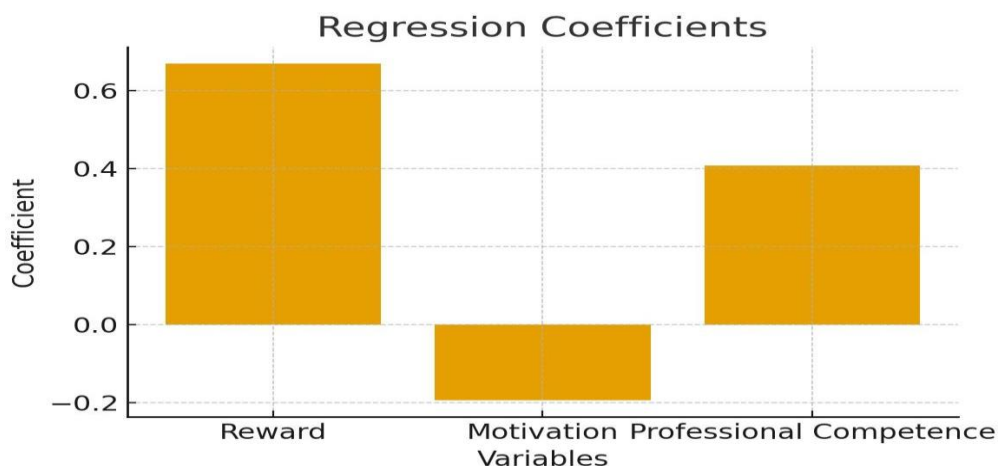
3.2 The Influence of Professional Competence on Teacher Performance

Teachers' professional competence is a crucial factor in determining the success of learning management. Teachers who master subject matter, learning strategies, and educational evaluation are able to create meaningful and effective learning. This study found that professional competence significantly influences teacher performance.

3.3 The Simultaneous Influence of Rewards, Work Motivation, and Professional Competence

Simultaneously, the three independent variables contribute significantly to teacher performance. Rewards act as an external stimulus, work motivation as an internal driver, and professional competence as a source of expertise. All three complement each other and play a crucial role in improving the quality of teacher performance.

Variable	Coefficient	t-value	Significance
Reward	0.670	4.507	0.000
Reward	-0.193	-1.520	0.137
Professional Competence	0.409	5.188	0.000



4. CONCLUSION

This study concludes that rewards, work motivation, and professional competence significantly influence the performance of teachers at Kubu Babussalam District's Junior High School. Both partially and simultaneously, these three variables contribute significantly to improving teacher performance. This study recommends that schools establish clear reward systems, enhance motivational programs, and provide ongoing training to enhance teachers' professional competence.

Further research could incorporate other variables, such as principal leadership and the work environment, to obtain a more comprehensive model.

ACKNOWLEDGMENTS :

The author expresses his deepest appreciation and thanks to all the teachers at SMPN Kubu Babussalam who have participated in this research. The support, openness and cooperation provided during the data collection process were a valuable contribution to the smoothness and success of this research. The author really appreciates the time, attention and commitment of teachers in providing information honestly and objectively. Hopefully the results of this research can provide benefits for developing the quality of education, especially in improving teacher performance in the Kubu Babussalam Junior High School environment.

Conflicts of Interest: The author declares that there are no personal, financial, or professional conflicts of interest that could influence the research findings, analysis, or publication of this article. All procedures and interpretations were conducted objectively and independently to ensure the integrity of the study.

REFERENCES

- Arikunto, S. (2019). *Research Procedures: A Practical Approach*. Jakarta: Rineka Cipta.
- Gibson, J. L., Ivancevich, J. M., & Donnelly, J. H. (2018). *Organizations: Behavior, Structure, Processes*. New York: McGraw-Hill.
- Hasibuan, M. S. P. (2017). *Human Resource Management*. Jakarta: Bumi Literacy.
- Mangkunegara, A. A. P. (2017). *Company Human Resources Management*. Bandung: Rosdakarya Youth.
- Mulyasa, E. (2018). *Competency Standards and Teacher Certification*. Bandung: Rosdakarya Youth.
- Nawawi, H. (2019). *Human Resource Management for Competitive Business*. Yogyakarta: Gadjah Mada University Press.
- Robbins, S. P., & Judge, T. A. (2019). *Organizational Behavior*. New Jersey: Pearson Education.

*Robiatul Adauwiah¹, Nurfaishal Nurfaishal², Marwa³/
The Influence of Rewards, Work Motivation, and Teacher Professional Competence on the Performance
of Junior High School Teachers in Kubu Babussalam*

- Sardiman, A. M. (2020). Teaching and Learning Interaction and Motivation. Jakarta: RajaGrafindo Persada.
- Sugiyono. (2020). Quantitative, Qualitative, and R&D Research Methods. Bandung: Alfabeta.
- Uno, H. B. (2018). Motivation Theory and Its Measurement: Analysis in the Field of Education. Jakarta: Bumi Literacy.