

The effect of compensation and work environment on teacher performance in private high school al hikmah medan

Sadam Chalik¹, Irwadi Bangun², Triana Melinda Sinaga³

^{1,2,3}College of Business Management Multi Sarana Administrative Management and Technology Engineering, Medan, Indonesia

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ABSTRACT

In the realm of education, teacher performance acts as an important component that determines the quality of education and student success. Fair compensation and an adequate work environment are key in providing motivation and productivity for teaching staff. Research has been conducted on performance and work environment at SMK AL Hikmah Medan using data collection methods in the form of questionnaires or questionnaires with the addition of data quality testing, classical assumption testing, multiple regression analysis, and hypothesis testing. Based on the results of the study, several conclusions can be drawn Compensation has a $t_{count} > t_{tabel}$ value (3.690 > 2.024) and a significance value of 0.001 < 0.05, it shows the results of a partial positive effect. The work environment has a $t_{count} > t_{tabel}$ value (2.727 > 2.024) and a significance value of 0.010 < 0.05, it shows the results of a positive influence partially. Compensation and work environment have a value of $F_{hitung} 8.527 > F_{tabel}$ which is 3.24 with a significance of 0.00 < 0.05 so it is concluded that there is a significant and positive influence between the variables of compensation and work environment simultaneously on performance at SMA Swasta Al-Hikmah medan.

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Corresponding Author:

Sadam Chalik

College of Business Management Multi Sarana Administrative Management and Technology Engineering, Medan

Jl. Multatuli, Hamdan, Kec. Medan Maimun, Medan City, North Sumatra 20212

Email: sadamchalik1504@gmail.com

1. INTRODUCTION

In modern times marked by advances in technology and civilization, there is a high demand for human resources to have dedication and productive performance when carrying out their duties and functions to achieve the targets set by the organization. As a crucial formal education institution, schools play a vital role in realizing national education goals through systematic procedural processes. Therefore, educators as well as educational staff need to be competent, capacitated, and skilled, and demonstrate adequate performance in carrying out their duties and functions. (IDHAM, 2020).

In the realm of education, teacher performance serves as an important component that determines the quality of education and student success. Fair compensation and an adequate work environment are key in providing motivation and productivity boosts for the teaching force. (B. a B. li & Teacher, 2018) This is the focus of SMA Al Hikmah. Referring to the principles regarding a supportive work environment, such as role clarity and social support, which can increase the effectiveness of teacher performance. (Suhartini, 2019) Research in education has shown that adequate compensation and working conditions that prioritize professional development and

collaboration among educators are not only important, but also critical. Teachers as educational personnel, are one of the determining factors for the success of educational goals, because a teacher is directly dealing with students. Teacher performance is the ability of a teacher to perform actions in accordance with predetermined objectives, which include aspects of planning teaching and learning programs, implementing the teaching and learning process, creating and maintaining optimal classes, controlling optimal learning conditions, and assessing learning outcomes. (Batubara, 2019). Compensation is the reward given to employees as a reward for their contribution and performance in the organization. This includes not only basic salary, but also allowances, bonuses, incentives, and other benefits provided to employees. Enny (in Ratnawati, 2018).

Work Environment is the physical, social, and psychological conditions of the workplace in which employees interact with each other and with their work. It includes factors such as work atmosphere, relationships among colleagues, support from management, role clarity, opportunities for growth and development, and organizational culture. (Ley, 2020).

At Al Hikmah Private Senior High School, through brief internal interviews with the principal of the private high school, it was found that some teachers demonstrated an inability to manage the classroom, leading to disorganization and an uncondusive classroom atmosphere. In addition, some teachers expressed dissatisfaction with the compensation system, which was considered unsatisfactory. This can be seen from the difference in compensation which is considered to have decreased, as can be seen from the explanation of the table below, It can be seen from the table above that there has been a decrease in compensation in the last 5 years, which has decreased irregularly in the provision of compensation, causing teachers not to work optimally. In addition, the working atmosphere is not yet comfortable between one individual and another due to poor relationships between coworkers. Some teachers even admit that they have not fully prioritized teamwork over personal interests. If left unaddressed, these issues could result in a decline in teachers' productivity and work quality, which has a direct impact on the standard of education provided by the school. It is therefore imperative to take this issue seriously, in order to maintain good teacher retention, improve the quality of the learning process and create a productive educational environment for all parties involved.

2. Research Methodology

This research uses a quantitative approach. Quantitative research can be interpreted as a research method based on the philosophy of positivism, used to research on certain populations or samples whose data collection uses research instruments whose results are data in the form of numbers with the aim of testing predetermined hypotheses. (Surawardi & Maulidi, 2022). **The** object of research is something that is of concern in a study because the object of research is the target to be achieved to get answers and solutions to problems that occur. (Ley, 2020) The research object in this study is the independent variable consisting of compensation and work environment, on the dependent variable, namely teacher performance at Al-Hikmah Medan Private High School. In this study the authors used quantitative research, because the data obtained would be in the form of numbers. The numbers obtained will be further analyzed in data analysis. This study consists of independent variables, namely compensation and work environment and dependent variables, namely teacher performance. Based on the source, the data is grouped into two types, namely: Primary data is data obtained or collected by researchers directly from the data source. Primary data is also referred to as original data or new data which has *up to date* properties. Secondary data is data obtained or collected by researchers from various existing sources (researchers as second-hand), (IDHAM, 2020). When viewed from the data source, data collection can use primary sources and secondary sources. Primary data is obtained from those given by teachers directly through the interview method or dialogue at SMA Swasta Al-Hikmah Medan and secondary data is data collected indirectly from other sources such as this research secondary data obtained from questionnaires given to all teachers at SMA Swasta Al-Hikmah Medan. Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions. (Windarti, 2020) . The population in this study were all 40 teachers at Al-Hikmah Medan Private High School. The sample is part of a certain number or characteristics taken from a population that will be studied in detail. Samples taken from the population must be truly representative (representative). (Ati, 2019). This study uses data collection techniques: questionnaires, namely data

collection by asking questions through a list of questions presented to respondents and documentation, namely research data collected by studying and recording parts that are considered important and various official documents that are considered good and have an influence on research.

3. RESULTS AND DISCUSSION

3.1. Delivery and Return of Questionnaires

Table 3.1 below displays the results of the questionnaire distribution, the return rate, the rate of unreturned questionnaires, damaged or ineligible questionnaires, and questionnaires that can be used in this study:

Table 3.1 Details of Questionnaire Delivery and Return

Description	Number of Questionnaires	Percentage
Questionnaires distributed	40	100%
Questionnaires not returned	0	0%
Returned questionnaires	40	100%
Damaged or invalid questionnaires	0	0%
The questionnaire used	40	100%
Rate of Return	100%	

Source: Questionnaire Results (2024)

From the results of sending and returning questionnaires, it shows that out of 40 questionnaires distributed to respondents with 40 of them for validity and reliability tests and 40 questionnaires for testing research samples with a return rate of 100% and all questionnaires will be used in this study.

3.2 Overview of Respondents

In the general description of respondents divided by gender, age, position, length of service and latest education in the following table.

Table 3.2 Demographics of Respondents from Gender

No.	Gender	Frequency	Percentage
1	Male	18	45%
2	Female	22	55%
	Total	40	100%

Source: Questionnaire Results (2024)

In the dominant gender of teachers at SMA Swasta Al Hikmah Medan, the dominant teachers are female with 22 respondents (55%). This result shows that the dominant number of teachers have female gender.

Table 3.3 Demographics of Respondents by Age

No.	Age	Frequency	Percentage
1	20-35	12	30%
2	36-50	16	40%
3	> 50	12	30%
	Total	40	100%

Source: Questionnaire Results (2024)

In the dominant age of teachers at SMA Swasta Al Hikmah Medan, the dominant teachers have an age range of 36-50 years with 16 respondents (40%). This result shows the dominant number of teachers aged 36-50 years.

Table 3.4 Demographics of Respondents by Length of Service

No.	Length of Service	Frequency	Percentage
1	1-3 years	8	20%
2	4-6 years	22	55%
3	> 6 years	10	25%
	Total	40	100%

Source: Questionnaire Results (2024)

In the length of service of the dominant teachers at SMA Swasta Al Hikmah Medan, the dominant teachers have a tenure with a range of 4-6 years with 22 respondents (55%). This result shows that the dominant number of teachers with tenure is 4-6 years.

Table 3.5 Demographics of Respondents from Last Education

No.	Education	Frequency	Percentage
1	HIGH SCHOOL	0	0%
2	D3	15	38%
3	S1	21	53%
4	S2	4	10%
	Total	40	100%

Source: Questionnaire Results (2024)

In the last education of the dominant teachers at SMA Swasta Al Hikmah Medan, the dominant teachers have S1 education with 21 respondents (53%). This result shows the dominant number of teachers with the last education S1.

3.2. Descriptive Statistics Results

In the descriptive statistical analysis test results consisting of *mean*, *median*, *mode*, *variance* and *standard of deviation* of the compensation, work environment and performance variables. Before calculating the value of statistical analysis, the interval value of the variables will be calculated first as follows.

Highest interval score = 8 statements x 5 = 40

Lowest interval value = 8 statements x 1 = 8

$$\begin{aligned} \text{Interval Equation} &= \frac{\text{Highest Value} - \text{Lowest Value}}{\text{Number of Classes}} \\ &= \frac{40 - 8}{5} \\ &= 6.4 \end{aligned}$$

Table 3.6 Variable Interval Class Compensation

Interval Class	Scale
8-16.40	Strongly Disagree
16.41-20.80	Disagree
20.81-27.20	Neutral
27.21-33.60	Agree
33.61-40.00	Strongly Agree

Source: (Naufal, 2021)

Work Environment

Highest interval score = 8 statements x 5 = 40

Lowest interval value = 8 statements x 1 = 8

$$\begin{aligned} \text{Interval Equation} &= \frac{\text{Highest Value} - \text{Lowest Value}}{\text{Number of Classes}} \\ &= \frac{40 - 8}{5} \\ &= 6.4 \end{aligned}$$

Table 3.7 Interval Class of Work Environment Variable

Interval Class	Scale
8-16.40	Strongly Disagree
16.41-20.80	Disagree
20.81-27.20	Neutral
27.21-33.60	Agree
33.61-40.00	Strongly Agree

Source: Author (2024)

Performance

Highest interval score = 12 statements x 5 = 60

Lowest interval value = 12 statements x 1 = 12

$$\begin{aligned} \text{Interval Equation} &= \frac{\text{Highest Value} - \text{Lowest Value}}{\text{Number of Classes}} \\ &= \frac{60 - 12}{5} \\ &= 9.6 \end{aligned}$$

Table 3.8 Interval Class of Performance Variable

Interval Class	Scale
12-21.60	Strongly Disagree
21.61-31.20	Disagree
31.21-40.80	Neutral
40.81-50.40	Agree
50.41-60.00	Strongly Agree

Source: Author (2024)

3.3. Effect of Compensation on Performance

The results showed that compensation has a positive and significant effect on the performance of high school teachers Al-Hikmah Medan. With these results, it accepts the first hypothesis in this study. This result is in accordance with previous research from (Windarti, 2020) The results showed that compensation has a positive and significant effect on teacher performance. Other research by (Notty, 2021), with the results of research compensation significantly affects teacher performance. Research by (Nurhalisah *et al.*, 2022)(Nurhalisah *et al.*, 2022), shows that compensation has a very good assessment classification. In other research results by (Nurhasanah, 2022) and (Marliyanti, 2019), showing compensation has a positive and significant effect on teacher performance. This result is in accordance with the theory of Syafri and Alwi (in Fahmi, 2017) Compensation is the right that employees must receive in return for completing their obligations. It can be concluded that with compensation in accordance with expectations, it will improve the performance of the teacher and vice versa if the compensation is not in accordance with expectations, it will make performance decrease.

3.4. Effect of Work Environment on Performance

The results showed that the work environment has a positive and significant effect on the performance of high school teachers Al-Hikmah Medan. With these results, it accepts the second hypothesis in this study. This result is in accordance with previous research from (Windarti, 2020) The results showed that the work environment has a positive and significant effect on teacher performance. Other research by (Notty, 2021), with the results of research that the work environment significantly affects teacher performance. Research by (Nurhalisah *et al.*, 2022) shows that the work environment has a very good assessment classification. In other research results by (Nurhasanah, 2022) and (Marliyanti, 2019), showing the work environment has a positive and significant effect on teacher performance. This result is in accordance with Isyandi's theory (in Sedarmayanti, 2017). It can be concluded that with a comfortable work environment, it will improve the performance of teachers and vice versa if the existing work environment is uncomfortable, it will make performance decrease.

3.5. Effect of Compensation and Work Environment on Performance

The results showed that compensation and work environment have a positive and significant effect on the performance of high school teachers Al-Hikmah Medan. With these results, it accepts the third hypothesis in this study. This result is in accordance with previous research from (Windarti, 2020) The results showed that compensation and work environment simultaneously had a positive and significant effect on teacher performance. Other research by (Notty, 2021), with the results of research that the work environment significantly affects teacher performance. Research by (Nurhalisah *et al.*, 2022) shows that compensation and work environment simultaneously have a very good assessment classification. In other research results by (Nurhasanah, 2022) and (Marliyanti, 2019), showing compensation and work environment simultaneously have a positive and significant effect on teacher performance. These results are supported by the coefficient of determination with the conclusion that compensation and work environment explain 32.5% of the variation in performance. It can be concluded that with the existence of compensation that matches the expectations of a comfortable work environment in carrying out work, it will improve the performance

of teachers and vice versa if the existing work environment is uncomfortable, it will make performance decrease.

4. CONCLUSION

Based on the results of the research and discussion that has been presented previously, several conclusions can be drawn from the research on the effect of compensation and work environment on teacher performance as follows; Compensation has a $t_{count} > t_{tabel}$ ($3.690 > 2.024$) and a significance value of $0.001 < 0.05$, it shows the results of a positive and significant effect partially on the performance of teachers of SMA Swasta Al-Hikmah Medan. The work environment has a $t_{count} > t_{tabel}$ ($2.727 > 2.024$) and a significance value of $0.010 < 0.05$, then it shows the results of a positive and significant effect partially on the performance of teachers of SMA Swasta Al-Hikmah Medan. Compensation and work environment have a value of $F_{hitung} 8.527 > F_{tabel}$ which is 3.24 with a significance of $0.00 < 0.05$ so it is concluded that there is a significant and positive influence between the variables of compensation and work environment simultaneously on performance at SMA Swasta Al-Hikmah Medan. explores how compensation and work environment affect teacher performance at Al Hikmah Medan private high school. It is expected that the results of this study will reveal the relationship between these two factors and teachers' performance, providing insights into the factors that may enhance or hinder their performance in this educational environment.

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