

REWARDS, PUNISHMENTS, AND THEIR IMPLICATIONS FOR IMPROVING THE PERFORMANCE OF EDUCATORS IN ISLAMIC BOARDING SCHOOLS

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Abstract :

This study aims to analyze rewards, punishments, and their implications for improving the performance of educators at Darul Huffaz Islamic Boarding School Pesawaran - Lampung. This study uses a qualitative case study approach, where the researcher uses interviews, observations, and documentation to obtain valid and accurate data. The study results show that appreciation in an organization is essential because it appreciates those who have tried to change the way they work. Sanctions can weaken behavior and reduce the frequency of subsequent behavior, usually consisting of requesting an unintended consequence. This research uses qualitative descriptive methods in research and interview techniques. Based on the data obtained from the implementation of reward and punishment and its implications for improving the performance of educators at the Darul Huffaz Islamic boarding school Pesawaran - Lampung, it can be concluded that the implementation of reward, and punishment for educators at the Darul Huffaz Islamic boarding school Pesawaran - Lampung is appropriate and the implications can improve performance educators at the Darul Huffaz Islamic boarding school Pesawaran - Lampung.

Abstrak:

Penelitian ini bertujuan untuk menganalisis tentang reward, punishment, dan implikasinya terhadap peningkatan kinerja pendidik di Pondok Pesantren Darul Huffaz Pesawaran - Lampung. Penelitian ini menggunakan pendekatan kualitatif jenis studi kasus, di mana peneliti menggunakan interview, observasi dan dokumentasi untuk mendapatkan data yang valid dan akurat. Hasil penelitian menunjukkan bahwa Penghargaan dalam suatu organisasi itu penting karena organisasi memang menghargai mereka yang sudah berupaya mengubah cara kerjanya. Sanksi adalah segala sesuatu yang dapat memperlemah perilaku dan cenderung untuk mengurangi frekuensi perilaku yang berikutnya dan biasanya terdiri dari permintaan suatu konsekuensi yang tidak diharapkan. Penelitian menggunakan metode deskriptif kualitatif dalam teknik penelitian dan wawancara. Berdasarkan data yang diperoleh dari implementasi reward, punishment dan implikasinya pada peningkatan kinerja tenaga pendidik di pondok pesantren

Darul Huffaz Pesawaran – Lampung, dapat disimpulkan bahwa implementasi reward, punishment pada tenaga pendidik di pondok pesantren darul huffaz pesawaran – lampung sudah sesuai dan implikasinya dapat meningkatkan kinerja para tenaga pendidik di pondok pesantren Darul Huffaz Pesawaran – Lampung.

INTRODUCTION

Education can be a significant factor in the country's economic, social, and cultural changes (Fathurrochman et al., 2021; Ghazali & Yanti, 2022). Therefore, one of the developments of education is that it must contribute to improving resource facilities (Trihapsari & Mujahidah, 2021). The three main things to note are; 1) Building facilities; 2) Sufficient and quality books; 3) Qualified and professional teachers and administrative staff (Hasibuan & Prastowo, 2019). Teachers are the main component that has the most influence on the creation of quality educational processes and outcomes, any improvement efforts made to improve the quality of education will not make a significant contribution without being supported by professional and qualified teachers who are indicators of good teacher performance (Imhangbe et al., 2019; Rana & Rana, 2020).

Good performance is the readiness of a person or group of people to carry out an activity and complete it according to their responsibilities with the results they expect (Untari & Satria, 2021). Teacher performance influences the success of learning objectives, which consist of three aspects: clarity of tasks or work that is their responsibility, clarity of expected results from a job or function, and clarity of time needed to complete a job so that the expected results can be realized. (Tohet et al., 2022). Optimal teacher performance begins with teacher mastery of essential competencies that must be possessed by a teacher in general (Trisna & Huda, 2022). Performance is the result or level of success of a person as a whole during a specific period in implementing a task. When compared with various possibilities, such as work results, targets or targets or criteria have been determined first and mutually agreed upon (Rasto et al., 2021).

Several factors affect the quality of employee performance. One of these factors is the award (reward) and sanctions (punishment). An organization or company must have a reward and sanction program because this program is an integral part of many company work programs.

The results of Herzberg's research on motivation show that job satisfaction factors or motivating factors are: job performance, recognition (award), the work itself, responsibility, and promotion (promotion to rank). The more fulfilled the sources of motivational factors from a person, the more his work motivation will increase. Conversely, if it is not fulfilled, it will decrease work motivation. Other factors, namely job dissatisfaction, include: policies and administration, implementation of technical supervision, salary, interpersonal relationships, working conditions, growth opportunities, and the effect of work on personal life, job security, and status.

This research is in line with research published at the Faculty of Administrative Sciences Universitas Brawijaya Malang (2016) about companies

that want to empower human resources that aim to improve the performance of each individual, and the company's performance will also increase. One of them is through the application of rewards and punishments. PT Telkom Indonesia Witel Jatim Selatan Malang realizes that to maximize employee performance, the company must implement a system of reward and punishment. The results of hypothesis testing show that there is a significant simultaneous effect of Employee Reward and Employee Punishment variables on Employee Performance.

The background of the research problem is that the educators at Darul Huffaz Islamic Boarding School Pesawaran - Lampung who experience a decrease in work motivation resulting in less than optimal performance may be one of the impacts of the less than the optimal application of rewards and punishments. The provision of rewards for educators (teachers) is still considered low, judging from the indications, including decreased morale of educators, low levels of discipline, responsibility for tasks that cannot be completed on time, feeling unappreciated for work performance, the tendency to disobey the provisions or orders and even the entry and exit of educators often occurs.

An organization's awards are essential because they appreciate those who have tried to change the way they work (Wibowo & Subhan, 2020). Awards will also trigger people to do their best. The award should not be for those who are the most experts in their fields but rather give targets and awards to those who exceed the existing targets (Fadlilah et al., 2021). Rewards also show that a supervisor appreciates their performance by applicable rules; for example, awards will only be given to employees who excel or provide several actions that benefit the company (Tambak et al., 2020).

In addition to giving awards in its effect on the quality of employee performance, it should be noted that employee performance is not always influenced by factors that are in line with the needs and desires of employees but are also influenced by the implementation of ways that are contrary to the needs and desires of employees, namely sanctions (punishment). Sanctions can weaken behavior and reduce the frequency of subsequent behavior, usually consisting of requesting an unintended consequence.

Departing from the above, the research focuses on efforts to analyze how Rewards, Punishments, and Their Implications for Improving the Performance of Educators in Darul Huffaz Islamic Boarding School Pesawaran - Lampung.

RESEARCH METHODS

The type of research used in this research is qualitative research. Qualitative research is an approach that is also called an investigative approach because researchers usually collect data by meeting face-to-face and interacting with people at the research site. . This research is also descriptive, descriptive research. The researcher took the research place at the Darul Huffaz Islamic Boarding School Pesawaran - Lampung, which included formal madrasas at the Ibtidaiyah, Tsanawiyah, and Aliyah levels under the auspices of the Ministry of Religion with the subjects and informants being the Head of

Madrasah and the Head of Human Resources and the informants were the educators at Darul Huffaz Islamic Boarding School Pesawaran – Lampung.

Methods of data collection using observation, interviews, and documentation. This observation is done directly on the research object to see the activities carried out. To obtain valid and accurate data, the author uses the type of guided free interview, which is an interview in which the questions submitted to the respondents are presented freely. Still, the content of the questions asked is based on the guidelines that have been set. In this documentation, researchers will explore information from documents that support research, including videos, photos, recordings, profiles, and written records about the compensation system and the application of work discipline. It is hoped that this document will help sharpen the analysis of this research.

To ensure the validity of the data in this study, the researchers used the triangulation technique. There are two triangulations that researchers use in this study, namely technical triangulation, and source triangulation. Technical triangulation is when researchers use different data collection techniques to obtain data from the same source. Researchers simultaneously used participatory observation, in-depth interviews, and documentation for the same data source. Source triangulation means getting data from different sources with the same technique.

Thus, in this study, the credibility test of the research data was carried out by triangulation with sources, namely comparing the observation and documentation data with interview data and checking the trustworthiness of information obtained through different times and tools in qualitative research. The steps applied by the researchers in analyzing the data were data reduction, data exposure/presentation, and verification during and after the study.

RESULTS AND DISCUSSION

In implementing reward and punishment for educators at Darul Huffaz Islamic Boarding School, Pesawaran-Lampung, researchers used the theory of implementation model proposed by George C. Edward III. In this theoretical approach, four variables affect the success of implementing a policy: 1. Communication; 2. Resources; 3. Disposition; and 4. Bureaucratic structure.

For this reason, the researcher will describe the results of the research that has been done. The results of research on aspects of communication, resources, disposition, and bureaucratic structure in the implementation of reward and punishment for educators at Darul Huffaz Islamic Boarding School Pesawaran - Lampung, were obtained from several informants, including the Director of Human Resources (HRD), Director of Education, Principals from all over the world. MA, Mts, and MI units and several teaching staff consisting of MI, MTS, and MA educators. In this study, the informants were people who knew the research's problems, including the Director of Human Resources (HRD), Director of Education, and Principals of all MA, Mts, and MI units. Several informants were also determined by snowball sampling, including several MI, MTS, and MA educators.

The results of the research on the communication aspect in the implementation of reward and punishment for educators at the Darul Huffaz

Islamic Boarding School Pesawaran - Lampung, In this case, there are three critical indicators in the communication aspect, namely; a) appropriate communication between the HR department and educators regarding the application of rewards and punishments; b) educators receive communication from the HR department regarding the application of rewards and punishments; c) Consistency of the rules applied with the implementation carried out in the field related to the application of rewards and punishments. The educators have communicated the application of rewards and punishments imposed at this foundation appropriately and clearly accepted. Usually, if things need to be asked, corrected, and re-discussed, they will be conveyed during the monthly routine meeting between the HR department, the Head of the MA, MTS, and MI Units, and all teaching staff.

The results of the research on the aspect of Resources in the implementation of rewards and punishments for educators at the Darul Huffaz Islamic Boarding School Pesawaran - Lampung, In this case, there are five critical indicators in the aspect of resources, namely; a) Competence of educators by their fields; b) Sufficient and adequate number of teaching staff; c) Information on data on compliance of educators with regulations (rules) to the HR department accordingly; d) The authority conveyed by the HR department in the application of rewards and punishments is already formal, (e) the facilities (facilities and infrastructure) have supported the application of rewards and punishments.

The competence of the teaching staff at Darul Huffaz Islamic Boarding School is mainly by the required field of study. However, because there are still old educators who are not taught by the field of study, many of their duties are not by their competencies or fields. When presented, about 90 percent of the teaching staff are appropriate, and the remaining 10 percent have competencies that do not match the field of study being taught.

The results of the research on the aspect of disposition in the implementation of reward and punishment for educators at the Darul Huffaz Islamic Boarding School Pesawaran - Lampung, there are two critical indicators in the disposition aspect, namely as follows; a) The person who is given the authority to apply rewards and punishments is appropriate; b) Educators have received appropriate incentives so that they can implement the existing regulations (rules) accordingly.

The results of the research on the aspect of the Bureaucratic Structure in the implementation of rewards and punishments for educators at the Darul Huffaz Islamic Boarding School Pesawaran - Lampung, In this case, there are two critical indicators in the aspect of the Bureaucratic Structure, namely as follows: educators to be judged worthy of reward and punishment, (b) Efforts to spread responsibility for the activities or activities of educators among several work units.

Based on the researchers' observations, the Darul Huffaz Islamic Boarding School, one of the Islamic educational institutions in Pesawaran which implement rewards and punishments, is a genuine concern for the school management, significantly improving the performance of educators who have

diverse educational backgrounds. The background to the research problem is that the educators at Darul Huffaz Islamic Boarding School Pesawaran - Lampung who experience a decrease in work motivation which results in less than optimal performance, maybe one of the impacts of the less than optimal application of rewards and punishments. The provision of rewards for educators (teachers) is still considered low, judging from the indications, including decreased morale of educators, low levels of discipline, responsibility for tasks that cannot be completed on time, feeling unappreciated for work performance, the tendency to disobey the provisions or orders and even the entry and exit of educators often occurs.

After the implementation of rewards and punishments for educators, the results obtained were an increase in the performance of the teaching staff, with details of a decrease in violations in the implementation of the obligations of educators, namely: active learning days that were not realized decreased from 20% to 12.5%, educators who left their duties and obligations at school in the middle of working hours decreased from 15% to 10% and the absence of educators in that year also decreased from 25% to 15%. This is the result of recording the performance of educators from January-October 2021.

Rewarding employees is essential because it encourages achieving the desired results and motivates them to achieve and exceed the desired target (Makkuradde et al., 2021). Punishment is also a tool to increase employee motivation. Punishment is a punishment given to employees who commit violations. The punishment usually has a good purpose, so that negligent employees realize their mistakes and try to correct the wrong way of working. Moreover, punishment is expected to guide/educate employees to behave positively and encourage work motivation (Purwanto et al., 2020).

CONCLUSION

Based on the results of research conducted by researchers in the implementation of rewards, punishments and their implications for improving the performance of educators at Pondok Pesantren Darul Huffaz Lampung. It can be concluded that implementing rewards and punishments for educators has gone well and is by the implementation indicators that must be carried out. Implementing rewards and punishments that are pretty good can improve educators' performance, which can be seen from the decrease in violations in the implementation of the obligations of educators in madrasahs.

From the study results, it can be concluded that there is good communication between the HR department and the educators regarding the application of rewards and punishments. HR at Darul Huffaz Islamic Boarding School invites educators to gather together; then, HR will explain the rewards and punishments applied to educators at Darul Huffaz Islamic Boarding School Lampung. The competence of educators is excellent and is by their fields, and the number of teaching staff is adequate and balanced with the number of students. However, there is still a shortage of educators in specific fields of study for the MA level. Information on the compliance data of educators with regulations (rules) to the HR department is good and has been reported from each Madrasah Head. The authority regarding the rewards and punishments

conveyed by the HR department is formal; it is just that sometimes there are things that are not written about punishment authority but are applied to educators.

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