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Comparative Analysis Of Performance Of Teacher Recipients And Non-Recipients Of Incentives In The LPQ Coordination Environment Agency, Kedu Sub-District, Temanggung District

Abdul Wahab Fahrub, Akhida Layinatush Shifah

Institut Islam Nahdlatul Ulama Temanggung, Institut Islam Nahdlatul Ulama Temanggung,
Email: abdulwahabfahrub@gmail.com, akhidalayin1@gmail.com

Abstract

Teachers are an important element in implementing educational programs through learning activities in formal and nonformal education. Giving an incentive of IDR 100,000 per month is a form of government attention to teachers in the hope of improving their performance. The government distributes this incentive in collaboration with the Ministry of Religion at the regency level. With this nominal, the teachers remain enthusiastic and teach; even teachers do not receive incentives but remain enthusiastic in teaching students every day. The purpose of this study was to determine the performance of the teachers and the significance of differences in the performance of incentive recipients and non-incentive recipients within the Coordinating for Qur'an Education Institutions of the Kedu subdistrict. The research approach uses mixed method research (MMR), namely research that combines qualitative and quantitative forms with data collection techniques through questionnaires, interviews, documentation, and observation. The research population is the teachers in the Coordinating for Qur'an Education Institutions of Kedu subdistrict with a sample of 30 people. The performance of the teachers in the Coordinating for Qur'an Education Institutions of Kedu subdistrict is generally good based on seven aspects of assessment: teaching preparation, being fair (non-discriminatory), giving awards to students, applying discipline to students, applying appropriate learning, recognizing students in situations, and have exemplary actions. Good performance is influenced by several factors, namely ability, motivation, and individual, and environmental factors. Evidenced by the results of the analysis using the independent sample t-test with the value of count on the assumed equal variances obtained a value of 0.271 and for the sig p-value of 0.353 > 0.05 so it can be concluded that there is no significant difference between the performance of incentive recipient and non-recipient teachers.

Keywords: Teacher Performance, Incentives, Qur'an Educational Institutions

Abstrak

Guru menjadi ujung tombak pelaksanaan program pendidikan melalui kegiatan pembelajaran, baik pada pendidikan formal dan nonformal. Pemberian insentif Rp100.000 per bulan menjadi bentuk perhatian pemerintah kepada guru ngaji dengan harapan dapat meningkatkan kinerjanya. Kerjasama dengan Kementerian Agama tingkat kabupaten/kota, pemerintah menyalurkan dana insentif. Dengan nominal tersebut guru ngaji tetap semangat mengajar dan bahkan ada guru ngaji yang tidak menerima insentif namun tetap semangat dalam mengajar peserta didik setiap harinya. Tujuan penelitian ini untuk mengetahui kinerja guru ngaji dan signifikansi perbedaan kinerja penerima insentif dan bukan penerima insentif di lingkungan Badan Koordinasi Lembaga Pendidikan Qur'an (Badko LPQ) Kecamatan Kedu. Pendekatan penelitian menggunakan metode kombinasi (Mix Methode Research) yaitu penelitian yang mengombinasikan bentuk kualitatif dan kuantitatif dengan teknik pengambilan data melalui kuesioner, wawancara, dokumentasi, dan observasi. Populasi penelitian adalah guru ngaji yang ada di lingkungan Badko LPQ Kecamatan Kedu dengan pengambilan sampel 30 orang. Kinerja guru ngaji di lingkungan Badko LPQ Kecamatan Kedu secara umum sudah baik berdasarkan tujuh aspek penilaian: persiapan mengajar, berlaku adil (tidak diskriminatif), memberikan penghargaan kepada peserta didik, menerapkan disiplin kepada peserta didik, menerapkan pembelajaran yang sesuai, mengenali para peserta didik dalam berbagai situasi, dan memiliki tindakan yang dapat diteladani. Kinerja yang baik dipengaruhi oleh beberapa faktor yaitu faktor kemampuan, motivasi, individu, dan lingkungan. Dibuktikan dengan hasil analisis menggunakan independent sample t test dengan nilai thitung pada varian equal variances assumed diperoleh nilai sebesar 0,271 dan untuk nilai sig p-value sebesar 0,353 > 0,05 sehingga dapat disimpulkan tidak ada perbedaan yang signifikan antara kinerja guru ngaji penerima dan bukan penerima insentif.

Kata Kunci: Kinerja Guru, Insentif, Lembaga Pendidikan Qur'an

Introduction

As is known, education is the primary foundation for the development of a nation and serves as a measure of its progress. It cannot be denied that the progress or development of a nation can be seen through the quality of education received by its people¹. For this reason, cooperation between power holders, management institutions and educational institutions is greatly needed to carry out the task of organizing and improving the quality of education, both formal and non-formal education.

Education is not just a transfer of knowledge but also a form of effort to become morally upright individuals who are capable of facing life with wisdom². Student character education is basically inseparable from religious and spiritual education. Because the success of character education is influenced by the level of religious knowledge, which has a legal basis in fulfilling the role as religious people. Non-formal religious education institutions emphasize character education through environment-based habits. Through Salaf traditions, students are taught to be

accustomed to carrying out scientific, religious and social traditions³.

According to Government Regulation of the Republic of Indonesia Number 55 of 2007, Islamic religious education takes the form of "pendidikan diniyah" (Islamic religious education) and "pondok pesantren" (Islamic boarding schools). Non-formal Diniyah education is held in the form of studying religious texts, religious study groups, Qur'anic Education, Diniyah Takmiliah, or other similar forms. Religious education that is often found is in the form of Diniyah Madrasas and Al-Qur'an Learning Center⁴.

The success of educational goals, both formal and non-formal education, is basically influenced by several factors. One of them is the role of teachers, as they hold a crucial position being the direct interface with students, serving as an indicator of educational success. The level of success and quality of educational programs designed by educational policy makers will depend greatly on the performance and professionalism of teachers⁵. The quality of education is greatly influenced by the performance quality of teachers. Therefore, in an effort to achieve success in carrying out their duties and roles in educational institutions, teachers must have basic abilities that include pedagogical, personal, professional and social abilities. These skills

are essential for teachers and educators, particularly in religious educational institutions where society entrusts the education of its children regarding religious knowledge and beliefs. It is the responsibility of educators to improve their performance in order to attain the best possible learning results⁶.

Likewise with the performance of Islamic religious teachers or what is hereinafter called Qur'an teachers. Its role is very important in overseeing religious education. They become contributors to religious activities in the community outside of formal school learning activities. However, it is unfortunate that their welfare has not been optimally addressed, despite their continued role being driven by heartfelt dedication and sincerity. In the midst of society, this Qur'an teachers serve as beacons of moral virtue. They teach selflessly and are able to fill the gaps left by formal educators, whose availability may be limited. Their role in society remains irreplaceable⁷.

The statement above aligns with the results of a survey conducted by Kompas Research and Development in April 2022. Kompas Research and Development conducted opinion collection by telephone from 516 respondents aged at least 17 years from 34 provinces. A total of 82.0 Muslim respondents mentioned the presence of Al-

Qur'an teachers in the area where they live. As many as 95.9% of respondents agreed that non-formal religious teachers received incentives/assistance from the government on a regular basis. Therefore, the welfare of non-formal religious teachers in Islam still needs attention⁸.

As is known, religious education in society was founded on the basis of sincerity by religious leaders. Similarly, the teachers within it educate and impart religious knowledge to students with sincerity. Educational institutions located in the middle of rural areas are a basic need for the community in educating the teachings of the Islamic religion starting from faith, worship and morals⁹. In response to this, since 2019 the Central Java Provincial government has been collecting data and providing incentives to teachers from all religions. In 2022, a total of 211.455 non-formal religious teachers from various religions were successfully registered to receive an incentive of IDR 1.200.000 per year. The total funds that must be provided as incentives reach IDR 253.700.000. In 2023, the Governor of Central Java has allocated a budget of IDR 277.000.000 for incentives for 230.830 religious teachers. The Governor of Central Java, Mr. Ganjar Pranowo, expressed that with a little welfare assistance from the government to religious teachers, it will be able to boost their

enthusiasm in providing education to the community, whether it be about religious knowledge, moral values, or diversity¹⁰.

The Temanggung Regency Government has also started paying attention to the welfare of Qur'an teachers by providing incentives to each religious guidance teacher with a nominal value of IDR 100.000 per month. In 2020, Temanggung Regency Government provided incentives to 4.599 Religious Guidance Teachers. Symbolically, the distribution of these incentives was directly handed over by the Regent of Temanggung to representatives of the Religious Guidance Teachers who were present¹¹. It is hoped that providing incentives for Qur'an teachers will be useful and can act as motivation to improve the performance and enthusiasm of teachers throughout Temanggung Regency in carrying out their role and function in educating the community and strengthening character education for future generations of young people. That is what Mr. H. M. Al Khadzik as the Regent of Temanggung said in his speech¹². Based on the explanation above, it is revealed that providing incentives is a form of government attention to religious teachers in non-formal education institutions in the hope of improving the performance of these teachers. However, there are still teachers within the LPQ

Coordinating Board who do not receive incentives but remain enthusiastic in teaching students every day amidst their main job responsibilities. Therefore, the author is interested in carrying out research activities within the Coordinating Board for Qur'an Education Institutions (LPQ) Kedu District by taking the title "Comparative Analysis of the Performance of Incentive Recipient and Non-Recipient Teachers within the LPQ Coordinating Board Kedu District".

Method

The approach in this research utilizes a mixed methods methodology, which combines both qualitative and quantitative forms of research. The steps taken by researchers in conducting this research were using a concurrent triangulation strategy by collecting quantitative and qualitative data concurrently (at one time). In this strategy, quantitative and qualitative data collection happens simultaneously in one stage of the research. The weight between the two methods (qualitative and quantitative) is considered equal or balanced. The research is conducted from February to June at the LPQ Coordination Body of Kedu Subdistrict. The research subjects were the administrators of the Kedu District LPQ Coordinating Board and Qur'an teachers in their environment using data collection

techniques through questionnaires, interviews, documentation and observation using a concurrent triangulation strategy (at one time). The research population was Qur'an teachers in the Badko LPQ environment, Kedu District, with a sample of 30 people. The data analysis techniques used are qualitative analysis and quantitative analysis. Qualitative data analysis includes descriptive analysis, categorization, then connecting. Meanwhile, quantitative analysis was carried out using prerequisite tests, namely normality and homogeneity tests, while the hypothesis was tested using independent sample t-test analysis.

Results and Discussion

The Coordinating Body for Qur'an Education Institutions or hereinafter referred to as Badko LPQ is a non-profit institution that is responsible for coordinating the activities and existence of Qur'an Education Institutions in its environment. Badko LPQ implements programs involving both students and teachers within its environment. These activities include the Celebration of Islamic Holidays (PHBI), religious competitions in the framework of the Indonesian Children's Sholih Festival, and other competitions which are intended as a means of friendship and increasing the competence of students in religious knowledge. Apart from that, the task of the Subdistrict LPQ Badko is to

coordinate the process of providing teacher incentives from the provincial or district government. Through the Badko LPQ, teachers gather the necessary requirements and data completeness to qualify for the incentive program ¹³.

The Temanggung Regency Government, in distributing these incentives, is assisted by the Ministry of Religious Affairs of Temanggung Regency, specifically managed by the section of Diniyah Education and Islamic Boarding Schools. Data collection on requirements for teacher incentive applications is coordinated by the LPQ Coordinating Board at the sub-district level. The aim is for the distribution of these incentives to be well-directed and reach the intended recipients ¹⁴. The Coordinating Board for Qur'an Education Institutions (LPQ) Kedu District consists of Qur'an education institutions at every level. The membership that the researcher concentrates on is at the Al-Qur'an Learning Center (TPQ) level. Based on archives from the management of Badko LPQ Kedu District, it is known that there are 81 non-formal religious education institutions at the Al-Qur'an Learning Center level spread across 14 villages in Kedu District ¹⁵.

Meanwhile, the number of Qur'an teachers registered in the Badko LPQ management of Kedu District is 582 people.

Out of these, 543 individuals are registered as recipients of incentive funds, divided into two groups: 210 individuals as recipients of the governor's incentive and 333 individuals as recipients of the regent's incentive. And the remaining 39 people are Qur'an teachers who are not incentive recipients or are still in the application process ¹⁶.

Based Based on an interview with the chairperson of the LPQ Coordination Body of Kedu Subdistrict regarding the performance of Qur'an teachers in their environment, it was revealed that the teachers who teach religious subjects fulfill their duties in educating the students based on sincerity for the sake of Allah SWT. Regarding the incentive funds provided by the provincial or regency government, it is considered as a worldly bonus that can be used to meet daily living needs¹⁷. Administratively, the distribution of incentives to Qur'an teachers in Kedu District can be declared 93.3% successful. This was expressed by the chairman of the Badko LPQ Kedu District during an interview by researchers. The remaining 6.7% who have not yet received the incentive funds are currently in the application process for the next period. The distribution of incentives is accompanied by the delivery of curriculum teaching materials for TPQ, which serve as teaching references for Qur'an teachers¹⁸.

The performance and enthusiasm for teaching the Qur'an teachers in the Badko LPQ environment, Kedu District, is evenly good. This is proven by the results of monitoring evaluations every semester by the administrators through updates to the renewal requirements for recipients of incentive funds which must be collected from the Badko LPQ administrators in Kedu District. Badko LPQ Kedu District has also carried out the process of distributing teaching material books in accordance with the Al-Qur'an Learning Center (TPQ) curriculum. It is hoped that this book will become a reference for Qur'an teachers in teaching students. However, in terms of managerial matters, educational institutions are still under the special attention of the Badko LPQ management itself. The solution offered by the management is to hold training on the management of non-formal Islamic education, especially at the Madrasah Diniyah (Madin) level and the Al-Qur'an Learning Center (TPQ) in the village/rural community in Kedu District.¹⁹

Please note that prospective incentive recipients must also collect application and/or extension requirements. The following documents must be completed by prospective recipients of incentive funds:²⁰.

1. letter of application for proposals

for potential recipients of incentive funds,

2. Letter of teaching assignment,
3. Certificate of active teaching,
4. Teaching schedule,
5. Attendance list of teachers and students,
6. The most updated institutional data collection minutes which are downloaded via the institution's page in the emis pd-pontren application,
7. Deed of establishment of each institution,
8. Ustadz/ustadzah certificate,
9. Photocopy of NPWP,
10. Statement letter of not currently receiving assistance from other sources,
11. Photocopy of ID card,
12. Photocopy of formal education diploma and/or Islamic boarding school shahadah.

All of the above requirements must be fulfilled and submitted to the LPQ Coordination Body officials of Kedu Subdistrict, who will then send them to the

Section of Diniyah Education and Islamic Boarding Schools of the Ministry of Religious Affairs of Temanggung Regency. Subsequently, the eligibility of the prospective incentive recipients will be validated and determined.

Interview activities were carried out by researchers with teachers within the Coordinating Board for Qur'an Education Institutions (LPQ) Kedu District. The incentive funds provided are IDR 100.000 per month with collective receipt every quarter for the governor's incentive and every semester for the regent's incentive. These funds are of course only for additional daily needs and are not basic income. We are very grateful to receive the incentive fund assistance, which can be seen as evidence of the government's attention to teachers in the non-formal religious education environment. The process of receiving it is directly transferred to each teacher's bank account, so there is no possibility of misdirection or non-distribution. However, teaching religion is a form of struggle for Muslims in the path of Allah SWT, with the hope of receiving rewards in the hereafter and becoming a continuous charity in the world through beneficial knowledge. Likewise, for teachers who have not received incentives, they carry out their religious teaching obligations based on a sincere sense of wanting to achieve the

blessing of Allah SWT in this world and the hereafter. During my time as a Qur'an teacher, i always tried to be a good educator because what we taught was religious knowledge which had to be clearly conveyed so that it would truly be a blessing for the students ²¹.

As a stimulus for the performance of Qur'an teachers who are not recipients of incentives in selfless teaching, it is a sincere intention to carry out the teacher's mandate, namely to be useful in society, one of which is by teaching the Qur'an accompanied by a sincere intention to fight in the path of Allah SWT. One of the Qur'an Education Institutions (LPQ) in Kedu District has a joint agreement to collect the incentive funds received and distribute them for the institution's operational needs. This has become a joint decision to carry out teaching duties sincerely without any compensation. Therefore, in that institution, there is no distinction between teachers who are incentive recipients²². From observation and interviews, it was found that there are teachers who are administratively registered as incentive recipients but do not actually teach in the institution. It is explained that the incentive funds received in the name of these teachers are not used for personal consumption but are allocated for the operational funds of the educational institution. Therefore, these teachers are

aware that the incentive funds are rightfully for those teachers who are truly disciplined in carrying out their duties and responsibilities²³.

In essence, all Qur'an teachers in the Kedu District Qur'an Education Institution Coordinating Board (LPQ) fulfilled their duties and responsibilities well. The performance of Qur'an teachers can be assessed through seven general aspects of teacher performance that must be fulfilled²⁴.

The first thing a Qur'an teacher does before entering class is to prepare the material that will be taught to students so that the learning delivered aligns with their expertise. Discipline is always applied to students starting from taking attendance every day.

In class, the Qur'an teacher will demonstrate exemplary behavior for the students, such as being fair and respecting each student. Teaching is conducted while considering the students in various situations. The learning outcomes of the students can be demonstrated through awards as a form of motivation for their learning.

The good performance of a Qur'an teacher is of course influenced by several factors. According to A. A. Anwar Prabu

Mangkunegaran, the factors that influence performance are as follows:

1. Ability Factor

Likewise, the Qur'an teachers in the Badko LPQ Kedu District have abilities that are in accordance with what they are being taught, namely Islamic religious knowledge. This is known from the registration requirements for prospective incentive recipients which must include their latest educational data, both formal and non-formal (Islamic boarding school). Through the ability to teach good religious knowledge, their performance will also be good.

2. Motivation Factor

This research found that the aim of existing non-formal religious education is none other than to teach religious knowledge under the pretext of fighting in the path of Allah SWT. The goal of Qur'an teachers is none other than the blessing of Allah SWT. With this embedded motivation, the performance of Qur'an teachers in the Badko LPQ Kedu District environment is good and they carry out their duties and responsibilities with full sincerity.

3. Individual Factor

Becoming an educator and teacher of Islamic religion certainly starts with self-encouragement of the ability and motivation to fight in the path of Allah SWT. The situation of Qur'an teachers in the Badko LPQ Kedu District is good. This can be seen from the absence of direct supervision or checking by the Badko LPQ administrators themselves, however, teaching and learning activities at each educational institution continue to run well. This means that the willingness to carry out their duties and responsibilities is born from each individual Qur'an teacher. It is this individual factor that can ensure the performance of Qur'an teachers remains good in carrying out their duties and responsibilities.

4. Organizational/ Work Environment Factor

The environment for the Qur'an teachers in each institution is a positive environment and has the same goal, namely to convey knowledge of the Islamic religion with the intention of fighting in the path of Allah SWT, then hoping for His blessing in the afterlife. This

environment is built from the level of religious knowledge possessed. It is with an environment of one understanding and one goal that Qur'an teachers are able to carry out their duties and responsibilities in teaching religious knowledge to students.

However, there are still shortcomings that are of particular concern to the management of Badko LPQ Kedu District, namely the management of Qur'an education institutions. This is being addressed with plans to hold training for the administrators of each existing institution. Apart from that, monitoring of performance achievements for incentive recipients has not been carried out routinely in the field. Therefore, the monitoring system for teachers must be further improved so that all archived data on teachers receiving incentives can be neatly arranged and there is no misdirection in providing incentive funds.

Based on data analysis of the theoretical framework, a conclusion was drawn from the qualitative approach, namely that the performance of Qur'an teachers in the Kedu District LPQ Coordinating Body environment is generally good and they carry out their duties and responsibilities sincerely because of Allah SWT. Providing incentives is considered to

be a concern for the government which is starting to hope that non-formal education can adapt to the times ²⁵.

The data analyzed came from filling out questionnaires distributed to 30 samples divided into 22 respondents who received incentives and 8 respondents who did not receive incentives. The questionnaire distributed is a questionnaire that has been tested for validity and reliability. This research uses Pearson's Product Moment formula by correlating the total score for each item with the total score to test its validity ²⁶. The reliability test in this research was carried out internally, namely by testing the instrument once, then the data obtained was analyzed using certain techniques. The results of the analysis can be used to predict the reliability of an instrument. Meanwhile, the technique used to analyze the reliability of the instrument in this research is Cronbach's Alpha. If the Alpha value is ≥ 0.60 then the statement is reliable or consistent ²⁷. The number of valid statement items to be tested is 22 statement items. And the results of the reliability test are as follows:

Table C.1 Test Reability	
Cronbach's Alpha/ r hitung	Ket
0,778	Reliabel

Source: Output Uji Reliabilitas *IBM SPSS Statistics 29.0.1.0 for Windows*

Based on the results of the reliability calculations in the table above, it is shown that in the Qur'an teacher performance variable, a reliability coefficient value of $0.778 > 0.60$ is obtained so that the instrument created is reliable.

The measurement scale used in this research is the Likert Scale, which is commonly employed to measure the attitudes, opinions, and perceptions of individuals or groups regarding social phenomena. Responses to each item in the instrument using the Likert Scale range from very positive to very negative. The grading and values of the responses used in this research are as follows: ²⁸

Table C.2 Alternative Answer Criteria

No	Alternatif Answer	Score
		Value
1	Strongly Agree	5
2	Agree	4
3	Less Agree	3
4	Disagree	2
5	Strongly Disagree	1

Source: Sugiyono, Metode Penelitian Kuantitatif, Kualitatif, dan R&D, (Bandung: Alfabeta, 2021), cet ke-3, hlm.147.

The results of quantitative research findings in the form of questionnaire numbers were analyzed using inferential statistics. First, prerequisite tests are carried out, namely normality and reliability tests. The interpretation used in the normality test is $\text{sig} > 0.05$ which means the data is normally distributed. To test normality, researchers used the Kolmogorov-Smirnov test with the help of the *IBM SPSS Statistics 29.0.1.0 for Windows*²⁹.

Table C.3 Normality Test Results

<i>Tests of Normality</i>							
Status		<i>Kolmogorov-Smirnov^a</i>			<i>Shapiro-Wilk</i>		
		<i>Statistic</i>	<i>df</i>	<i>Sig.</i>	<i>Statistic</i>	<i>df</i>	<i>Sig.</i>
Kinerja Guru Ngaji	Penerima Insentif	0,138	22	0,200*	0,954	22	0,385
	Bukan Penerima Insentif	0,249	8	0,153	0,894	8	0,254

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: Output Uji Normalitas *IBM SPSS Statistics 29.0.1.0 for Windows*

The output results of the Normality Test using the *IBM SPSS Statistics 29.0.1.0* for Windows application obtained a sig value for performance data for Koran teacher recipients of incentives of $0.200 > 0.05$, so it can be said that the data is

normally distributed. And for data on the performance of Koran teachers who are not incentive recipients, it is $0.153 > 0.05$, which means the data is also normally distributed.

In testing the homogeneity of this research, the author used the Levene Test. The test hypothesis is as follows:

H_0 : Varians Homogen

H_1 : Varians not homogen

The test statistics in this research are the results of calculating the p-value (probability value) which is indicated by the sig value and the α value of 0.05. Calculation of the Levene test value using the *IBM SPSS Statistics 29.0.1.0* for Windows application program with the variance results being homogeneous (same) if the significance test value is greater than α (0,05)³⁰.

<i>Test of Homogeneity of Variance</i>					
		<i>Levene Statistic</i>	<i>df1</i>	<i>df2</i>	<i>Sig.</i>
Kinerja Guru Ngaji	Based on Mean	0,892	1	28	0,353
	Based on Median	0,215	1	28	0,646
	Based on Median and with adjusted df	0,215	1	24,685	0,647
	Based on trimmed mean	0,844	1	28	0,366

Source: Output Uji Homogenitas *IBM SPSS Statistics 29.0.1.0 for Windows*

The output of the Homogeneity Test of the *IBM SPSS Statistics 29.0.1.0* for Windows application program produces a

sig value of 0.353 > the α value of 0.05. This means that the data variants are homogeneous (same). After the data can be declared normal and homogeneous, the hypothesis test is then carried out using independent sample t-test analysis.

Table C.5 Independent Sample t-Test Result

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One	Two			Lower	Upper
Kinerja Guru Negeri	Equal variances assumed	0.892	0.353	0.117	28	0.454	0.908	0.284	2.430	-4.694	5.262
	Equal variances not assumed			0.107	10.749	0.458	0.917	0.284	2.654	-5.573	6.141

Source: Output Uji *Independent Sample t Test*
IBM SPSS Statistics 29.0.1.0 for Windows

The results of the hypothesis test show that the results of the analysis using the independent sample t-test with the calculated t-value for the equal variances assumed variant (table 3) obtained a value of 0.271 and for the sig p-value of 0.353 > 0.05. Then it is also supported by the Group Statistics table. It can be seen that the mean (average) for the performance of Qur'an teachers receiving incentives is 93.41 and for the performance of Qur'an teachers not receiving incentives is 93.13, which means that the average performance in the two

groups is the same, namely at figure 93 with a relatively small average difference.

Meanwhile, if the t-count value is positive, it means that the average performance of Qur'an teachers who receive incentives is higher than the performance of Qur'an teachers who do not receive incentives, and vice versa, if the t-count is negative, it means that the average performance of Qur'an teachers who receive incentives is lower than the performance of Qur'an teachers who do not receive incentives. Mean Difference (average difference) was 0.284 (93.41-93.13), and the difference ranged from -4.694 to 5.262. Thus, it can be concluded that there is no significant difference between the performance of Qur'an teachers who receive incentives and those who do not receive incentives within the Coordinating Body for Qur'an Education Institutions (LPQ) Kedu District. A religious teacher or what is often called a Qur'an teacher must have good performance in accordance with his duties and responsibilities as an Islamic religious teacher regardless of his status as an incentive recipient or not an incentive recipient.

In general, although the average performance scores of Qur'an teachers receiving incentives are higher than those of Qur'an teachers not receiving incentives, the difference in their performance scores is not

significant enough (the mean for the performance of Qur'an teachers receiving incentives is 93.41 and for Qur'an teachers not receiving incentives is 93.13, meaning that the performance of Qur'an teachers receiving incentives and those not receiving incentives is almost the same). Therefore, Qur'an teachers who receive incentives every month must show more seriousness in teaching by improving their performance.

This is supported by observations of Qur'an teachers in several Qur'an Learning Center in the Kedu District. Some Qur'an teachers who have received incentives do not always show an improvement in their competencies, and some do not even teach religious education in the registered TPQs. These Qur'an teachers enjoy rewards from the government but are not disciplined in teaching at their institutions. This is due to the absence of regular checks and direct supervision by the management of the Kedu District LPQ Coordinating Board at each institution under it. Consequently, the performance of the Qur'an teacher becomes less than optimal. Apart from that, there are also no specific indicators that show the success of religious education at the village/rural level. People often view that non-formal education does not require discipline or is only for the side. In fact, in this case, if we talk about the importance of religious education, non-formal education

institutions in villages or villages are very important because they are directly in contact with the community itself.

Furthermore, if we look at the nominal amount of incentive funds received, which is IDR 100.000 per month, it is not sufficient to meet daily economic needs. Therefore, all Quran teachers, whether incentive recipients or not, argue that their teaching performance in religious education relies solely on sincerity in striving in the path of Allah SWT. Obedience to Allah SWT and His Messenger is an intrinsic motivation for the development of knowledge for Qur'an teachers. Because of this, the performance of the two groups of incentive recipients and non-incentive recipients is almost the same and does not have significant differences. Religious teachers in the Kedu District Qur'an Education Institute Coordinating Board (LPQ) prioritize sincerity in carrying out their duties and responsibilities as educators of religious studies over focusing on the incentive funds provided.

Conclusion

The performance of Qur'an teachers in the Coordinating Body for Qur'an Education Institutions (LPQ) is generally good based on an assessment of seven aspects, namely preparation for teaching in class, acting fairly and not discriminating,

giving awards to students, applying discipline to students, implementing learning appropriate, recognize students in various situations, and have exemplary actions. This good performance is influenced by several factors including ability, motivation, individual, and environmental factors. For the results of the analysis using the independent sample t-test, the t-count value obtained for the equal variances assumed variant was 0.271 and for the sig p-value it was $0.353 > 0.05$ so it can be concluded that there is no significant difference between the performance of Qur'an teachers who receive incentives and Qur'an teachers who do not receive incentives within the Coordinating Board for Qur'an Education Institutions (LPQ) Kedu District. Thus, all Qur'an teachers, whether incentive recipients or not, argue that all their performance in teaching religion is based on sincerity to fight in the path of Allah SWT.

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