

THE INFLUENCE OF INCENTIVES AND HEALTH INSURANCE ON TEACHER PERFORMANCE AT ISLAMIC ELEMENTARY SCHOOL

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Abstract

This study examines the impact of incentives and health insurance on teacher performance at Annurilah Islamic Elementary School located in Pantai Labu District, Deli Serdang Regency, North Sumatra. The research was motivated by teacher dissatisfaction with the current profit-sharing incentive system and unequal health insurance coverage. The study's purpose is to analyze how these factors influence teacher motivation and performance, identify the problems with the school's current systems, and provide recommendations for improvement. Using a quantitative approach with an associative-causal research design, the study collected primary data from all 33 teachers at the school via questionnaires. A simple linear regression analysis was used to test the hypothesis. The findings indicate that both incentives and health insurance have a significant and positive influence on teacher performance. However, the study also found that the school's ineffective and unfair system, which includes a non-transparent profit-sharing model for incentives and unequal health insurance coverage, can lead to dissatisfaction and negatively affect performance. The research suggests that while these factors can improve performance, their current implementation at the school hinders their effectiveness.

Keywords

Incentives, Health insurance, Teacher performance, Linear regression analysis.



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INTRODUCTION

Human resources are a highly promising resource for school performance, leading many schools to transform their human resource management systems from those that rely solely on regulations and procedures (Zain, 2021). Schools can empower teachers to enhance their work potential. Many SC schools offer various programs, including incentives, promotions, salaries, welfare programs, and training. However, a, of this ultimately depends on the teachers themselves, including their response to school efforts to increase their work motivation (Firman, 2021)

Teacher performance plays a crucial role in determining the quality of education within schools (Hendrayan, 2022). The effectiveness of learning affects students' academic achievement but also shapes their overall learning experience and character development (Margaretha & Tjiptodjojo, 2024). To optimize teachers, several supporting factors should be considered, such as motivation, job satisfaction, and workplace welfare (Syalsyabilla, 2022). Among these, health insurance has emerged as a significant contributor to contributors' motivation and productivity (Nurhasanah, 2025). Incentives, both financial and non-financial, serve as rewards for teachers' dedication and hard wo. At the same time, health insurance provides a sense of security that allows teachers to focus more on their teaching responsibilities without being burdened by health-related concerns (Dikdik et al., 2025).

Within an educational institution, teachers play a crucial role (Purnama & Achruh, 2023). Within educational institutions, teachers are educators whose primary duty is to improve the quality of education in their workplaces (Jumiati et al. 2021). To perform their duties and functions optimally, teachers are expected to demonstrate high performance in their workplaces (Zubiteacher) . A teacher is said to have a high understanding of the true meaning of performance and demonstrates this through the implementation of their duties (Siti Nur Istikomah, 2023). A teacher's performance can be seen in the way they complete their tasks (Pujiningsih et al., 2024). The result of this teacher's performance is good student learning achievement (Pasaribu & Acc, n.d.). A teacher's performance can be well reflected if the results of their work are also well rewarded (Suwarga & Resmiati, 2023).

Teacher performance at SD IT Annurilah currently shows significant fluctuations, characterized by a decline in consistent classroom administration and a lack of teaching innovation due to low work motivation and an administrative burden lacking a proportional reward system. Teacher dissatisfaction stems from a profit-sharing incentive system that is considered opaque

because it is based only on a portion of new student enrollment profits, not the school's total profits, and does not reflect individual contributions. Furthermore, the unscheduled payment mechanism and the constantly changing monthly amounts create financial disparities between high-performing teachers and those with standard performance, ultimately stifling a competitive work climate and reducing student enthusiasm for the learning process.

Inequities in social security exacerbate this situation: permanent teachers receive full health insurance, while contract teachers rely solely on inadequate voluntary social assistance. This can cause deep anxiety and psychological distress for contract teachers regarding unexpected medical costs, which directly disrupt their professional focus and dedication to carrying out their duties. Therefore, performance-based incentives and health insurance are crucial factors that warrant further study as solutions to provide a sense of security, ensure fairness for all staff, and stabilize teachers' long-term commitment to achieving sustainable education goals at SD IT Annurilah.

Incentives, when provided fairly and consistently, can encourage teachers to be more innovative and committed to their duties (Karmila & Rohmah, 2024). For example, special rewards or recognition programs can create a sense of appreciation, motivating teachers to improve their teaching methods and classroom management (Husnunnadia & Masyithoh, 2024). On the other hand, health insurance offers long-term benefits by ensuring teachers feel secure about their well-being. When teachers are free from health-related stress, they are more likely to remain focused, maintain energy, and demonstrate higher levels of professionalism in their work (Magomedova & Fatima, 2025). Both incentives and health insurance, therefore, function as complementary factors in fostering teacher performance (Nurhana, 2022).

Incentive programs are one way to increase teacher work motivation, both individually and collectively (Nasution et al., 2024). This can benefit schools because high motivation can increase school productivity and profits (Nora & Bahri, 2024). Incentives can take the form of bonuses for work, such as achieving targets set by the school for teachers (Risnawati, 2018). Salary and promotion increases can also boost teacher motivation (Aden, 2017).

Previous studies have shown that incentives have a significant and positive impact on teacher performance. Research conducted by Husna et al. (2021) found that incentives partially had a positive and significant impact on teacher performance (Husna et al., 2021). This finding is supported by Sumariyak et al. (2022), who concluded that providing incentives, either alone or in conjunction with work motivation, significantly contributes to good teacher performance

(Sumariyak et al., 2021). A similar conclusion was reached by Nasution et al. (2024), who demonstrated that incentives significantly influence teacher performance in schools (Nasution et al., 2024). Overall, these studies agree that providing appropriate incentives can be an effective strategy for increasing teacher motivation and productivity.

Furthermore, the role of school management in providing these forms of support cannot be overlooked (Febriyanti et al., 2021). A well-structured incentive system and comprehensive health insurance plan reflect the institution's commitment to valuing its teachers as vital assets (Handayani et al., 2023). At Annu Ilah Islamic Elementary School, understanding the relationship between these factors and teacher performance can provide valuable insights for developing strategies to strengthen the school's human resources. Ultimately, this research aims to highlight how incentives and health insurance influence teacher performance and how these can be optimized to improve the overall quality of education at the school.

Previous studies, such as those by Husna et al. (2021), (Sumariyak et al., 2022), and Nasution et al. (2024), have consistently shown that incentives have a positive and significant impact on teacher performance. However, these studies tend to focus on this general relationship without specifically analyzing the problems that can arise from ineffective and unfair incentive systems. Therefore, this study takes a unique position by examining the case of SD IT Annurilah in depth, where the profit-sharing incentive system actually led to dissatisfaction. Furthermore, this study integrates an analysis of health insurance inequality, which has not been widely discussed in previous studies, providing a more comprehensive understanding of the factors influencing teacher motivation and performance and offering practical recommendations for improvement (Nasution et al., 2024).

Incentives and health insurance can support teacher motivation (Butar et al., 2021). With high work motivation, the school as a workplace will benefit from higher productivity and the achievement of targets (Yusvenda, 2023). One way to improve teacher performance is to provide incentives or rewards, such as money, allowances, or other benefits, in accordance with existing policies (Soewadji, 2012). Providing various incentives will be quite attractive to teachers because it shows the school appreciates them and is one way to foster enthusiasm in their work (Wicaksono, 2013). Teachers with enthusiasm for teaching can easily improve their performance at work, and providing incentives to teachers can also improve teacher welfare and impact teacher performance (Hermawan, 2013).

The purpose of this study is to analyze the influence of incentives and health insurance on teacher motivation and performance, and to identify problems arising from the system implemented at SD IT Annurilah. Furthermore, this study aims to examine the impact of teacher dissatisfaction with incentives and health insurance on their performance and to provide recommendations for improving the school's human resource management system (Eka et al., 2024).

METHOD

In this study, we use a quantitative, associative-causal research design to analyze the causal relationship between variables. The quantitative approach was chosen to measure the influence of incentives on teacher performance statistically, ensuring that the results can be quantified, tested, and generalized. The associative causal design is highly relevant as it aims to test hypotheses regarding the relationship and influence between variables (Damanik et al., 2025)

This research was conducted at SDIT Annurilah, located in Pantai Labu District, Deli Serdang Regency, North Sumatra. This location was selected based on initial findings of teacher dissatisfaction with the incentive and health insurance systems, which provide the basis for quantitatively measuring the influence of these variables on teacher performance. The population for this study consists of all 33 teachers at SD IT Annurilah. We are using the census method, also known as saturated sampling, which involves using every member of the population as the sample. This technique is appropriate because the population size is small, allowing us to include all teachers as research subjects (Suriani, 2023).

Primary data were collected using a questionnaire distributed to the entire teacher population. This instrument contains structured questions designed to measure the variables of incentives and teacher performance. The questionnaire uses a Likert scale with scores from 1 to 5 to indicate respondents' level of agreement (Kamal, 2024). The questionnaire is the primary data source, providing the numerical data necessary for statistical analysis (Jailani, 2023). Additionally, documentation was used to gather relevant secondary data, such as teacher headcounts and organizational structures, to support the quantitative data (Ahmad, 2025).

Data analysis was conducted quantitatively using simple linear regression analysis to test the hypothesis (Putra, 2022). This analysis aims to measure the extent of the independent variable's (the incentive variable) influence on the dependent variable (teacher performance). Hypothesis testing was performed to determine whether the research hypothesis should be accepted or rejected,

using the following criteria: H_0 is accepted if $t_{hitung} < t_{tabel}$, and H_a is rejected if $t_{hitung} > t_{tabel}$ (Halimah & Duskri, 2025).

FINDINGS AND DISCUSSION

Findings

Normality Test Results

Table 1. Normality Test Results

		Incentive	Health Insurance	Teacher Performance
N		33	33	33
Normal Parameters ^{a,b}	Mean	73,52	73,72	75,24
	Std. Deviation	13,665	8,910	9,780
	Absolute	,170	,177	,180
Most Extreme Differences	Positive	,150	,160	,108
	Negative	-,093	-,177	-,163
Kolmogorov-Smirnov Z		1,214	1,123	1,214
Asymp. Sig. 2-tailed d)		,211	,227	,167

a. Test distribution is Normal.

b. Calculated from data.

Table 1 shows that the incentive provision variable has a significant value of 0.21 ($1 > 0$)⁰⁵, the health insurance variable has a significant value of 0.22 ($7 > 0$)⁰⁵, and the teacher performance variable has a significant value of 0.16 ($7 >$). Therefore, it can be concluded that these three variables are normally distributed.

Homogeneity Test Results

Table 2. Results of Teacher Performance Homogeneity Test

Variable	Levene Statistic	df1	df2	Sig.
Incentive (X ₁)	2,112	12	15	0,075
Health Insurance (X ₂)	2,120	12	17	0,085

From table 2 above, the significance is $> \alpha$ (0.05), so it can be concluded that Teacher Performance (Y) regarding the Provision of Incentives (X₁) and Health Insurance (X₂) comes from a homogeneous group.

Linearity Test Results

Table 3. Lineari y Test Results

No	Linear	deviation from Linearity		Ket.
		F	Sig.	
1	Incentive (X ₁)	1,315	0,284	Linier
2	Health Insurance (X ₂)	0,920	0,521	Linier

Based on the results of the linearity test in Table 3, the variables Incentive Provision (X₁) and Health Insurance (X₂) show a linear relationship with Teacher Performance (Y).

Hypothesis Testing Results t Test

Table 4. Hypothe is Testing Results t Test

Model	Unstandardize Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 Incentive	,166	,105	,232	2,427	,022
Health Insurance	,369	,161	,336	2,322	,025

Dependent Variable: Teacher Performance

Based on the regression equation for Incentive Provision (X₁) and Health Insurance (X₂) on Teacher Performance (Y), the results are $\hat{Y} = 39.443 + 0.232X_1 + 0.336X_2$. Table 2 shows that Incentive Provision (X₁) has a t-value of 2.427 > 2.02 and a sig. value of 0.022 < 0.05, so it can be concluded that the incentive provision has a positive influence on teacher performance. In addition, motivation has a t-value of 2.322 > 2.02 and a significance value of 0.025 < 0.05, indicating that it positively influences teacher performance.

Hypothesis Testing Results fTest

Table 5. Test Results f

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	622,246	2	320,622	3,531	,032b
1 Residual	3400,329	20	85,633		
Total	3531,205	33			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Incentive, Health Insurance

Table 5 shows that the variables Incentive Provision (X₁) and Health Insurance (X₂) have a simultaneous influence on Teacher Performance (Y). This is due to the calculated F value of 3.531 > F_{table} 3.24 and the sig. value of 0.032 < 0.05.

Coefficient of Determination

Table 6. Results of the Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,492a	,302	,115	5,199

a. Predictors: (Constant), Incentive, Health Assurance

Based on the table above, R2 is 0.492 (49.52%), so it can be concluded that the Provision of Incentives (X1) and Health Insurance (X2) influence Teacher Performance (Y) by 49.52% and the re. The 50.48% rest is influenced by other variables not discussed in this study.

Discussion

The first finding shows that incentive provision significantly influences teacher performance, as Incentive Provision (X1) has a t-value of 2.427 > 2.02 and a sig. value of 0.023 < 0.05, so it can be concluded that the incentive provision has a positive influence on teacher performance. Incentive provision has a significant influence on improving teacher performance, with indicators including performance, length of service, seniority, needs, fairness and appropriateness, and job evaluation. (Frizky, 2024). The incentive provision indicators have an impact on teacher performance, leading to greater improvement, such as increased planning of learning activity programs, the implementation of learning activities, and teachers regularly carrying out evaluation/assessment of learning within a certain period of time (Khadijah & Hasan, 2025).

The results of this study are consistent with the research conducted by Nasution (2024), which found a significant effect of incentive implementation on teachers' performance at State Junior High Schools in Air Putih District, Batu Bara Regency, with a coefficient of 0.536. This means that the better the incentives provided, the higher the teacher's performance will be.

This finding is also supported by Husna's (2021) research, which concluded that the incentive variable partially influences the teacher performance variable. Their research shows that incentives and competence together account for 77.7% of teacher performance. In a similar vein, research by Sumariyak (2021) also shows that offering incentives significantly influences teacher performance, both individually and concurrently with work motivation.

The second finding indicates a significant influence of work motivation on teacher performance, as work motivation had a t-value of 2.322 > 2.02 and a sig. 0.025 < 0.05. Therefore, it can be concluded that motivation positively influences teacher performance. It can be explained that work motivation significantly influences teacher performance. Indicators of work motivation

include teachers' sense of responsibility in carrying out tasks, working with clear targets, having clear and challenging goals, receiving feedback on work results, always striving to outperform others, and prioritizing achievement (Eka et al., 2024). These work motivation indicators have been well implemented by teachers, resulting in improved teacher performance, including better learning program planning, the implementation of learning activities, and teachers' evaluation/assessment of student development (Chandra et al., 2025).

The findings of this study are consistent with those of Kus Duru (2019), who found that compensation, including benefits such as health insurance, positively influences teachers' performance at State Elementary School Jatiwaringin Bekasi. The journal states that compensation is an important factor that can increase teachers' motivation. Teacher who receive proper compensation will feel that their abilities are valued and appreciated by the school, which ultimately encourages them to work harder. This research found that providing compensation can improve teacher performance by 49.3%. (Duru, 2019).

The third finding indicates a significant influence of incentives and work motivation on teacher performance, as shown by the calculated F value of $3.531 > F_{table} 3.24$ and the p-value of $0.032 < 0.05$. It can be concluded that providing incentives and work motivation together can support improved teacher performance. Incentives provided by the school to teachers, supported by high work motivation from both individual teachers and the principal, automatically motivate teachers to fulfill their duties (Oktari et al., 2023). This is evidenced by the increasing planning of learning program activities, implementation of learning activities, and teachers' evaluation/assessment of student development. The improvement in learning program planning, implementation, and teacher evaluation/assessment of student progress evidences this. However, among the teacher performance indicators, several have not yet played an optimal role in improving teacher performance, namely the development of creative lesson plans, varied learning methods, and the use of learning technology related to learning program planning and implementation.

CONCLUSION

This study concludes that incentives and health insurance have a significant and positive influence on teacher performance at SD IT Annurilah. However, an ineffective and unfair system in its implementation can lead to dissatisfaction and affect teacher performance. While these factors can theoretically improve performance, issues such as a non-transparent profit-sharing system and

differences in health insurance provision can hinder their effectiveness. Therefore, this study suggests improvements to the school's human resource management system to address existing dissatisfaction and optimize teachers' contributions to the quality of education.

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