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INCENTIVES AND JOB SATISFACTION'S EFFECTS ON TRIO BATANGHARI FOUNDATION TEACHERS' WORK PRODUCTIVITY

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ABSTRACT

Background: Based on the initial Grand Tour, it turns out that there are still some teachers who are not satisfied with the incentives received, there are no teachers who excel in academic or non-academic fields, and there are no teachers who have participated in the outstanding teachers' event at the Trio Batang Hari Foundation.
Aim: This research aims to measure the effect of incentives and job satisfaction on teachers' work productivity in the Trio Batanghari Foundation.
Method: This study uses a quantitative method, with a quantitative approach. The population of this research is all teachers or workers at the Trio Batang Hari Foundation as many as 38 teachers. The data analysis used is multiple regression analysis and the data is processed with the help of the SPSS Version 22.0 program.
Findings: The results showed, partially, incentives have a significant effect on teacher work productivity at the Trio Batang Hari Foundation by 42.5% calculation $t_{count}>t_{table}$ (2,313>1,686), which means that there is a significant influence between incentives and teacher work productivity. Job satisfaction on teacher work productivity is 47% in the calculation of $t_{count}> t_{table}$ (3,014>1,686), this means that there is a significant influence between job satisfaction and teacher work productivity. Incentives and job satisfaction have a simultaneous effect on teacher work productivity as much as 42.1% in the calculation $f_{count}>f_{table}$ (12.717>3.24) that reject H_o and accept H_i. There is a significant influence between incentives and job satisfaction have a simultaneous effect on teacher work productivity.

KEYWORDS *incentives, satisfaction, work productivity*

INTRODUCTION

Human resource management can be defined as a management and utilization of existing resources in individuals (employees). The management and utilization is developed optimally in the world of work to achieve the organizational goals and individual development of a person (Mangkunegara, 2011). People who work in it both individually and collectively, and make donations to achieve organizational, institutional or institutional goals. Good human resources will provide a considerable contribution in an effort to achieve organizational or institutional goals (Morgeson et al., 2013). This causes regular human resources and the management of the existing workforce in educational institutions to produce good performance by providing services in accordance with the skills and abilities possessed by each individual.

Based on the Law of the Republic of Indonesia No. 13 of 2003 concerning Manpower, article 1 paragraph (2) of labor is any person who is able to do work to produce goods and

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services both to meet their own needs and for the community, paragraph (3) of workers is everyone who works by receiving wages or rewards in other forms. If the goods/services produced are in line with expertise and ability, it does not rule out the possibility that the rewards received both material and non-material can create a sense of job satisfaction, so that this job satisfaction can increase work productivity.

Every educational institution, both public and private, not only expects teachers who are capable and skilled because the most important thing is teachers who are willing to work and enterprising and have a desire to advance to achieve the goals of companies or institutions. The relationship of incentives with work productivity is that it needs to be considered if viewed through the interests of the institution, the role of productive teacher labor is needed in accordance with their interests and abilities (Ehrenberg et al., 2021). Conversely, if you look from the point of view of labor or teachers, there are demands to be able to meet the needs of his life.

Jaenal Bahtiar et al, stated that the provision of incentives within an agency is one of the factors that can be used as an encouragement for work. If the employee is not enthusiastic about work it indicates a lack of investment in the provision of incentives, otherwise if the incentive is high, the employee will give more than what the institution expects and will continue to try to improve its performance because it is very important for an institution or instansi to know what employees need and strive to fulfill it (Bahtiar et al., 2018).

Incentives can encourage increased productivity of teacher work, incentives given are a reward for work performance that has been done. The higher the incentive given, the higher the achievement will be given, this achievement is usually expressed as performance and productivity. One of the explanations of the surah that leads to the incentives they should get in accordance with what they work for. In QS. An-Najm verse 39 is mentioned:

وَأَن لَّيۡسَ لِلۡإِنسَٰنِ إِلَّا مَا سَعَىٰ ٣٩

"*And that a man has gained nothing but what he has done*." (QS. An-Najm: 39) (Indonesia's Department of Religion, 2014)

Based on the interpretation of *Surah* An-Najm verse 39, Allah will repay what is done or done. This means that someone doing work will get rewards according to what has been done, someone does not receive kindness or rewards if done by others.

Job satisfaction with teacher work productivity are two things that are interrelated. Job satisfaction is also used as a benchmark for increasing teacher work productivity. Job satisfaction is influenced by judgment or feelings of pleasure in doing their work. On the other hand, without realizing that feelings of pleasure affect the work productivity of teachers in achieving their goals.

Robbins stated that work satisfaction can be affected by several factors, namely: a) Mentally Challenging Work, which means job satisfaction means that job satisfaction indicates that employees prefer jobs that provide opportunities for them to use all their abilities in completing the given work freely; b) Equitable Rewards, which means employees want organizational policies in the payment system and promotional opportunities that are fair and in accordance with what is expected; c) Supportive Working Conditions, meaning employees prefer a comfortable and safe work environment; and d) Supportive Colleagues, meaning

working not only for money but about positive colleagues will cause a sense of job satisfaction (Indrasari, 2017).

Al-Qarni said that people who work with their hands are a happier, less burdened, and calmer group of people than others. There is also a hadith that says *"And I take refuge in You from weak and lazy attitudes".* Job satisfaction in Islam is found in Qs. At-Taubah verse 59:

وَلَوْ أَنَّهُمْ رَضُوا۟ مَآ ءَاتَىٰهُمُ ٱللَّهُ وَرَسُولُهُۥ وَقَالُوا۟ حَسْبُنَا ٱللَّهُ سَيُؤْتِينَا ٱللَّهُ مِن فَضْلِهِۦ وَرَسُولُهُۥٓ إِنَّآ إِلَى ٱللَّهِ رَٰغِبُونَ ٥٩

"*And if they are truly pleased with what was given to them by Allah and His Messenger, and say, "God is enough for us, Allah and His Messenger will give us some of His gift. We are the ones who hope in God*." (Qs. At-Taubah: 59) (Indonesia's Department of Religion, 2014)

Based on the interpretation of surah At-Taubah verse 59 explains that if we do something earnestly and are grateful for what God has given, God will meet human needs more than anything else and humans will be kept away from hypocrisy. In addition, based on the theory of motivational processes expressed by Chung & Meginson (1981), needs are met by incentives or wage salaries from the organization we work for, motivational efforts and abilities affect performance levels, performance levels affect rewards and productivity, productivity affects organizational incentives and rewards affect satisfaction, if satisfaction has been met, then new needs will arise, and so on (Usman, 2013).

Based on the explanation above, it can be understood that employee work productivity can be seen from the attitude or behavior that a teacher has in completing his work, this attitude is related to wages/incentives, abilities, skills, and high knowledge.

The initial observation that the author made that at the Trio Batang Hari Foundation, the Chairperson of the Mrs Asringati Foundation in Trio Batang Hari realized that it is very important to increase the productivity of teachers' work, because the more accomplished educators are, it does not rule out the possibility that educators will produce outstanding students. This foundation also tries its best to improve human resource management, namely the management and utilization of resources in employees (individuals) as educators or teachers. In the utilization of resources, a teacher is not only enough to have the ability and knowledge. However, what is done will get feedback based on the results of achievements, one of which is getting incentives.

Teachers or educators are a resource that is needed by educational institutions. But in the Trio Batanghari Foundation there are still minimal teachers who have not excelled in the academic and non-academic fields, there are still no teachers who participate in the achievement teacher event. During the current pandemic, especially the enactment of the PPKM system (Implementation of Restrictions on Community Activities), so that educators have limitations to participate in the race.

Labor is an important resource for an institution because it has the ability that is needed by an institution to achieve its goals. Therefore, every institution or company must be able to provide fair rewards for work results that can encourage teacher work productivity so that the goal can be achieved.

Based on the grand theory and grand tour that the author did, there are various factors that affect the productivity of teacher work. This is what the author considers to be a problem and

feels very worthy of further research, namely about "The Effect of Incentives and Job Satisfaction on Teacher Work Productivity at the Trio Batanghari Foundation."

Based on the literature study that the author has done, there are several relevant research results, the author focuses the state of the art review in this study only to the extent of similarities and differences in terms of variables, be it exogenous or endogenous variables, as follows:

1) The research was conducted by J. Bahtiar, W.J.F.A. Tumbuan, and I. Trang with the title: "The Influence of Incentives, Job Satisfaction and Competitiveness on Employee Work Productivity at UD. Jepara Karya Furniture, Kec Tuminting" (Bahtiar et al., 2018). The results of the study found that through multiple linear regression tests, namely incentives, job satisfaction and competitiveness have a significant effect on employee work productivity. Based on the incentive determination coefficient test, job satisfaction and competitiveness have an influence of 91.3% on employee work productivity. Preferably, UD. Jepara Karya Furniture maintains and increases incentives, job satisfaction and competitiveness for UD employees. Jepara Karya Furniture the productivity of its employees can increase every year. The equation with this study is that there are three variables in common: incentives, job satisfaction, and work productivity. The difference lies in the relevant research of work productivity variable X_4 while in this study the author made work productivity as X_3;
2) Research conducted by Andhika Risda, M. Aziz, and Tinakartika with the title: "The Effect of Rewards and Incentives on Employee Work Productivity" (Lestari et al., 2021). The results of the study found: first, there is an influence between the reward on employee work productivity of 0.510 or 51% which means significant. Second, there is the influence of incentives on employee work productivity has a direct influence of 0.584 or 58.40% which means significant. The similarity with this study is that there are two variables that are similar to this study, namely incentives and work productivity and endogenous work productivity. The difference is not in exogenous research X_1 is appreciation and X_2 is incentive while in this study X_1 incentive and X_2 job satisfaction.

Theoretical Framework

Based on the study of the theory and frame of mind that has been outlined above, the proposed theoretical model as in the following figure:

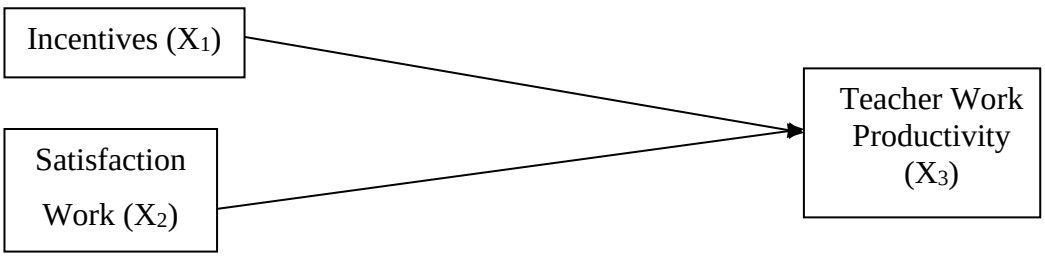


Figure 1. Theoretical Framework

METHOD

This research is research that uses quantitative methods. The population in this study is all teachers at the Trio Batang Hari Foundation as seen in the following table:

Table 2. Teachers of Trio Batang Hari Foundation

No	Level	Number of Teachers
1	Children's Park	14
2	Primary school	6
3	Junior High School	5
4	High School	13
	Sum	38

Suharsimi Arikunto (2002) has explained the limits in sampling, namely if the subject is less than 100, it is better to take everything so that if the research is a population study. Then if the subject is large or more than 100, then it can be taken 10 - 15% or 20 - 25% or more.

Paying attention to the above opinion, the author is guided by Suharsimi Arikunto's opinion that the research sample will be 38 teachers at the Trio Batang Hari Foundation, more precisely at MTs Al-Ikhlas Pasar Baru Village. As a first step, researchers made observations at the school. 10 research samples (Respondents) filled out questionnaires containing questions along with the Likert scale as a data collection medium. Researchers also collect data from school documents containing archives of activities, regulations, and other data.

For data analysis, this research begins with validity tests, reliability tests, normality tests, homogeneity tests, and linearity tests and then through descriptive analysis and infrencial analysis.

RESULTS AND DISCUSSION

To answer the formulation of problems 1, 2, and 3, namely Incentives for Teacher Work Productivity, Job Satisfaction to Teacher Work Productivity, Incentives and Job Satisfaction affects persianally and simultaneously on Teacher Work Productivity, as follows.

Table 3. Results of Analysis of Incentive Equations (X_1) and Job Satisfaction (X_2) on Teacher Work Prodoucivity (X_3)

Coefficients[a]						
		Unstandardized Coefficients		**Standardized Coefficients**		
	Model	**B**	**Std. Error**	**Beta**	**t**	**Sig.**
1	(Constant)	32,860	17,105		1,921	,063
	Incentive	,425	,184	,331	2,313	,027
	Job Satisfaction	,470	,156	,431	3,014	,005
a. Dependent Variable: Productivity						

Source: Output SPSS 22.0

Based on the table above obtained the results of the regression coefficient:

$$X_3 = \rho x_3 x_1 (X_1) + \rho x_3 x_2 (X_2) = 2{,}434\ X_1 + 0{,}144\ X_2.$$

Information:

X_3: Job Productivity X_1: Incentive X_2: Job Satisfaction

From this equation can be interpreted:

1) Incentive and Job Satisfaction variables have coefficient directions that are positively marked with Work Productivity;
2) The constant value indicates the influence of variable X (Incentives and Job Satisfaction), if the incentive variable rises by one unit it will affect one unit on the work productivity variable. This means that the work productivity variable will increase or be fulfilled by one-unit variable Incentives and Job Satisfaction;
3) The value of the incentive variable regression coefficient to teacher work productivity is 0.425 meaning that if the incentive increases by 1 unit, then the teacher's work prooductivity will increase by a constant of 32,860. The coefficient of regression is positive value meaning that between incentives and work productivity teachers have a positive effect.

Based on the calculations above, it can be known that the effect of incentives (X_1) on teacher work productivity (X_3), or teacher work productivity determined by incentives is 0.425 or 42.5%.

4) The value of the regression coefficient of the variable job satisfaction to the work productivity of teachers by 0.470 means that if job satisfaction increases by 1 unit, then the teacher's work productivity increases by a constant of 32,860. The coefficient of positive value means that job satisfaction has a positive effect on the work productivity of teachers.

Based on the calculations above, it can be known that the influence of job satisfaction (X_2) on teacher work productivity (X_3), or teacher work productivity is determined by job satisfaction is 0.470 or 47%.

To see the effect of incentives and job satisfaction on teacher work productivity together, the results of double correlation coefficients, determination coefficients and simultaneous tests processed using spss 22.0 prgogram as follows:

Table 4. Results of Multiple Regression Coefficients and Coefficients of Determination of Incentive Variables and Job Satisfaction to Teacher Work Productivity

Model Summary				
Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	,649[a]	,421	,388	7,97777
a. Predictors: (Constant), Job Satisfaction, Incentives				

Sumber: Output SPSS 22.0

An R grade of 0.649 indicates a double correlation (incentives and job satisfaction) with teacher work productivity. Taking into account the difference in the R Square Value of 0.421, it has a large meaning of the role or contribution of incentive variables and job satisfaction is able to explain the variable of teacher work productivity of 0.421 or 42.1%. The remaining 0.579 or 57.9% is influenced by other variables not included in this model.

Furthermore, hypothesis testing is done using the t-test (partially)

H_o : There is no partial significant influence

H_a : There is a partial significant influence

Hypothesis testing rules if the value $t_{calculates} < t_{table}$ H_o is received, and if the value $t_{count} > t_{table}$ H_o is rejected.

1) H_1: There is a direct influence of Incentives (X_1) on Work Productivity (X_3)

Table 5. Hypothesis Testing Results

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	32,860	17,105		1,921	,063
	Incentive	,425	,184	,331	2,313	,027
	Job Satisfaction	,470	,156	,431	3,014	,005
a. Dependent Variable: Productivity						

Source: Output SPSS 22.0

Based on the results of the above hypothesis testing that uses partial tests (t-tests), in the process using the SPSS Program version 22.0, where to see the influence of incentive variables (X_1) on Work Productivity (X_3).

From the test results in the table above obtained the number of value t_{count} variable X_1 of 2,313 because the value $t_{count} > t_{table}$ (2,313 > 1,685), then partially Incentive has an influence on teacher work prodokivity. Therefore, H_o was rejected. This means that there is a significant influence between Incentives and Work Productivity. Thus the first hypothesis is accepted.

2) H_2: There is a direct influence of Job Satisfaction (X_2) on Work Productivity (X_3)

Table 6. Hypothesis Testing Results

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	32,860	17,105		1,921	,063
	Incentive	,425	,184	,331	2,313	,027
	Job Satisfaction	,470	,156	,431	3,014	,005
a. Dependent Variable: Productivity						

Source: Output SPSS 22.0

Based on the results of the above hypothesis testing that uses partial tests (t-tests), it is processed using the SPSS Program version 22.0, where to see the influence of the Job Satisfaction variable (X_2) on Work Productivity (X_3).

From the test results in the table above obtained the number of variable t_{count} value X_2 of 3,014 because the value of $t_{count} > t_{table}$ (3,014 > 1,685), then partially Job Satisfaction has an influence on the influence of Teacher's Work Prodokivity. Therefore, H_o was rejected. This

means that there is a significant influence between Job Satisfaction and Work Productivity. Thus the first hypothesis is accepted.

3) H_3: There is a direct influence of Incentives (X_1) and Job Satisfaction (X_2) on Work Productivity (X_3).

The third hypothesis states that Incentives (X_1) and Job Satisfaction (X_2) directly affect Work Productivity (X_3). If the result is significant, then H_o is rejected and H_i is accepted. Whereas if the result is not significant, then H_o is received and H_i is rejected. It can be said as follows (Zulfikar, 2016):

1) H_o rejected if $F_{count} > F_{table}$
2) H_o is accepted if $F_{counts} < F_{table.}$

Table 7. Simultaneous Test Results of Incentive Variables and Job Satisfaction against Work Productivity

ANOVA[a]						
	Model	**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
1	Regression	1618,747	2	809,373	12,717	,000[b]
	Residual	2227,569	35	63,645		
	Total	3846,316	37			
a. Dependent Variable: Work Productivity						
b. Predictors: (Constant), Job Satisfaction, Incentives						

Source: Output SPSS 22.0

The third hypothesis test is tested in accordance with the paradigm that reflects the hypothesis that incentives and job satisfaction together affect work productivity. To answer the hypothesis when it is conducted simultaneously (test F).

From the ANOVA or F test as seen in the table above using the SPSS Program 22.0 in can f_{count} by 12,717 with a probability level of *p-value* of 0.000, because the value $f_{count} > f_{table}$ (12,717 > 3.24), so it can be collected that hypothesis H_o rejected and H_i Accepted, it means that there is a significant influence between Incentives and Job Satisfaction together on Work Productivity. Thus the third hypothesis is accepted.

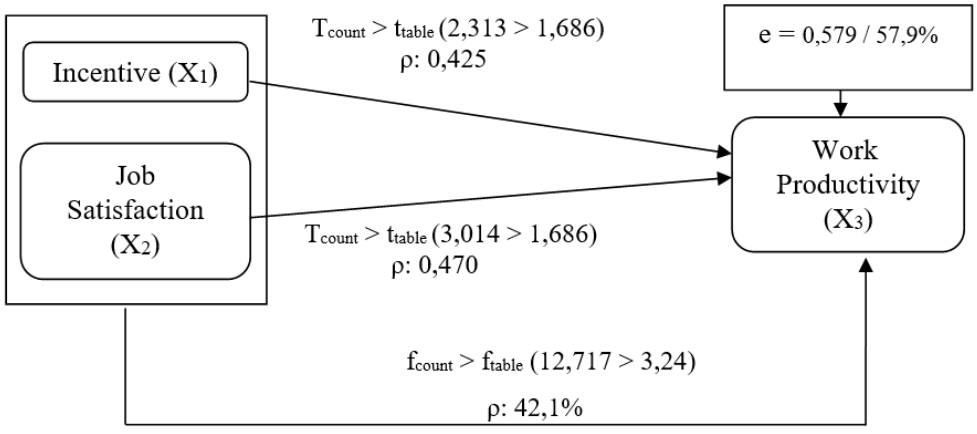


Figure 2. Structural Equations

Based on the results of the above analysis, it can be explained that the test results for each coefficient of the exogenous variable path to endogenous variables and the results of hypothesis testing with the t test (partially) and the f test (simultaneously) in the following table:

Table 8. Summary of Independent Inter-Variable Test Results to Dependent Variables

No	Variable	Test Results between Variables		Info
		Partial	Simultaneously	
1	$X_1 \rightarrow X_3$	42,5%	–	Significant Effect
2	$X_2 \rightarrow X_3$	47%	–	Significant Effect
3	$X_1, X_2 \rightarrow X_3$	–	42,1%	Significant Effect

Based on the table above, it is explained that it turns out that incentives to work productivity have a significant effect, while satisfaction with work productivity has a significant effect, and incentives, job satisfaction with work productivity has a significant effect. It can be seen that partially the variable that is very influential is the variable of Job Satisfaction to Teacher Work Productivity which is 47%.

Furthermore, based on the results of hypothesis testing both partially (test t) and simultaneously (test f), it can be seen in the following table:

Table 9. Summary of Test t (Partial) and Test f (Simultaneous)

No	Hypothesis	t_{count}	t_{table}	f_{count}	f_{table}	Sig.	Decision
1	H_o: $px_3x_1 = 0$ H_1: $px_3x_1 \neq 0$	2,313	1,686	-	-	0,027	Hypothesis Accepted
2	H_o: $px_3x_2 = 0$ H_1 : $px_3x_2 \neq 0$	3,014	1,686	-	-	0,005	Hypothesis Accepted
3	H_o: $px_3x_2x_1 = 0$ H_1 : $px_3x_2x_1 \neq 0$	-	-	12,717	3,24	0,000	Hypothesis Accepted

Incentives (X_1) Significantly Affect Work Productivity (X_3)

Table 10. Coefficients Value between Incentive Variable Indicators (X_1) to Work Productivity (X_3)

Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
(Constant)	66,115	13,471		4,908	,000
Bonus	-,415	,502	-,137	-,825	,415
Awarding	,392	,812	,087	,482	,633

1	Promotion and promotion of position	1,801	,948	,387	1,901	,066
	Social security	1,318	,618	,337	2,131	,041
a. Dependent Variable: Work Productivity						

From the table above it can be seen that there are still some indicators that are still low. But in a very influential indicator is the 3rd indicator, namely Promotion and Promotion of Position with a large value of B 1,801, therefore it can be concluded that incentives affect teacher Work Productivity, this interprets that the higher the incentive received by teachers, the higher the teacher's work productivity will increase at the Trio Batang Hari Foundation. This can be proven by the results of inferential statistical analysis using multiple regression analysis, stating that in general, the most dominant indicators affecting work productivity are indicators of promotion and promissory social security positions of 180.1% and 131.8% this means that there is a significant influence between incentives on work productivity.

Job Satisfaction (X_2) Significantly Affects Work Productivity (X_3)

Table 11. Coefficients Value between Variable Indicators of Job Satisfaction (X_2) to Work Productivity (X_3)

Coefficients[a]						
		Unstandardized Coefficients		**Standardized Coefficients**		
	Model	**B**	**Std. Error**	**Beta**	**t**	**Sig.**
1	(Constant)	70,455	21,826		3,228	,003
	Wages	1,310	,577	,341	2,273	,030
	Opportunity to move forward	-,077	1,683	-,008	-,046	,964
	The work itself	-,094	,766	-,022	-,123	,903
	Co workers	1,341	,516	,479	2,602	,014
	Promotion	-,532	1,018	-,094	-,523	,605
	Supervision/supervisor	1,094	,708	,277	1,546	,133
	Working conditions	-,902	1,153	-,119	-,783	,440
a. Dependent Variable: Work Productivity						

From the table above, you can see that there are still some indicators that are still low. But in a very influential indicator is the 4th indicator, namely Colleagues with a large value of B 1,341, therefore it can be concluded that Job Satisfaction affects teacher Work Productivity, this interprets that the higher the Job Satisfaction felt by teachers, the higher the teacher's work productivity will increase at the Trio Batang Hari Foundation. This can be proven by the results of inferential statistical analysis using multiple regression analysis, stating that the most dominant indicators affecting work productivity are indicators of social security and co-

workers increases of 131%, 134.1%, and 109.4% this means that there is a significant influence between incentives on work productivity.

Incentives (X_1) and Job Satisfaction (X_2) Contribute Significantly Positively to Work Productivity (X_3)

Table 12. Coefficients value between Incentive Variable Indicators (X_1) to Work Productivity (X_3)

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
	Model	B	Std. Error	Beta	t	Sig.
1	(Constant)	48,826	21,937		2,226	,035
	Wages	,908	,565	,236	1,607	,120
	Opportunity to move forward	-,148	1,648	-,015	-,090	,929
	The work itself	,044	,759	,010	,058	,954
	Co workers	1,189	,559	,425	2,127	,043
	Promotion	-1,276	1,005	-,226	-1,269	,216
	Supervision/supervisor	,522	,719	,132	,727	,474
	Working conditions	,438	1,200	,058	,365	,718
	Bonus	-,538	,547	-,178	-,983	,335
	Awarding	-,006	,824	-,001	-,007	,994
	Promotion and promotion of position	1,122	,949	,241	1,181	,248
	Social security	1,447	,724	,370	1,999	,056
a. Dependent Variable: Work Productivity						

From the table above can be seen there are still some indicators that are still low, if tested simultaneously between variables in a very influential indicator is the Social Security indicator on the Incentive variable with a large value of B 1,447.

Incentives and Job Satisfaction affect teacher Work Productivity, this interprets that the higher the Incentives and Job Satisfaction felt by teachers, the more the teacher's work productivity will increase at the Trio Batang Hari Foundation. This can be proven by the results of inferential statistical analysis using multiple regression analysis, stating that in a series of indicators that most predominantly affect work productivity are indicators of wage increases, co-workers and supervisors, namely by 131%, 144.7%, and 118.9% this means that there is a significant influence between Incentives and Job Satisfaction on Productivity Work.

CONCLUSION

Based on the results of processing, data analysis and statistical calculations as outlined in the previous chapter, the results of this study can be concluded that:

1) Incentives have a significant effect on Teacher Work Productivity. The suitability of incentives received by teachers, the better the work productivity owned by teachers at the Trio Batang Hari Foundation. Overall incentives have a significant effect on teacher work

productivity by 0.425 or 42.5%. Based on the results of this study, it can be concluded that the research hypothesis stating "Incentives have a direct effect on Work Productivity" can be accepted. The dominant incentive indicators affecting Work Productivity are: promotion and promotion of social security positions;

2) Job Satisfaction has a significant effect on Teacher's Work Productivity. The emergence of satisfaction in a teacher, the better the productivity of the teacher's work at the Trio Batang Hari Foundation. Overall Job Satisfaction has a significant effect on Teacher Work Productivity by 0.470 or 47%. Based on the results of this study, it can be concluded that the research hypothesis that states "Job Satisfaction has a direct effect on Work Productivity" can be accepted. The dominant Incentive Indicators affecting Work Productivity are: social security and co-workers;
3) Incentives and Job Satisfaction have a significant effect on Teacher's Work Productivity. The better the incentives received, the job satisfaction felt is also good and conducive, it will create good work productivity also at the Trio Batang Hari Foundation. Overall Incentives and Job Satisfaction simultaneously have a significant effect on Teacher Work Productivity by 0.421 or 42.1%. The remaining 0.579 or 57.9% is influenced by other variables. Based on the results of this study, it can be concluded that the research hypothesis that states "Incentives and Job Satisfaction have a direct effect on Work Productivity" is acceptable.

Based on the above conclusions, so that the common thread can be drawn, if the incentives are good, job satisfaction is felt good and conducive, it will create work productivity at the Trio Batang Hari Foundation.

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