



The influence of work discipline and compensation on teacher performance at SMK Negeri 1 Sonder

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Abstract

This research aims to determine the influence of work discipline and compensation together on teacher performance at SMK Negeri 1 Sonder. This research is a type of quantitative research with a descriptive approach. The sample in this research was 34 teachers. The data analysis technique in this research uses multiple linear regression analysis, correlation, and t test. The results of the analysis that have been carried out show that there is a positive and significant influence between work discipline and compensation on teacher performance at SMK Negeri 1 Sonder. The probability value of work discipline (X1) and compensation (X2) using the F test, which has a probability value of less than 0.05, namely = 0.0001 and from the results of the F test, the F_{count} value is less than 0.05 and the F_{count} value is more than F_{table} . 3,295. This shows that the independent variable simultaneously influences the dependent variable. The simultaneous contribution of work discipline and compensation variables to teacher performance at SMK Negeri 1 Sonder is 92.8%. This shows that work discipline and compensation together are supporting factors for increasing teacher performance.

Keywords: Work discipline, compensation, teacher performance

Introduction

Education is an important factor in the development of a country. Teachers are one of the key components in the education system whose role is in transferring knowledge, guiding and inspiring students to achieve their best potential. Therefore, the quality of teacher performance has a significant impact on student success and the overall quality of education (Rahman *et al.*, 2022)

Teacher performance plays a key role in education workforce reform, so it is an important issue but still difficult to address. Research consistently finds that teacher performance is the most important component of student learning achievement. As stated by Pandipa (2019), the role of teachers as educators is the most crucial factor, because teachers have full control over the curriculum, learning resources, facilities and infrastructure, as well as the learning environment that provides meaning to the lives of students. The level of student learning outcomes will be largely determined by the quality of the teacher's performance in managing the learning process and student learning compensation.

Sulistiyorini in Siregar (2015)^[21] defines performance as the level of success of a person or group of people in carrying out their duties and responsibilities as well as the ability to achieve the goals and standards that have been set. So in this case the teacher must have a number of competencies or master teacher performance in managing the learning process. A teacher's performance is a combination of ability, effort and opportunity which can be assessed from the results of his work.

Problems related to low teacher performance also occurred at SMK Negeri 1 Sonder, where observations found that many students still complained about teachers' performance in teaching, some students admitted that there were still teachers who were sometimes late for class when it was

time for class. Not only that, from the documentation data, student achievement at SMK Negeri 1 Sonder is still relatively small, this is a parameter that the teaching staff is still not optimal in encouraging student academic achievement.

Based on the results of these observations, it reflects that there are still teachers who do not fully implement discipline. According to Hasibuan (2016: 193)^[11], discipline can be interpreted as a person's awareness and willingness to comply with all company regulations and new social norms. Good work discipline reflects a person's level of responsibility for the tasks assigned to him. This stimulates work enthusiasm and passion and helps achieve the set goals. By improving work discipline, teachers can optimize the potential and resources they have, and make schools a more competitive place compared to competing schools in the market.

If teachers prioritize discipline, schools can create a strong culture and better discipline. Disciplined teachers can be good leaders and can influence students and other staff to work with enthusiasm and effectiveness. This can ultimately help schools compete in an increasingly competitive education market. This statement is supported by Wiwin's research (2018)^[26] which explains that teacher performance is influenced by work discipline, meaning that if work discipline increases, teacher performance will also increase. Not only that, research conducted by Veirissa (2021) found that the quality of teachers in Indonesia can be viewed from 2 aspects, namely related to the welfare of teachers in Indonesia and the competence of teachers in Indonesia. Many teachers are already on welfare, but there are still far more teachers who have not received their welfare. Meanwhile, if seen from the perspective of teacher competency, in Indonesia there are still many teachers whose competency is inadequate. Incompetence among

teachers occurs due to low interest in learning, reading, writing & creating learning media works. These two aspects are interrelated, teacher competence is still lacking because, among other things, the level of welfare is still below sufficient.

Encouraging teacher welfare can be done by providing appreciation in the form of compensation. Providing compensation is one strategy to raise enthusiasm for work. Teachers who have high enthusiasm for the teaching process can significantly improve their performance. This is as found in Sarpandadi's (2018) ^[19] research that work compensation is important for improving teacher performance.

Although the relationship between teacher performance, discipline, and compensation is widely recognized, there is still a lack of adequate research to understand the interactions between these variables, especially in the context of secondary schools in Indonesia. Therefore, this study aims to fill this knowledge gap by investigating the relationship between teacher performance, student discipline, and compensation in secondary schools. Based on the background of this problem, this research aims to determine the influence of work discipline and compensation on teacher performance at SMK Negeri 1 Sonder.

Method

This research is a type of quantitative research with a descriptive approach. The population in this study was the total of 34 teachers at SMK Negeri 1 Sonder. Because the population was less than 100, the entire population was sampled or called a saturated sample, so the number of samples in this study was 34 teachers. In this research, a questionnaire instrument was used, namely a questionnaire in the form of written questions given directly to respondents.

Data collection techniques in research with a quantitative approach are observation, questionnaires and documentation. The data analysis techniques used are instrument tests, classical assumption tests, and multiple regression analysis. Test the instrument using validity and reliability tests. The classical assumption test uses the normality test and multicollinearity test. The data analysis technique in this research uses multiple regression analysis. According to Duwi Priyanto (2013: 80) multiple linear regression analysis is a linear relationship between more than one independent variable and one dependent variable which is used to predict or forecast a dependent variable value based on the independent variable.

Next, hypothesis testing uses simple analysis by referring to the test value of the partial significance test (t test). The t test aims to test how far the independent variable is able to partially/individually explain the dependent variable (Ghozali, 2019) ^[8]. This t test can be seen through the significance value of the influence of the independent variable on the dependent variable. In this study, researchers used the standard $\alpha = 5\%$ (0.05). H_a : If the probability is $< 5\%$ (0.05) and the direction of the β coefficient matches the direction of the hypothesis, then H_0 is rejected, H_a is accepted. H_0 : If the probability is $> 5\%$ (0.05), then H_0 is accepted, H_a is rejected.

Results and Discussion

a. Results

Validity testing is useful for measuring whether a questionnaire is valid or not. A questionnaire is said to be valid if the questions in the questionnaire are able to reveal something that will be measured, Ghozali (2016:52) ^[8]. In order to test validity, a bivariate correlation can be used between each indicator score and the total construct score, whose significance value is smaller than 5% (level of significance) indicating that the statements are valid as forming indicators. The validity test is used to determine whether each item in the instrument is valid or not. This can be determined by correlating the item score with the total score. Based on the assessment: If $r_{count} \geq r_{table}$, it is declared valid and if $r_{count} < r_{table}$, it is declared invalid.

The results show that all the question items in the work discipline variable are declared valid because from the test results the value obtained for each question item exceeds the r_{table} , namely 0.4227 and the significant value obtained is not more than α , namely 0.05. Thus, the questions from this variable have met the criteria, namely that all indicators of work discipline (X1) on teacher performance (Y) are said to be valid because they have a correlation value above r_{table} , namely 0.4227. All questions contained in the compensation variable are declared valid because from the test results the value for each question item exceeds the r_{table} , namely 0.4227, and the significant value obtained is not more than α , namely 0.05. So it can be concluded that the questions from this variable have met the criteria, namely that all compensation indicators (X2) on teacher performance (Y) are said to be valid because they have a correlation value above the r_{table} , namely 0.4227. All the questions in the teacher performance variable are declared valid or can be used because the test results show that the value for each question exceeds the r_{table} , namely 0.4227. The significant value obtained is no more than α , namely 0.05. Thus, the questions from this variable have met the criteria.

Reliability testing is a tool for measuring a questionnaire which is an indicator of a variable. Reliability testing using Cronbach's Alpha. A Cronbach's Alpha coefficient of more than 0.60 means that the research instrument is said to be reliable. Conversely, if the Cronbach's Alpha value < 0.6 then the research instrument is not reliable. All Cronbach's alpha coefficient values of the independent/independent variables (X) and dependent/dependent variables (Y) in this research, namely: work discipline, compensation and teacher performance, have Cronbach's alpha coefficient values greater than 0.6. Thus, work discipline, compensation and teacher performance have reliable results. This shows that a Cronbach's Alpha value of greater than 0.60 means that the research instrument is said to be reliable.

The normality assumption test is to test whether in the regression model, variables X1 and X2 and dependent Y have a normal distribution or not. A good regression model is if the data distribution is normal or close to normal, if the data is spread around the diagonal line and follows the direction of the diagonal line, then it meets the assumption of normality. The results show that the data is normally distributed or meets the assumptions of normality. The influence model of X1 (work discipline) and X2 (compensation) on Y (teacher performance) in the normality assumption test has been fulfilled.

The multicollinearity assumption test aims to test whether the regression model has a correlation between the

independent variables, namely X1 and X2. A good regression model should be free from multicollinearity problems and there is no correlation between independent variables. Based on the results of the analysis, if the independent variables have a tolerance value of more than 0.10 and have a variance inflation factor (VIF) value of less than 10 then the regression model is free from multicollinearity problems. The results show that there are no symptoms of multicollinearity because the VIF values of X1 (work discipline) and X2 (compensation) are around <10, and have a tolerance value of more than 0.100. This means that there is no relationship between the independent variables, thus, the multicollinearity assumption is met (free from multicollinearity).

Multiple linear regression analysis determines the influence between two or more independent variables and one dependent variable which is displayed in the form of a regression equation. The results of the regression test show whether the influence of the independent variable on the dependent variable is significant or not and how much the independent variable influences the dependent variable, either partially or simultaneously. From the results of the analysis, the following multiple linear regression equation is obtained: $Y = 1.650 + 0.004 X1 + 0.941 X2$.

The correlation coefficient is used to measure the magnitude and closeness of the relationship between X1 and X2. This shows that the relationship between X1 and X2 towards Y has a very strong relationship. The R^2 value in this research is 0.928, which means that the contribution of work discipline and compensation variables to teacher performance is 92.8%, while the remaining 7.2% is influenced by other variables not examined in this research.

The partial test is used to test the influence of each independent variable, namely X1 and the influence of individual independent variables. The results show that the work discipline variable (X1) partially has no effect on teacher performance (Y). This can be seen from the probability that work discipline (X1) has a probability value greater than 0.05, namely = 0.983 and the value of $t_{count} < t_{table}$, namely $0.022 < 1.693$. So it can be concluded that $H_{a1} = H_a$ is rejected and H_0 is accepted. The compensation variable (X2) is known to partially have a positive and significant effect on teacher performance (Y). This can be seen from the probability level of less than 0.05, namely 0.0001 and the t_{count} value is more than t_{table} , namely $6.466 > 1.693$. So it is concluded that $H_{a2} = H_a$ is accepted and H_0 is rejected.

Simultaneous hypothesis testing is carried out to find out the model of the influence of X1 and X2. The test was carried out by comparing the significant level numbers from the calculation results with a significant level of 0.05 (5%). The F test results show an F_{count} value of 198.911 with a significance of 0.0001. The significance value is less than 0.05 and the F_{count} value is more than F_{table} 3.295. This shows that the independent variable simultaneously influences the dependent variable. So it can be concluded that H_0 is rejected and H_a is accepted, which means that work discipline (X1) and compensation (X2) simultaneously influence teacher performance (Y).

b. Discussion

1. The influence of work discipline variables on teacher performance at SMK Negeri 1 Sonder

The research results show that based on partial test results, it was found that work discipline (X1) did not have a significant effect on teacher performance (Y). This can be seen from the probability of work discipline (X1) using the T test, which has a probability value of more than 0.05, namely = 0.983 and the t_{count} value is smaller than t_{table} , namely $0.022 < 1.693$. So it can be concluded that $H_{a1} = H_a$ is rejected and H_0 is accepted. This is because work discipline is not one of the main factors that determines teacher performance at SMK Negeri 1 Sonder. From the results of the data analysis results from the questionnaires that were filled out by respondents, it shows that discipline is not the main factor for teachers to improve their performance, but an employee will work well if they have a good attitude and morals. One indicator of good employee morale is having good discipline. Thus, discipline will influence how an individual works. The assumption is that the more disciplined a person is at work, the better his performance will be.

2. The influence of compensation variables on teacher performance at SMK Negeri 1 Sonder

The research results show that the compensation variable is known to partially have a positive and significant effect on teacher performance. This can be seen from the probability of compensation (X2) using the t test, which has a probability value of less than 0.05, namely = 0.0001, and from the results of the t test the t_{count} value is more than t_{table} , namely $6.466 > 1.693$. So it is concluded that $H_{a2} = H_a$ is accepted and H_0 is rejected. Compensation as part of motivation is a reward received by teachers. Either in monetary or non-monetary form, directly or indirectly for a number of works or initiatives that have been provided within a certain period of time or at any time. As most people's motivation for working is to get rewards, the compensation policy that is set must be able to reflect a sense of justice and appropriateness in order to be able to get professional employees, be able to retain employees who excel and maintain human dignity. Compensation according to function, principles, objectives and uses significantly influences teacher performance. Previous research conducted by Lomri Mustari (2002), found that compensation (financial and non-financial) had a significant effect on teacher work productivity, likewise research conducted by Warsidi (2004), found that compensation had a significant effect on teacher performance.

3. The influence of work discipline and compensation variables together on teacher performance at SMK Negeri 1 Sonder

The research results show that the results of the work discipline and compensation variables are known to simultaneously or together have a positive and significant effect on teacher performance. This can be seen from the probability of work discipline (X1) and compensation (X2) using the F test, which has a probability value of less than 0.05, namely = 0.0001 and from the F test results obtained the F value is less than 0.05 and F_{count} value is more than F_{table} 3.295. This shows that the independent variable simultaneously influences the dependent variable. So it can be concluded that H_0 is rejected and H_a is accepted, which

means that work discipline (X1) and compensation (X2) simultaneously influence teacher performance (Y). This shows that the influence of the work discipline and compensation variables together on teacher performance is very strong and the contribution of the two independent variables, namely work discipline and compensation simultaneously to teacher performance at SMK Negeri 1 Sonder is 92.8%. This shows that work discipline and compensation together are supporting factors for increasing teacher performance.

Good work discipline by teachers coupled with attention to providing compensation that can help meet physical needs, social status, and job satisfaction from the contributions they make at school, will be a motivation for them if the remuneration given is large enough, and they will be motivated to carry out their work and responsibilities. As a form of discipline, by providing remuneration in the form of large enough compensation, teacher discipline will improve. They will be aware of and comply with the regulations that apply to their duties and responsibilities as teachers. Work discipline and compensation can be carried out in a balanced manner and cannot be separated because they are complementary factors. Without compensation, teachers will not be motivated to be disciplined in their work. The compensation given to teachers will not be useful if teachers do not motivate themselves to be disciplined in their work.

The teacher's services which are used as a benchmark for providing compensation must be comparable to the work standards set in the world of education. Teachers who show good performance and above the established work standards should receive greater rewards than teachers who work below standards. For this reason, clarity and fairness are needed in assessing teacher performance, so that teachers can accept the results of the assessment, because the results of the assessment will determine the amount of compensation they will receive. Shandler and Petty (1995: 248) said: The School Board, community and teachers agreed to include service elements in the organizational structure. This arises because there is no satisfactory measurement system for the quality of teacher teaching required by professional groups. A person will expend high efforts to achieve performance if with a high level of performance they receive rewards (compensation) in accordance with their expectations, which can be used to fulfill needs in accordance with the individual's personal goals (Robbins, 2001)^[18].

Conclusion

1. There is a positive and significant influence between work discipline and compensation on teacher performance at SMK Negeri 1 Sonder.
2. The probability value of work discipline (X1) and compensation (X2) using the F test, which has a probability value of less than 0.05, namely = 0.0001 and from the F test results obtained the F_{count} value is less than 0.05 and the F_{count} value is more from F_{table} 3.295. This shows that the independent variable simultaneously influences the dependent variable.
3. The simultaneous contribution of work discipline and compensation variables to teacher performance at SMK Negeri 1 Sonder is 92.8%. This shows that work discipline and compensation together are supporting factors for increasing teacher performance.

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