

## DETERMINANT FACTOR OF COMPENSATION TOWARD JOB PERFORMANCE OF TEACHERS AND STAFF AT ISLAMIC JUNIOR HIGH SCHOOL

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### Abstract

The aim of the study was to find out whether there is a correlation between compensation and the performance of teachers and staff at MTs Syekh Maulana Qori. This study uses a quantitative approach with a type of correlational. The population in this study were all teachers and staff at MTs Syekh Maulana Qori, with a total of 15 people. The sampling technique used was purposive sampling technique so the sample used in this study was the entire MTs Syekh Maulana Qori staff, totaling 15 people. The main research data were obtained from respondents' questionnaire answers which were constructed from each indicator of the two research variables. After the data is declared normal and homogeneous then the research is continued. In order to answer the research hypothesis, a T-test was carried out by considering the value of T count and the value of sig. The results of the analysis showed that the t count value was  $3.332 > t \text{ table } 2.131$  and the sig.  $0.47 < 0.05$ , which means that  $H_0$  is rejected and  $H_a$  is accepted, which also means that there is a positive and significant effect of compensation on the performance of teachers and staff of MTs Syekh Maulana Qori. The results of the study also obtained an R square value of 0.795 or 79.6% compensation can contribute to the performance of teachers and staff of MTs Syekh Maulana Qori. So that compensation is highly recommended to be considered and carried out in order to provide a sense of justice for teachers and staff who have dedicated themselves to MTs Syekh Maulana Qori. Of course, their performance will have a direct, both positive and negative impact on student achievement.

### Keywords

Compensation; Job Performance, MTs Syekh Maulana Qori; Teachers and Staffs.



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## INTRODUCTION

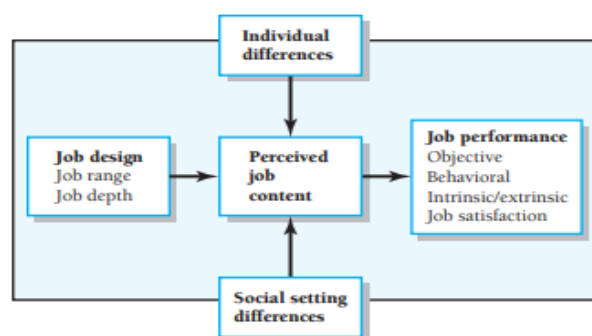
Education is an embodiment of the preamble of UUD 1945 or the constitution in the framework of national progress. Education is one of the main pillars of the development and progress of the nation. This is related to the reliability of Human Resources in the future. HR as an organizational driver to achieve goals, human resources must be motivated to work harder (Gandung & Suwanto, 2020). This is where education plays a very strategic role in changing the behavior of students along with the acquisition of knowledge and skills in producing outstanding students and graduates. These graduates who in their time will become successors, fillers and leaders in important government institutions. So it is not surprising that various statements state that the quality of education is directly proportional to the performance of school officials (especially teachers) (Habibi, 2013). In the process, the teacher plays an important role as well as being the front guard for the nation's children. In a drama performance, the teacher seems to be the main actor, especially in the teaching and learning process. They become the dominant party in forming character and imparting a variety of knowledge based on their expertise. The success of the cognitive, affective and psychomotor aspects of students is determined by several determining factors, including the teacher (Mardalena et al., 2020). The effectiveness of teacher work has an important contribution to the development of students' potential in schools (Windasari & Yahya, 2019). The learning process goes through several stages; input, process and output. The whole process is uniquely presented by a teacher (Santosa et al., 2020). Added by Zulaiha & Triana, especially when affected by a pandemic, teachers and school institutions are forced to improve teaching techniques using technology (Islam, 2022). This is not as easy as it is understood, it needs extra effort and thought, especially for schools that are far from technological developments. All parties took steps even though they were stumbling in understanding and implementing the online learning model in order to provide a learning experience for students. From a different point of view, Ita Nurmalasari argues that the implementation of education cannot be separated from the concept of education management. School as an educational institution that organizes the learning process. Therefore, the quality of management affects the quality of education (Nurmalasari, 2022).

Likewise with the staff, even though their roles are in accordance with their main duties and functions. In the world of education, staff is known by a special term, namely teaching staff. They even run out of the role of school administration, both related to the needs of teachers, students and even their own school institutions. As is known, education in Indonesia has not fully run in a

computerized and digitized manner with the use of technology which then makes administration feel easier. However, in contrast to schools located outside district cities, to be precise at the sub-district level and in remote villages, technology is still far from expectations. So that the role of staff is quite important in supporting the administration of school institutions. Performance which is a work action that reaches the target or work standard itself, so that several efforts are needed to increase performance (Sarinah & Mardalena, 2020). So then HR Management is one of the most important parts of the organization, apart from ensuring employee satisfaction, HRM must also monitor organizational performance (Gandung & Suwanto, 2020). Work performance consist of output quality, output quantity, output time, level of attendance, and work efficiency (Mardalena et al., 2020).

Realizing the strategic role of the teacher and staffs in carrying out their respective tasks so that school activities can run well, then it is not surprising that several studies have been carried out for a long time. Empirical evidence shows that there is a strong relationship between compensation and teacher quality (Windasari & Yahya, 2019). The same thing was also expressed by Indrawanto, one of the factors that also influences performance is the compensation factor (Indrawanto, 2021). Compensation received by their employees as a token of appreciation (Habibi, 2013). In more detail, Brett (2005) argues that performance in its implementation does not work alone, but can also be caused by job satisfaction and levels of rewards. In addition, performance can also be influenced by skills, abilities, and individual characteristics (Handika & Netra, 2016). Umi Masruroh et al. (2012) stated that one of the dominant factors in encouraging employees to improve performance is compensation (Zain & Yuliana, 2017). So that in carrying out their duties, there are times when Job performance decreases, motivation becomes very low, and they feel unfairness in giving compensation.

**Figure 1.** A General Model of Job Design



Source (Robbins & Coulter, 2021)

Stephen P Robinson, et al. revealed that the general model of job planning consists of several aspects; individual employees, work plans, work goals, work environment which then leads to performance (Robbins & Coulter, 2021). Where the performance aspect will include several dimensions; work goals, work behavior, internal and external environment performance and job satisfaction. It can be concluded that there is a very close relationship and influence of job satisfaction on Job performance.

Behavioral experts and managers agree that extrinsic and intrinsic rewards can be used to motivate work performance. when there is a job that is completed, then of course there must be a reward. These rewards can certainly motivate Job performance even better (Robbins & Coulter, 2021). Performance can provide employees with rewards, especially if the employee's performance is shared which leads to a sense of personal responsibility, autonomy, and meaningfulness (Robbins & Coulter, 2021). According to Milkovich and Newnan Compensation refers to all income in the form of money, material services and benefits received by an employee as part of a working relationship (Suharyanto & Nugroho, 2014). In educational institutions, compensation is a form of accumulation of appreciation for the work and achievements of teachers (Habibi, 2013). Compensation paid to employees for their contribution to the company or agency where they work (Santoso et al., 2022). Compensation, both financial and non-financial, is one of the causes of job satisfaction, which in turn causes the teacher's performance to be maximized (Windasari & Yahya, 2019). Compensation is not only limited to a form of appreciation given to employees but rather as a company's obligation to fulfill it on time, fairly and consider work results (Wandi et al., 2022).

The importance of performance was also expressed by Abdul, job performance must be continuously improved so that a company remains optimally developing, in order to survive, compete and even outperform competitors (Handika & Netra, 2016). Performance is the result of work both qualitatively and quantitatively carried out by employees in carrying out their duties in accordance with the instructions assigned to them. Job performance is similar to the term output, where efficiency and effectiveness are often attached to the term performance or productivity (Suharyanto & Nugroho, 2014). The achievement of organizational goals is an accumulation of the movement of the organization's main motor, namely human resources with high performance (Indrawanto, 2021). Furthermore, Alamda et al., (2012) stated that low achieving employees tend to be in difficult situations or give up easily and they are never satisfied with the results of their work. work performance or also known as the level of success achieved by employees, both in the form of

success that is both quantitative and qualitative. When the work results of employees are in accordance with predetermined work standards, their performance is categorized as sufficient (Priyono, 2010). Meanwhile Hasibuan states that wages, leadership attitudes can affect Job performance in carrying out work (Handika & Netra, 2016). Monitoring, even though it is carried out by the leadership, is to observe whether there are groups of employees with negative performance within the organization, meaning they are unable to achieve work targets (Marnis & Priyono, 2008). Various factors that can influence the company's performance; competency, compensation, discipline, satisfaction, work, communication, coordination, experience, competency, work environment, education, culture, company, and motivation (Nauli, 2021). According to Zain & Yuliana, that performance can be generated from within each employee when the compensation received is proportional to their workload (Wandi et al., 2022).

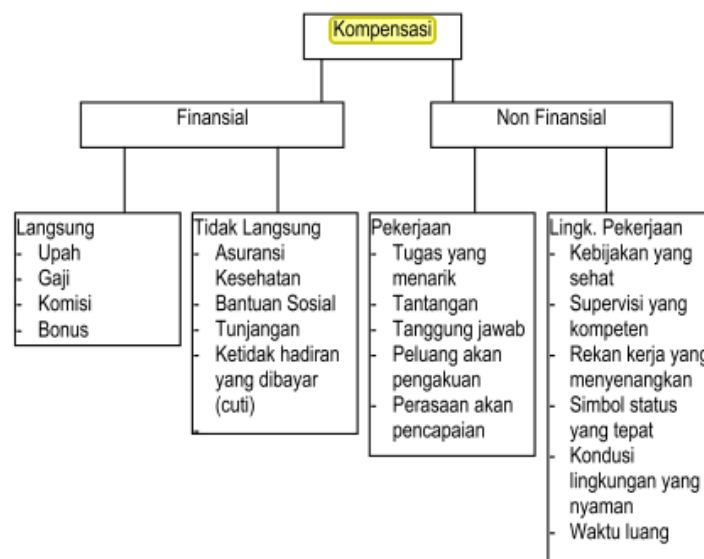
Compensation in general means that besides wages, it can also be in the form of housing services, vehicles, uniforms, family allowances, health benefits, meals and many other things that can be valued as money (Suharyanto & Nugroho, 2014). Compensation is a form of payment in the form of benefits and incentives to motivate employees because labor productivity is increasing (Suryani, 2019). As companies want the best results, so do employees, they take part in carrying out the company's mission. So employees also want the same thing, namely compensation (Buntarti & Udjang, 2015). As is known, the compensation system for state teachers is different from the compensation system for private teachers (Windasari & Yahya, 2019). However, how long should this condition last? Meanwhile, a lot of literature concludes that compensation plays a significant role in performance. Rahmat said factors that can influence job performance include; job satisfaction, compensation system, education and training (Handika & Netra, 2016). Another effort that is commonly used to motivate employees to work with high enthusiasm is to have an appropriate compensation system that can at least be able to meet the living needs of employees (Gandung & Suwanto, 2020). Masrurah, et al. stated, in order to improve performance, compensation is one of the main factors (Zain & Yuliana, 2017).

There are two types of compensation; direct (salary, wages, incentives), indirect (insurance, benefits, pension) (Simamora, 2004). This compensation will be used by employees and their families in terms of meeting their needs. The amount of compensation reflects the status, recognition and level of fulfillment of the needs enjoyed by employees and their families. If the status, and fulfillment of needs becomes more and more, which in turn job satisfaction will be better. This is where the

importance of compensation for employees as a seller of labor (physical and mental) actually lies. Compensation is divided into two types, namely direct and indirect. Financial (direct) consist; of wages, salaries, commissions and bonuses.

While, financial (indirect) consist of; health insurance, social assistance, benefits, paid leave. Non-financial (work) consist of; interesting tasks, challenges, responsibilities, opportunities for recognition, feelings of accomplishment. Then, non-financial (work environment) consist of; healthy policies, competent supervision, pleasant co-workers, appropriate status symbols, comfortable environmental (Marnis & Priyono, 2008).

**Figure 2.** Compensation Program Components



Source, Simamora, 2004.

Various theories and empirical evidence have been carried out, some of which are; research by Rismawati & Ahmad Badawi Saluy in 2018. The results showed that the three independent variables had a positive and significant effect both partially and simultaneously on the performance of SMK Global Mulia Bekasi teachers. Compensation indicators used; direct (salary, wages, incentives), indirect (insurance, benefits, pension) (Simamora, 2004). Furthermore, research by Eko Sunanto, et al., with the results show that compensation has a positive and significant effect on teacher performance with an average of 20.1%. The research was carried out broadly and in general without detailing the variable indicators used. The factors that most influence the level of teacher performance are leadership and principals and work compensation (Sunanto et al., 2022). Sanjaya in Sunanto, et al., that teacher performance; the task of planning, management/ implementation of learning, evaluation and follow-up. Ministry of National Education teacher performance is the end

result of activities carried out by teachers in carrying out their duties including planning and carrying out learning, evaluating, assessing and evaluating and carrying out follow-up (Sunanto et al., 2022). Asep Suherman's research 2021 results show that compensation has a positive and significant effect. Compensation is one of the dominant factors in motivating someone to improve their performance. By being properly compensated, teachers will be able to meet their physical, social status, and egoistic needs so as to obtain satisfaction from their profession, so that teachers can focus more on improving their performance, which can ultimately improve the quality of learning (Suherman, 2021). Another study of Saiful Hunta et al., 2022 found that the four independent variables had a positive and significant influence on teacher performance. However, the dominant influence is leadership. The research is broad and universal without being equipped with the indicators used (Hunta *et al.*, 2022). While, Yesmira Syamra in 2016, obtained the results of financial compensation affecting teacher performance both partially and simultaneously, both directly and indirectly. The performance indicators used are personality and dedication, professional development, teaching skills, communication relations, public relations, discipline, welfare, work climate (Syamra, 2016).

Supriadi conducted researched on 2016 obtained that both variables had a partial and simultaneous effect. Compensation indicators used allowances, incentives, and rewards (Supriadi, 2016). Then, Windasari & Yahya 2019 aproved that the two independent variables had an influence on the performance of teachers in Bangil. The research was carried out on a broad and universal basis so that the variable indicators used were not known (Windasari & Yahya, 2019). Rinduan Zain et al. conducted researched on 2017 found that compensation has an effect on lecturer performance (Zain & Yuliana, 2017). In 2015 Nurul Hidayati and Muhammad Khafid conducted research and showed that the partial effect of compensation on performance was 77.61%. The influence also occurs simultaneously from all independent variables on teacher performance in Tegal (Hidayati & Kahfid, 2015). However, the results of the study were not explained in detail regarding the indicators used (Wahyuni & Setiyani, 2017). Then, Rizki Imran et al. research in 2021 and approved that the two independent variables had an effect both partially and simultaneously on the performance of Indragiri Hilir teachers. Performance indicators used; educate, teach, guide, direct, train, assess and evaluate. The compensation indicators used are; salaries and allowances (Imran et al., 2021). Last, research by Wajar Setiyani & Neng Yanti in 2022 showed that there was a significant effect of compensation on the performance of teaching staffs at SMPN 2 Arjasari Bandung. Performance

indicators used; quantitative, qualitative and timely work results. Compensation indicators used; salary, incentives, benefits, health insurance, security, career development, peer and community relations (Setiyani & Yanti, 2022).

In contrast to the research above, this research was carried out in more detail marked by the use of indicators for each variable that differed from previous studies, both in terms of substance and quantity. This is intended so that research data can capture more phenomena which can lead to more detailed and in-depth decision-making. The focus of research is only a handful on financial compensation, but non-financial and psychological aspects are the main studies. This study involved teachers and staff as respondents, where their performance will have an impact on student achievement and the quality of graduates. MTs, which were founded in 1985 until the research was carried out, still had B accreditation status, accompanied by a continuing decline in the number of students. The longer the condition of students, teachers and staff is allowed to occur, the higher the turnover rate, the lower the quality and trust of the community. It is not impossible that one-day MTs Syekh Maulana Qori may lose human resources as well as prospective students. Therefore, researchers are interested in researching to prove compensation as a factor determinant of the performance of teachers and staff at MTs Syekh Maulana Qori.

Based on the results of a preliminary study taken on September 2022 the researcher asked seven teachers and staff to fill out a questionnaire to find out the phenomenon of job performance and compensation at MTs Syekh Maulana Qori, as follows:

**Table 1.** Job Performance Phenomena

No	Indicator	Job Performance			
		Agree	%	Disagree	%
1.	Output quality	1	14,2	6	85,7
2.	Output quantity	2	28,5	5	71,4
3.	Output time	3	42,8	4	57,1
4.	Level of attendance	2	28,5	5	71,4
5.	Work efficiency	1	14,2	6	85,7
<b>Total</b>		<b>35</b>	<b>25,7</b>	<b>26</b>	<b>74,2</b>

Source: TU MTs Syekh Maulana Qori

From the results of data processing, it is known that seven respondents consisting of 5 teachers (1 civil servant) and two staff (honorary) who were asked to respond to performance stated that the total score agreed 35 = (25.7%) and those who disagree = 26 (74.2%) ). The highest performance is in the output time indicator with a value of 42.8% meaning that those with performance on this indicator are <50%. Meanwhile, the lowest performance is in the output quality and work efficiency



indicators with a value of 14.2% meaning that only 14.2% have performance on these indicators.

Researchers also asked teachers and staff to respond to the phenomenon of compensation that took place at MTs Syekh Maulana Qori. The results of the questionnaire can be seen below:

**Table 2.** Compensation Phenomena

No	Indicator	Compensation			
		Agree	%	Disagree	%
1.	Salary	1	14,2	6	85,7
2.	Bonus	1	14,2	6	85,7
3.	Health insurance	0	0	7	100
4.	Paid leave	0	0	7	100
5.	Opportunities for recognition	1	14,2	6	85,7
6.	Feelings of accomplishment	1	14,2	6	85,7
7.	Competent supervision	1	14,2	6	85,7
8.	Pleasant co-workers	2	28,5	5	71,4
9.	Appropriate status symbols	3	42,8	4	57,1
10.	Comfortable environmental	2	28,5	5	71,4
<b>Total</b>		<b>12</b>	<b>17,1</b>	<b>58</b>	<b>82,8</b>

Source: TU MTs Syekh Maulana Qori

From the results of data processing, it is known that seven respondents consisting of 5 teachers (1 civil servant) and 2 staff (honorary) who were asked to respond to compensation stated that the total score agreed 12 = (17.1%) and those who disagree = 58 (82.8%) ). The highest compensation is in the Appropriate status symbols indicator with a value of 42.8% meaning that those who get compensation on this indicator are still <50%. While the lowest performance is in the Health insurance and Paid leave indicators with a value of 0% meaning that no one gets compensation on these indicators.

This condition immediately shows that the compensation for their work is valued very little by the school. So it is not surprising, from the interviews it was also revealed that 3 staff members were new employees, replacing some of the old staffs who had stopped working. The same thing happened with teachers because several new teachers entered. However, for the 2 PNS teachers, they tend to get proper compensation because their compensation comes from the state budget, along with periodic allowances and promotions for class promotions. They also have health insurance which is budgeted directly by the ministry.

For this reason, this research was conducted to find out how much compensation teachers and staffs get. The research will also reveal how well they have performed. And then it will be examined to what extent these compensation conditions influence their performance, both as teachers and staff.

## METHOD

This research is quantitative correlational research. The population in this study were all teachers and staff at MTs Syekh Maulana Qori with a total of 15 people. The sampling technique used was purposive, so that the sample used in this study was the entire MTs Syekh Maulana Qori staff, totaling 15 people. This is because the total number of teachers and staffs at MTs Syekh Maulana Qori consists of 10 teachers (2 civil servants and 8 honorary) and 5 staffs (honorary). The primary data used in this research is data obtained from teachers and staffs in the form of research questionnaire answers from each variable based on indicators. The questionnaire was tested first on other trial samples that had similar characteristics to the research sample. Questionnaire trials use validity and reliability tests. Meanwhile, secondary data used several school documents, such as; basic school data, number of teachers and staffs and status, school accreditation certificates. Data collection techniques used in this study were questionnaires and interviews. The questionnaire used in this study is a closed questionnaire because the researcher provides a choice of answers to be chosen by the respondents. Questionnaires were distributed to respondents, namely to all samples of this study to obtain data related to compensation and performance of teachers and staff at MTs Syekh Maulana Qori. While the interviews used in this study were free-directed interviews because the researcher made the interview instrument only in the form of an outline of the flow of questions. Interviews were conducted by a small number of teachers and MTs Syekh Maulana Qori staff to simply confirm some of the questionnaire items that had been obtained previously. Validity test using Pearson Product Moment, based on the decision:

$R_{\text{count}} > R_{\text{table}}$  then the item items are valid

$R_{\text{count}} < R_{\text{table}}$  then the item items are declared valid

Then all valid items are tested for reliability using Cronbach's Alpha on the basis of the following decisions:

$\text{Alpha Cronbach} > 0,60$  then the item is declared reliable

$\text{Alpha Cronbach} < 0,60$  then the item is declared unreliable.

Next, normality test and homogeneity test. The basis for the decision is that the data is normally distributed:

If the value of the Asymp.sig (two tailed) is  $> 0.05$  then the data is declared to be normally distributed

If the value of the Asymp.sig (two tailed) is  $< 0.05$  then the data is declared to be not normally

distributed

Meanwhile, the basis for the decision on the homogeneity test is as follows:

If the sig. > 0.05 then the data is said to be homogeneous

If the sig. < 0.05 then the data is declared not homogeneous

After the prerequisite test stage, it is continued with hypothesis testing, in order to find out whether or not there is an influence of the independent variable on the dependent variable. T-test is used to test the research hypothesis as stated below;

$H_a$  = there is an effect of compensation on the performance of teachers and MTs Syekh Maulana Qori staffs

$H_0$  = there is no effect of compensation on the performance of teachers and staffs of MTs Syekh Maulana Qori

In order to see whether there is an influence of the independent variable on the dependent variable, a hypothesis test is carried out with the basis of the decision referring to:

$T_{count} > T_{table}$  = then there is an influence.

$T_{count} < T_{table}$ , so there is no effect of compensation on the performance of teachers and staffs of MTs Syekh Maulana Qori.

Besides that, in order to see the level of significance, the research hypothesis test also refers to the sig value, with the basis of the decision:

The sig value < 0.05 means that there is a significant effect

sig value > 0.05, there is no significant effect of compensation on the performance of teachers and staffs of MTs Syekh Maulana Qori.

## FINDINGS AND DISCUSSION

### Findings

Data processing in this study begins with validity and reliability tests. The questionnaire consists of each variable consisting of 20 statement items using 5 scales. The test acceptance criteria are by referring to the sig. If the sig. < 0.05 then the item is declared valid, while if the sig. > 0,05 then the item is declared invalid.

**Table 3.** Validity test

Variable	Indicator	Number	Sig. Value	Description
Job performance (Y)	1	3	0,27	Invalid
	2	7	0,53	Invalid
		9	0,79	Invalid
	3	15	0,16	Invalid

Compensation (X)	1	5	<b>0,89</b>	Invalid
	2	9	<b>0,92</b>	Invalid

Source: Results of data processing SPSS 2022

From the results of the data processing above, it is known that of all the items tested, namely 20 items, the Job performance variable (Y) contains 4 items that are declared not, so that the final total is 16 valid items. Compensating variable (X) has 2 invalid items so that the final total is 18 valid items. The test parameters refer to the sig value  $< \alpha 0.05$ . Then the 6 items were abandoned and the study continued with the reliability test with a total of 34 items from both variables.

Furthermore, the reliability test was carried out on 34 questionnaire items from the two valid variables. Acceptance of the decision is based if the alpha value is  $> 0.06$  then it is declared reliable.

**Table 4. Reliability Test**

Variable	Cronbach's Alpha	N of Items	Decision
Job performance (Y)	<b>0,887</b>	18	Reliable
Compensation (X)	<b>0,719</b>	16	Reliable

Source: Results of data processing SPSS 2022

From the results of the data processing above, it is known that the compensation variable (X) with a total of 16 items has a Cronbach alpha value of  $0.887 > 0.06$  meaning that all items are consistent so that they can be used during research.

Then the classic assumption test of normality was carried out with the One Sample Kolmogorov Smirnov test. Acceptance of the decision is based if the Asymp.sig (two tailed) value is  $> 0.05$ , then the data is declared to be normally distributed.

**Table 5. Normality test**

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		15
Normal Parameters <sup>a,b</sup>	Mean	0E-7
	Std. Deviation	4.04076791
Most Extreme Differences	Absolute	.205
	Positive	.204
	Negative	-.205
Kolmogorov-Smirnov Z		.819
<b>Asymp. Sig. (2-tailed)</b>		<b>.513</b>
a. Test distribution is Normal.		
b. Calculated from data.		

Source: Results of data processing SPSS 2022

From the results of the data processing above, it is known that the Asymp. Sig. (2-tailed)  $0.513 > 0.05$  which means that all data are normally distributed and can then be used during research.

Then a homogeneity test is carried out on the basis of a decision if the sig. > 0.05 then the data is said to be homogeneous, the results are as shown in the table below:

**Table 6. Homogeneity test**

<b>Test of Homogeneity of Variances</b>			
Job performance			
Levene Statistic	df1	df2	Sig.
.818	4	11	<b>.540</b>

Source: Results of data processing SPSS 2022

From the results of the data processing above, it is known that the Sig. 0.540 > 0.05 means that all data is homogeneous. Then a hypothesis test is carried out using simple linear regression which begins with the formula  $Y = a + bX$ . The acquisition of the values of the two variables will show the price of each variable in the model that has been built.

**Table 7. Regression Coefficient**

Model		<b>Coefficients<sup>a</sup></b>	
		Unstandardized Coefficients	Standardized Coefficients
		<b>B</b>	<b>Beta</b>
1	(Constant)	<b>83.034</b>	32.948
	Compensation (X)	<b>.393</b>	.581
			.792

a. Dependent Variable: Job performance (Y)

Source: Results of data processing 2022

From the results of the data processing above, it is known that the regression coefficient values are as follows:

$a = 83.034$ . The number is a constant or fixed number, meaning that if there is no compensation value (X), then the value for the consistency of teacher and staffs performance at MTs Syekh Maulana Qori (Y) is 83,034.

$b = 0.393$ . This figure means that every additional 1% of compensation (X) will increase the performance of teachers and staffs at MTs Syekh Maulana Qori by 0.393.

Furthermore, a hypothesis test is carried out to determine the influence of significance between variables that will be used to answer the hypothesis. Hypothesis testing refers to if;

Sig value < 0.05 = there is a significant effect

Sig value > 0.05 = no significant effect

The research hypothesis is:

$H_0$  = there is no positive and significant effect of compensation (X) on the performance of teachers and staffs at MTs Syekh Maulana Qori (Y)

Ha = there is a positive and significant effect of compensation (X) on the performance of teachers and staffs at MTs Syekh Maulana Qori (Y)

**Table 8.** Hypothesis Testing

		<b>Coefficients<sup>a</sup></b>	
Model		<b>t</b>	<b>Sig.</b>
1	(Constant)	<b>2.520</b>	<b>.026</b>
	Compensation (X)	<b>.332</b>	<b>.047</b>

a. Dependent Variable: Job performance (Y)

Source: Results of data processing SPSS 2022

From the results of the data processing above, it is known that the t value = 0,332 > 0, 2131 this means that there is a positive effect of compensation on teachers and MTs Syekh Maulana Qori staffs. Meanwhile, from the results of the analysis it is also known that, sig value is 0.47 < 0.05 so that H0 is rejected and Ha is accepted, which means that there is a positive and significant effect of compensation (X) on the performance of teachers and staffs at MTs Syekh Maulana Qori (Y). Furthermore, to see the magnitude of the effect of compensation (X) on performance (Y) in simple linear regression, you can refer to the value of R Square.

**Table 9.** Contribution

Model	<b>R</b>	<b>Model Summary</b>		
		<b>R Square</b>	Adjusted R Square	Std. Error of the Estimate
1	<b>.892<sup>a</sup></b>	<b>.796</b>	.368	8.888

a. Predictors: (Constant), Compensation (X)

Source: Results of data processing SPSS 2022

From the results of data processing it is known that the value of R square is 0.796 or 79%, which means that the contribution of compensation contribution to the performance of state junior high school teachers and staffs is 79%. So that 21% contribution to performance can be contributed by other variables outside of this study.

## Discussion

From all stages of the complete research with the results of data analysis, it can be emphasized as follows:

1. There is a positive and significant effect of compensation on the performance of teachers and staffs at MTs Syekh Maulana Qori with the t value = 0,332 > 0, 2131 then, with a sig value of 0.47 < 0.05.

2.  $H_a$  is accepted and  $H_0$  is rejected, meaning that there is a positive and significant effect of compensation on the performance of teachers and staffs at MTs Syekh Maulana Qori
3. The research results support various theories and previous empirical experiences related to the statement that compensation influences Job performance.

This is as proven in his research (Zain & Yuliana, 2017) and (Wandi et al., 2022). These two research results reveal that compensation is not only closely related to performance, but also has a significant influence. In line with the theory of Stephen P Robinson, et al. that performance is directly proportional to satisfaction, then job satisfaction is also directly proportional to compensation. Where based on the results of the study it is known that compensation has a positive and significant effect on the performance of teachers and staffs of MTs Syekh Maulana Qori. Financial compensation is able to meet the needs of life for teachers and staffs so that they can work with focus because with compensation as a reward for their work, they can meet the needs of their families. Meanwhile, the non-financial compensation they get has a positive psychological impact because they feel valued, feel safe and protected and have brilliant job prospects or career opportunities. This ideal financial and non-financial condition can immediately be recognized as a form of job satisfaction. This is because, the reality of their work is in accordance with what they expect. This compatibility between expectations and reality is able to balance work and the needs of their family life. So that there is no feeling of anxiety, worry, anxiety at work, then they can work more focused, achievement and performance can continue to increase.

This research is expected to provide benefits, especially for teachers and staffs of MTs Syekh Maulana Qori. Compensation affects the performance of teachers and staffs, which in turn will have an impact on morale, discipline and work performance. This is in line with Zain & Yuliana on 2017 and Wandu et al. on 2022. Added by the theory of Stephen P Robinson, et al. that performance is directly proportional to satisfaction, then job satisfaction is also directly proportional to compensation. If the adverse effects do occur, then students and the quality of education and progress of the nation will also be affected by this problem. The fact is that since MTs Syekh Maulana Qori was founded in 1985, until now it still has B. In the end, it is not impossible to lose public trust so that the principal will lose not only teachers and staffs, but prospective students. Regarding the claimed budgetary funds that are insufficient, at least the Principal reviews and conducts deliberations with the school committee to find the best solution. In the end, satisfaction does not completely end in nominal terms, but a form of appreciation as a sense of concern for the dedication

that has been carried out by teachers and staffs, is actually highly anticipated by them. Positive psychological conditions trigger employees to behave positively as well, so that the psychology of teachers and staffs should be maintained. Working relationships with superiors and others also create a sense of comfort at work. So gathering activities can be done at least once a year in order to increase good relations.

## CONCLUSION

Based on the research process with various stages, it can be concluded that compensation has a positive and significant effect on the performance of teachers and staffs at MTs Syekh Maulana Qori. The results of the research prove that compensation is a determinant factor of job performance teacher and staffs of MTs Syekh Maulana Qori. That is, when teachers and staffs receive compensation according to their expectations, they can focus on completing their work properly. So that in the end the performance of the teachers and staffs of MTs Syekh Maulana in Qori starting from output quality, output quantity, output time, level of attendance, and work efficiency will be achieved.

Based on theoretical studies and empirical evidence, the Principal of MTs Syekh Maulana Qori as the leader is highly recommended to prepare a system as well as execute the compensation policy in order to provide a sense of justice, especially for the majority of teachers and staffs with honorary status. Moreover, compensation is not only about money. Pleasant co-workers and comfortable environmental will have a positive psychological impact on teachers and staff. At the end job performance will have a good or bad impact on student learning outcomes.

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