

The Influence Of Compensation And Motivation On Teacher Performance At SMP Islam Al-Anshor Cibinong

Muhammad Hendri Frandiansyah¹, M. Azis Firdaus², Jani Subakti³

Faculty of Economics and Business. University Ibn Khaldun Bogor, Jl. Sholeh Iskandar RT.03 RW.10,
Kedungbadak, Tanah Sereal, Bogor, 16162, Indonesia

E-mail : hfrandiansyah@gmail.com

Abstract

The purpose of this study was to examine the effect of compensation and motivation on the performance of Al-Anshor Cibinong Islamic Junior High School Teachers. The type of research is qualitative research using primary data. The data collection technique in this study is by filling out a questionnaire distributed via Google Form with a total of 40 respondents. The tests conducted in this study used the IBM SPSS 26 programme. The results showed that compensation had a significant effect on teacher performance. Based on the results of the study, it shows that Compensation on Teacher Performance has a static value of $0.000 < 0.05$, the value of t count $7.362 > t$ table 2.028 shows a significant effect, Motivation on Teacher Performance has a static value of $0.000 < 0.05$ and the value of t count $5.827 > 2.028$ shows that there is an effect of Motivation on Teacher Performance. From the explanation of the results of the research analysis, it is concluded that compensation and motivation have a significant effect on teacher performance.

Keywords: Compensation, Motivation, and Teacher Performance

Introduction

Many countries have the same opinion about the problem of education is a very complicated problem, but they feel that education is an important state duty. In developing countries such as Indonesia, one of the ways and systems of education that exist is often the target of criticism and condemnation because all the power for the education system is in doubt. In the world of education, teachers have a pening function as agents of change in giving birth to a better and quality generation of young people (Wajdi & Perkasa, 2022). To achieve these expectations, teachers need to have good performance in carrying out their duties and responsibilities as teachers.

Moh. Mashudi (2017) said that teacher performance can be influenced by several factors, one of which is compensation and motivation. Compensation given to each teacher can be in the form of salaries, allowances and bonuses. Meanwhile, motivation can be influenced by internal and external factors, such as a sense of satisfaction at work, adequate facilities, and opportunities for teachers to continue to develop. With the influence of compensation on teachers, it basically aims to encourage employees to improve their performance. Therefore, the welfare received must be able to generate satisfaction for them. School orientation on work welfare as a tool to motivate teachers. So that teachers will be motivated to work because they get a fair reward. So that the better the compensation provided, the more motivated they will be, which in turn will improve teacher performance.

A good work compensation arrangement will help schools to acquire, retain and maintain teacher productivity. The quality of teacher performance is influenced by various factors, one of which is financial. Teacher salary is not the only factor that motivates a person, but compensation and facilities need to be considered as a reward for teachers (Pratiwi et al., 2021).

Problem formulation

The following research formulations are:

1. Does Compensation affect Teacher Performance at Al-Anshor Islamic Junior High School Cibinong
2. Does work motivation affect Teacher performance at Al-Anshor Islamic Junior High School Cibinong

3. Does Compensation and Motivation affect Teacher Performance at Al-Anshor Islamic Junior High School Cibinong?

Research Objectives

The objectives of this study are:

1. To determine whether compensation affects teacher performance at Al-Anshor Cibinong Islamic Junior High School.
2. To determine whether Motivation affects Teacher Performance at Al-Anshor Islamic Junior High School in Cibinong.
3. To determine whether Compensation and Motivation affect Teacher Performance at Al-Anshor Islamic Junior High School Cibinong 3.

Research method

Data type

The type of data used in determining the writing uses qualitative data. Research is a systematic effort to obtain data and facts that are in accordance with the research objectives, to obtain these data and facts, the right research object must be determined and in accordance with the objectives of the research carried out, even trying to obtain scientific research results. According to the opinion of Bakhrudin All Habsy (2017) The type of research or also known as the research dimension is closely related to planning research. By determining the type of research, it can be arranged a research design (direncanakan) based on the direction of this research.

Data Collection Technique

In this study, data collection techniques were carried out in the following ways:

1. Observation
Observation is one way of collecting data or information that has been provided from researchers by observing directly in the field. So that researchers can get more valid and accurate data.
2. Interview
Interview is an activity of the researcher's way to approach directly to collect some data or information directly with the respondent (Interview).
3. Questionnaire
Questionnaire is a way to collect data from several data sources / people or respondents through several questions in writing with a geogle form link or online to answer.

Research Variables

In this study there are two exogenous variables and one endogenous variable which includes the following explanation:

- X1: Is the exogenous variable, namely Compensation
X2 : Is an exogenous variable, namely motivation
Y : Is the endogenous variable, namely Teacher performance

Research Hypothesis

The hypothesis in the study is as follows:

Ho1: Compensation has no significant effect on teacher performance at Al-Anshor Islamic Junior High School Cibinong.

- Ha1: Compensation has a significant effect on teacher performance at Al-Anshor Islamic Junior High School Cibinong.
- Ho2 : Motivation does not have a significant effect on teacher performance at the Islamic Junior High School Al-Anshor Cibinong
- Ha2 : Motivation has a significant effect on teacher performance at Al-Anshor Islamic Junior High School in Cibinong.
- Ho3 : Compensation, through Motivation has no significant effect on teacher performance at Al-Anshor Islamic Junior High School in Cibinong.
- Ha3 : Compensation, through Motivation, has a significant effect on teacher performance at Al-Anshor Islamic Junior High School Cibinong.

Results

At the stage of the data collection process, data regarding perceptions related to compensation, motivation and performance of AL-Anshor Cibinong Islamic Junior High School Teachers, questionnaires were distributed to 40 respondents through google form media with 17 men and 23 women respondents. With an average age of 20-30 years. The list of questions submitted to this respondent is closed with alternative answers that have been provided by the author. This question is contained in a 47-question questionnaire, which consists of 16 questions for the compensation variable (X1), 15 questions for the Motivation variable (X2), and 16 questions for the Teacher performance variable (Y). Al-anshor Cibinong Islamic Junior High School has more honorary teachers totalling 21 and permanent teachers totalling 19.

Descriptive Statistics

Table 1 Descriptive Statistical Test Results
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Kompensasi	40	47.00	78.00	66.5000	7.23241
Motivasi	40	46.00	74.00	63.3250	6.71541
Kinerja Guru	40	48.00	79.00	65.5250	6.00422
Valid N (listwise)	40				

Source: SPSS processed data

Based on the Descriptive Statistical Test Results above, we can describe the distribution of data obtained by researchers:

1. Compensation variable (X1), from the data it can be described that the minimum value is 47.00 while the maximum value is 78.00 and the average is 66.5000. The standard deviation of the Compensation data is 7.23241.
2. Motivation variable (X2), from these data it can be described that the minimum value is 46.00 while the maximum value is 74.00 and the average is 63.3250. The standard deviation of Motivation data is 6.71541.
3. Teacher Performance Variable (Y), from the data it can be described that the minimum value is 48.00 while the maximum value is 74.00 and the average is 65.5250. The standard deviation of Teacher Performance data is 6.00422

Multiple Linear Regression Analysis

Table 2 Multiple Linear Regression Analysis

		Coefficients^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.708	6.127		3.216	.003
	Kompensasi	.483	.132	.581	3.660	.001
	Motivasi	.217	.142	.242	1.525	.136

a. Dependent Variable: Kinerja Guru

Source: SPSS processed data

Based on the table above, the regression equation is obtained with the formula $Y = a + b_1 \cdot x_1 + b_2 \cdot x_2$ or $Y = 19.7 + 0.483.X_1 + 0.217.X_2$. From this equation it can be concluded that:

1. The value a of 146.3 is a constant or state when the Teacher performance variable has not been influenced by other variables, namely the compensation variable (X1) and the Motivation variable (X2). If the independent variable does not exist, the Teacher performance variable does not change.
2. B1 (regression coefficient value x1) of 0.108, indicates that the compensation variable has a positive effect on Teacher performance which means that each unit increase in the compensation variable will affect Teacher performance by 0.108.
3. B2 (x2 regression coefficient value) of 0.001, indicates that the Motivation variable has a positive effect on Teacher performance. This means that each unit increase in the Motivation variable will affect Teacher performance by 0.001, assuming that other variables are not examined in this study.

Partial Test (T)

Table 3 T Test Results (X1)

		Coefficients^a				
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.196	5.782		4.012	.000
	Kompensasi	.637	.086	.767	7.362	.000

a. Dependent Variable: Kinerja Guru

Source: SPSS processed data

In accordance with the table above, the results of the t test (partial) show that the significance of the effect of compensation (X1) on Teacher performance (Y) is $0.000 < 0.05$ and the value of t count $7.362 > t$ table 2.028 then H_0 is rejected and H_a is accepted. This means that there is a significant effect of compensation on teacher performance.

Table 4 T Test Results (X2)

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1	(Constant)	26.633	6.711		3.968	.000
	Motivasi	.614	.105	.687	5.827	.000

a. Dependent Variable: Kinerja Guru
Source: SPSS processed data

In accordance with table 14, the results of the t test (partial) show that the significance value of the effect of Motivation (X2) on Teacher performance (Y) is $0.000 < 0.05$ and the t value is $5.827 > 2.028$ then H_0 is rejected and H_a is accepted. This means that there is a significant effect of compensation on teacher performance.

Anova Test (F)

Table 4 F Test

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	860.782	2	430.391	29.209	.000 ^b
	Residual	545.193	37	14.735		
	Total	1405.975	39			

a. Dependent Variable: Kinerja Guru
b. Predictors: (Constant), Motivasi, Kompensasi

Source: SPSS processed data

X1 and X2 on Y. The sign value is $0.000 < 0.05$ and F count $29.209 > F$ table 3.25 this proves that h_0 is rejected and h_a is accepted. meaning that there is an effect of Compensation (X1) and Motivation (X2) simultaneously on Teacher Performance (Y).

Test Coefficient of Determination

Table 5 Coefficient of Determination Test

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.782 ^a	.612	.591	3.83861

a. Predictors: (Constant), Motivasi, Kompensasi
Source: SPSS processed data

Based on the testing of table 16, it can be seen where $R = 0.782$ explains that the Compensation (X1) and Motivation (X2) variables have a very strong and unidirectional or positive correlation to changes in the Teacher Performance variable (Y) according to the results obtained, namely: $R = 0.782$ it can be concluded that the



independent variable (X) has a very strong correlation with the dependent variable (Y). meaning that any change (increase) in the Compensation and Motivation variables causes an increase in Teacher Performance.

R square value (r^2) = 0.612. This value shows that the Compensation variable (X1) and the Motivation variable (X2) have contributed to the Teacher Performance variable at Al-Anshor Cibinong Islamic Junior High School (Y) by 61.2% and the remaining 38.8% is influenced by other factors outside this discussion.

Conclusion

Based on the explanation of the results of the research analysis, the following conclusions are obtained: 1. Compensation has a significant effect on the performance of teachers at Al-Anshor Islamic Junior High School in Cibinong. 2. Motivation has a significant effect on the performance of teachers of Islamic Junior High School Al-Anshor Cibinong. 3. Compensation and Motivation have a significant effect on the Performance of Teachers of Islamic Junior High School Al-Anshor Cibinong

Reference

- [1] Wajdi, F., & Perkasa, D. H. (2022). *Pengaruh Gaji Guru dan Motivasi Kerja Terhadap Kinerja Guru pada SDIT Al-Muddatsiriyah*. 8(4), 3950–3963.
- [2] Masmudi M, (2017). Analisis Perilaku Kepemimpinan Kepala Sekolah, Kesejahteraan Guru dan Motivasi Kerja Guru terhadap Kinerja Guru di MAN Se-Kabupaten Blitar (*Jurnal Pendidikan Islam*, (2017), 37-52, 5-(1)
- [3] Pratiwi, W. A., Prasetyo, I., & Shabrina, M. N. (2021). Faktor-Faktor yang Berpengaruh terhadap Kinerja Guru Taman Kanak-Kanak. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 1741–1753. <https://doi.org/10.31004/obsesi.v5i2.970>
- [4] Bakhrudin All Habsy (2017) Seni Memahami Penelitian Kuliatif Dalam Bimbingan Dan Konseling : Studi Literatur *Jurnal Konseling Andi Matappa Vol. 1 No.2 Agustus 2017*
- [5] Handayani, T. (2015). Pengaruh Kompensasi terhadap Kinerja Guru. *Jurnal Utilitas*, 1(1).
- [6] Maropan Abdullah (jurnal Promosi Vol.6. No.2. 2018) Pengaruh Fasilitas Sekolah dan Motivasi Guru Terhadap Efektivita Proses Mengajar Di Madrasah Aliyah DDI Bontang
- [7] Mariatie, N., Hasanah, S., Syarifuddin, S., Fanggidae, E., & Wardani, R. (2021). Pengaruh Kepemimpinan Kepala Sekolah dan Kompensasi Terhadap Kinerja Guru dengan Mediasi Motivasi Kerja. *MASTER: Jurnal Manajemen Strategik Kewirausahaan*, 1(2), 101-112.
- [8] Abdullah, M. (2018). Pengaruh Fasilitas Sekolah Dan Motivasi Guru Terhadap Efektivita Proses Mengajar Di Madrasah Aliyah Ddi Bontang. *PROMOSI (Jurnal Pendidikan Ekonomi)*, 6(2).
- [9] Sakban, S., Nural, I., & Ridwan, R. B. (2019). Manajemen sumber daya manusia. *Alignment: Journal of Administration and Educational Management*, 2(1), 93-104.
- [10] Sakban, S., Nural, I., & Ridwan, R. B. (2019). Manajemen sumber daya manusia. *Alignment: Journal of Administration and Educational Management*, 2(1), 93-104.