

The Influence of Compensation, Work Environment, and Motivation on Teacher Performance in the Nurul Ulum Ngampon Foundation

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Abstrack

This study aims to analyze and understand the influence of compensation, work environment, and motivation on teacher performance at the Nurul Ulum Ngampon Foundation. The quality of education is highly dependent on teacher performance as the spearhead in the learning process. Teacher performance is influenced by various complex factors, including the welfare received, work environment conditions, and the level of internal and external motivation possessed. This study uses a quantitative approach with a survey method, which involves the active participation of teachers at the Nurul Ulum Ngampon Foundation. The collected data were then analyzed using multiple linear regression techniques with the help of SPSS statistical software. This analysis aims to identify the relationship between the independent variables (compensation, work environment, and motivation) with the dependent variable (teacher performance). The results of this study are expected to provide valuable recommendations for the foundation to improve teacher welfare, create a more conducive work environment, and increase work motivation. Thus, it is hoped that teacher performance can be significantly improved, which will ultimately contribute to the achievement of better educational goals at the Nurul Ulum Ngampon Foundation. This study is also expected to be a reference for further research in the field of human resource management, especially related to the factors that influence teacher performance.

Keyword: Compensation, Work Environment, Motivation, Teacher Performance, Human Resources

Introduction

Quality of Education is the main key in building a nation. Teachers as pioneers in the learning process, play a major role in realizing quality education, teachers are educators who are responsible for educating and not only educating but teachers also act as guides, motivators, evaluators in the teaching and learning process, starting from early childhood education to secondary education (Arif Muadzin, 2021). In addition, teachers also act as facilitators to make it easier for students to understand the lessons, as well as guides who help students when they have difficulty learning by solving problems. Schools that have good teacher performance will

reflect their quality through graduates who excel and have character. The success of an education lies in the readiness of teachers to prepare students through learning activities. Teacher performance plays an important role in determining the success of an education. Performance is the result of work achieved by a person with the process and work actions according to the responsibilities and tasks given. In addition, performance can also be interpreted as the behavior or behavior of individuals for a form of work achievement, according to their role in the organization. Meanwhile, to achieve the best performance and meet the planned targets, schools or agencies need to organize and arrange all related situations and conditions, so as to create an environment that supports teachers in developing their potential, skills, and abilities. This has an impact on achieving agency targets. Teacher performance is closely related to compensation, work environment, and motivation. The role of an agency is very important in this regard, because teacher performance will increase if an agency is able to manage its human resources well and meet needs, such as providing adequate compensation.

Teacher performance is a key factor in achieving the goal of quality education. However, at the Nurul Ulum Ngampon Foundation, problems related to frequent delays in salary payments were found. This problem not only affects the work enthusiasm of some teachers, but also has the potential to hinder the teaching and learning process, especially for teachers who live far from school and rely on salaries for transportation. However, there are some teachers who continue to carry out their duties responsibly, even though the salaries given are not according to the predetermined schedule. This shows that there is variation in teacher reactions to salary delays, which are most likely influenced by other factors such as personal motivation and professional commitment. In addition to salary problems, a less supportive work environment, such as limited learning facilities and a lack of routine evaluation programs, also affects the teaching and learning process. In this situation, teacher motivation to work optimally often decreases, while some teachers are still able to carry out their duties well because some teachers have a calling to educate and realize that their role is very important for future generations, so their motivation remains high even though they face various challenges, such as late salary payments and a less supportive work environment. This creates variation in teacher reactions to existing challenges. Based on this situation, this study will focus on determining the extent to which compensation, work environment, and motivation factors affect teacher performance at the Nurul Ulum Ngampon Foundation. This study is important to conduct because appropriate compensation, a conducive work environment, and high work motivation are expected to improve teacher performance, even though there are obstacles in terms of salary delays. Thus, the results of this study are expected to provide relevant recommendations for agencies in improving teacher welfare and performance in order to achieve better education goals.

Material and Method

Research Design

This study uses a quantitative approach with a survey method. The population of the study is the Nurul Ulum Foundation. The sample was selected using a saturated sampling technique.

According to Sugiyono (2016), the saturated sampling method is a method of determining a sample in which each member of the population is included as part of the sample. In this approach, there is no random selection process or partial sampling of the population; instead, the entire population is used as a sample. This is done to ensure that all relevant data can be collected and analyzed thoroughly. In this study, the number of samples taken was 35 teachers, from the entire population studied.

Data Analysis

Data analysis was conducted using multiple linear regression method to determine the effect of each independent variable on the dependent variable. Before the regression analysis was conducted, the data was tested using validity and reliability tests to ensure measurement accuracy. In addition, classical assumption tests such as normality, multicollinearity, and heteroscedasticity tests were also applied to meet the feasibility of the regression model used in this study. The results of this analysis will be used to interpret the relationship between the variables studied and determine the implications of the research findings on marketing strategies and consumer behavior. After obtaining the number of samples, the data were analyzed using SPSS Version 27.

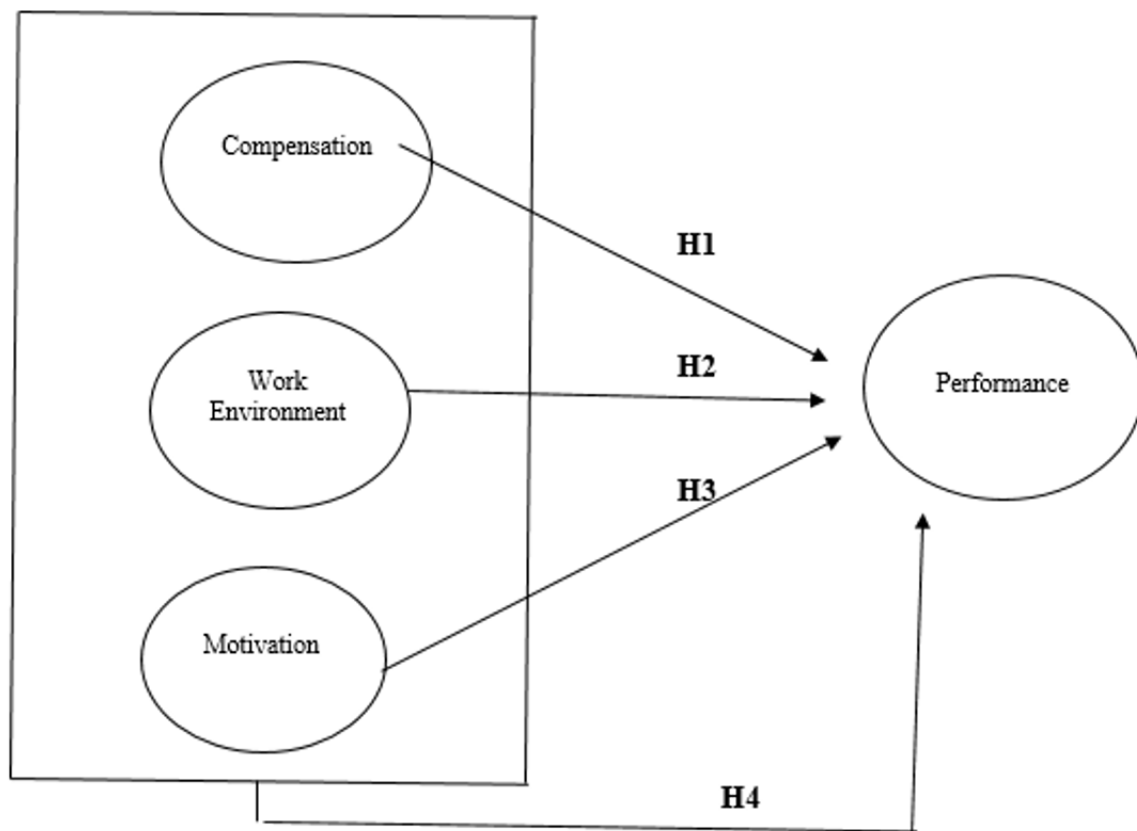


Figure 1. Research Model

Result

Based on the results of descriptive analysis of 35 teachers at the Nurul Ulum Ngampon Foundation, the main characteristics of the respondents were revealed. The majority of teachers were male (57%) and over 31 years old (54%). The most common teacher position was TPA Teacher (37%), with a dominant teaching experience of 3 years (40%). This description provides important demographic and professional context for the interpretation of further research results.

Table 1. Normality Test Result

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		35
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.44423802
Most Extreme Differences	Absolute	.123
	Positive	.091
	Negative	-.123
Test Statistic		.123
Asymp. Sig. (2-tailed)		.197

From table 1 above, One sample Kolmogorov-Smirnov Test shows the Asymp. Sig (2-tailed normal) value of 0.197 with a significance value of greater than 0.05 ($0.197 > 0.05$). This indicates that the model is acceptable and means that the residual model data is normally distributed, thus the normality assumption is met.

Table 2. Multicollinearity Test Result

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	7.939	3.058		2.263	.031		
	Compensation	.169	.156	.130	1.084	.287	.951	1.051
	work environment	.585	.147	.474	3.980	<.001	.973	1.028
	motivation	-.444	.094	-.564	-4.735	<.001	.970	1.031

a. Dependent Variable: Y

Based on Table 3, the tolerance value of each variable has a value > 0.10 and the VIF value < 10 so it can be concluded that the data is free from multicollinearity.

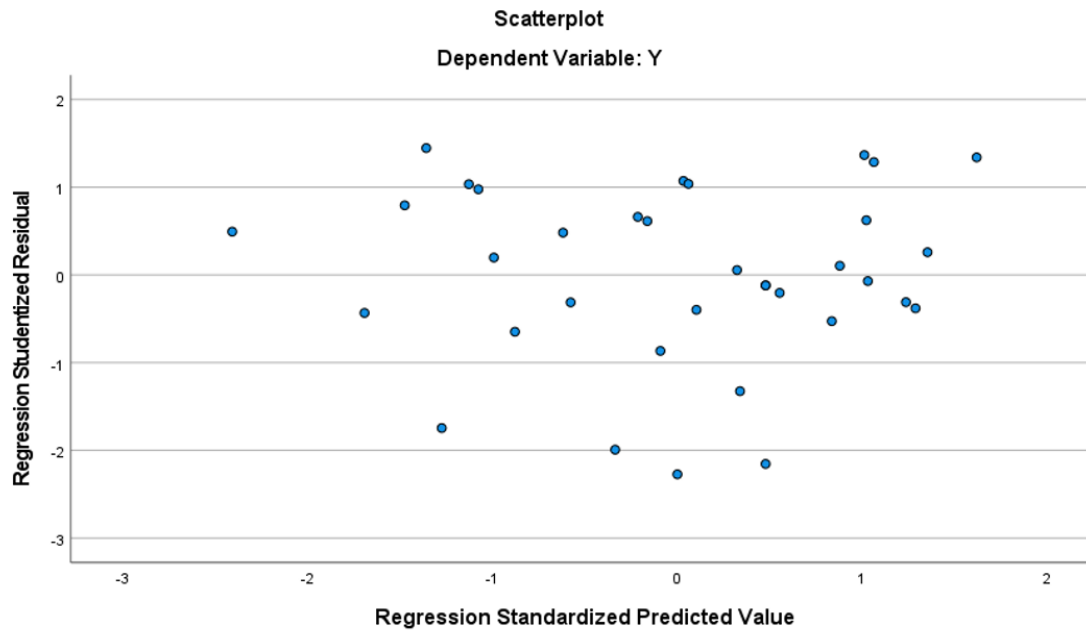


Figure 2. Heteroscedasticity Test Result

Based on the results of the heteroscedasticity test in the image, it shows the characteristics that there is no heteroscedasticity, including: data points are spread above and below or around the number 0, the points do not only gather above or below, thus it is assumed that heteroscedasticity is met.

Table 3. Correlation Coefficient Test (R) and Determination (R^2) Result

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	95.253	3	31.751	13.879	< .001 ^b
	Residual	70.978	31	.2288		
	Total	166.171	34			

Based on the above data that the coefficient of determination shown by R Square is 13,879 which is far greater than the value of F table 2.91, with a very low p-value (<0.001). This indicates that the zero hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted, which means that at least one of the independent variables has a significant effect on the dependent variable.

Table 4. Multiple Linear Regression Analysis Result

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.939	3.058		2.263	.031
	Compensation	.169	.156	.130	1.084	.287
	work environment	.585	.147	.474	3.980	<.001
	motivation	-.444	.094	-.564	-4.735	<.001

a. Dependent Variable: Y

In this regression model, when compensation, work environment, and motivation are at zero, the teacher's performance is at the starting point of 7,939. The increase in compensation has the potential to improve teacher performance by 0.169, but this influence is not statistically significant. Improved work environment significantly improve teacher performance by 0.585 for each increase. Conversely, increased motivation actually decreases teacher performance by 0.444. Overall, the work environment and motivation are significant predictors for teacher performance, with the work environment contributing positively and negative motivation. Compensation variables do not show the significant effects of organizations or individuals who want to influence teacher performance should focus on the management of the work environment and the dynamics of motivation rather than just compensation.

Table 5. Statistical Test (T) Result

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.939	3.058		2.263	.031
	Compensation	.169	.156	.130	1.084	.287
	work environment	.585	.147	.474	3.980	<.001
	motivation	-.444	.094	-.564	-4.735	<.001

a. Dependent Variable: Y

With a significant value $\alpha = 0.05$ ($0.05/2 = 0.025$) $df = n-k$ ($35-3 = 31$) so that t table (2,039) is obtained. Based on the results of the analysis, it can be concluded that compensation has no significant effect on the dependent variable because the value of t count is 1,084 and p-value 0.287, which shows there is no sufficient evidence to reject the zero hypothesis. Conversely, the work environment and motivation have a significant effect on the dependent variable, with the value of t count of 3,980 and -4,735 and P-value less than 0.001, which means the null hypothesis is rejected for the two variables. Thus, only compensation does not show significant effects, while the work environment and motivation have a significant effect on teacher performance.

Table 6. Statistical Test (F) Result

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	95.253	3	31.751	13.879	< .001 ^b
	Residual	70.978	31	.2288		
	Total	166.171	34			

Based on the results of the F test, the calculated F value is 13,879 which is much larger than the F table value of 2.91, with a very low p-value (<0.001). This indicates that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted, which means that at least one of the independent variables has a significant effect on the dependent variable (Y). Thus, the multiple linear regression model built using the three independent variables is proven to be significant and effective in explaining variations in the data and predicting the Y value.

Discussion

The study on the influence of compensation, work environment, and motivation on teacher performance has yielded diverse findings. Several studies suggest that compensation does not always have a significant effect on teacher performance. For instance, research by Julaeha (2020) found that compensation did not significantly impact teacher performance at SD Masjid Syuhada Kotabaru. Similarly, Arianto (2013) reported that compensation did not significantly affect the performance of teaching staff. However, other studies have presented contrasting results. Mustari (2013) found that compensation had a significant impact on teacher performance, while a study conducted in Bangkinang District showed a strong relationship between compensation and high school teacher performance. These differing outcomes may be attributed to contextual variations, such as teacher employment status, education level, or geographical location.

Regarding the work environment, numerous studies indicate a significant positive influence on teacher performance. Choiriyah (2020) reported that the work environment contributed 74.6% to teacher performance at SMK Pawyatan Daha I Kediri. A study in North Prabumulih District also confirmed that the work environment significantly affected the performance of middle school teachers. However, not all studies produced consistent findings. Iskandar (2018) discovered that the work environment did not significantly impact teacher performance at Madrasah Pembangunan UIN Jakarta. These differences may stem from variations in physical and non-physical workplace conditions across institutions.

As for motivation, most studies highlight its positive influence on teacher performance. Research by Choiriyah (2020) showed that motivation significantly contributed to teacher performance at SMK Pawyatan Daha I Kediri. Likewise, Iskandar (2018) found that motivation had a significant effect on teacher performance at Madrasah Pembangunan UIN Jakarta. However, some studies suggest that while motivation has a positive influence, its effect is not always significant. Julaeha (2020) found that motivation significantly affected teacher performance at SD Masjid Syuhada Kotabaru. These discrepancies may be due to variations in individual motivation levels, organizational culture, or external factors influencing teacher performance.

Overall, these studies affirm that a conducive work environment and high motivation levels tend to enhance teacher performance, while the effect of compensation remains inconclusive. Therefore, educational institutions must consider these factors holistically when striving to improve teacher performance.

Conclusion, Implication, and Recommendation

This study concludes that work environment and motivation significantly affect the dependent variable, based on the t-test with p-value <0.001 . Compensation is not significant because the p-value is 0.287. The F-test shows that together, the independent variables significantly affect the dependent variable (F count 13.879, p-value <0.001). Improving the work environment and motivation is important for better results, and the regression model effectively explains the relationship between the variables.

This study strengthens the theory that work environment and work motivation are significant in influencing employee performance. This finding supports previous research, indicating that a good work environment can increase motivation and, in turn, improve performance. In addition, this study underlines the role of work environment and motivation as triggers for employee job satisfaction⁶. These results also pave the way for further research on how these factors interact and influence. Companies must improve the work environment, improve motivation programs, and strengthen work discipline to achieve better employee performance. A conducive work environment and high motivation have a significant positive impact on improving employee performance. This study emphasizes the importance of focusing on improving the work environment and motivation to achieve better results, because these two factors have been proven to have a significant contribution. Companies are advised to develop an effective motivation program to encourage employees to work harder and more enthusiastically to achieve maximum results. Providing rewards and awards as appreciation for teacher performance achievements can increase motivation. These findings can be used as a reference by institutions in increasing employee work motivation by creating a work environment that provides comfort and safety in working.

This research is expected to provide significant benefits for researchers, help apply knowledge from lectures to real practice and improve professional competence in the workplace. Nurul Ulum Ngampon Foundation needs to increase attention to teacher compensation and create a conducive work environment so that teachers are motivated to give their best performance. Maintain and improve the quality of teaching. This research can be a reference for further research on the influence of compensation, work environment, and motivation on teacher performance, by adding relevant variables for a more comprehensive picture.

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