

The Effect of Compensation on Teacher Performance at Muhammadiyah Elementary School 12 Pamulang

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Abstrak

This study aims to determine the effect of compensation on teacher performance at Muhammadiyah 12 Elementary School, Pamulang. This study aims to determine the extent of compensation's influence on teacher performance at Muhammadiyah 12 Elementary School, Pamulang. This quantitative study used a questionnaire as the data collection method. The sampling technique used a census or total sampling of 65 respondents. The data analysis method used simple linear regression analysis with IBM SPSS 29. The results of this study indicate that compensation has an effect on teacher performance. This is evidenced by the results of the simple linear regression analysis, which yielded a figure of 51.3% and the remaining 48.7%. If the compensation received is in accordance with the job description, teacher performance will improve, and conversely, if the compensation is not in accordance, teacher performance will decline. The magnitude of the effect of compensation on teacher performance is 51.3%. This is evidenced by the results of the coefficient of determination.

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1. INTRODUCTION

The Indonesian education system encompasses primary, secondary, and tertiary education. Primary education consists of six years of elementary school (SD) and three years of junior high school (SMP). Secondary education consists of three years of senior high school (SMA) or vocational high school (SMK). Higher education encompasses colleges and universities (FKIP UMSU, 2023). Education in Indonesia is considered crucial for the country's social, economic, and cultural development. With the active participation of the government, educational institutions, the community, and families, it is hoped that the Indonesian education system will continue to develop and provide equitable opportunities for all citizens to receive a quality education (Zamhari, Noviani, & Zainuddin, 2023). Education is considered capable of realizing the Indonesian nation's efforts to achieve its goal of educating the nation. Through education, human potential can be developed, and this potential can be developed through the learning process. Education can improve the quality of human resources. The focus of education is to shape individuals who have good personalities, empathy towards others, and can adapt to societal values (Irawan, Handayani, Sujatna, & Dwi, 2023).

A foundation is an organization or legal entity that has goals and objectives where these goals are social (Briliarto, Probosari, & Rahmawati, 2020), the Muhammadiyah Regional Leadership Foundation (PDM) is a part of the Muhammadiyah organization that operates in the field of education. One of the schools under the Muhammadiyah regional leadership foundation is Muhammadiyah 12 Pamulang Elementary School. Muhammadiyah 12 Pamulang Elementary School is a development of the charitable efforts of the Muhammadiyah Branch Leadership of Setiabudi Karet, South Jakarta. Muhammadiyah 12 Elementary School was founded in 1991. And currently Muhammadiyah 12 Pamulang Elementary School is quite well developed because the public's enthusiasm and trust are very good for the existence of Muhammadiyah 12

Pamulang Elementary School. This school has many extracurricular activities including Hizbul Wathan, table tennis, robotics, badminton, tapak suci, editing, basketball, theater, archery, dance. To be able to compete with similar schools and the sustainability of the school, teacher performance has an important role for the school (Erga & Dani, 2023). Teacher performance is a description of the level of teacher ability in achieving the implementation of established goals and standards. (Haque, Kenayathulla, Subramaniam, & Islam, 2020).

The quality of teacher performance can be reviewed in terms of process and results. Teachers can be said to be successful in terms of process if they are able to actively involve most students, both physically, mentally, and socially in the learning process. Teachers are successful in terms of results if the learning provided is able to change the behavior of most students towards better mastery of basic competencies (Trirahayu & Kurniawati, 2019). Based on the results of interviews with Mr. Didin as the vice principal of curriculum and human resources, the problem at Muhammadiyah 12 Pamulang Elementary School is less than optimal performance. There are still teachers who violate discipline by coming to school late to class. There are problems in implementing four teacher competencies, namely pedagogical competence, personality competence, social competence, and professional competence, which affect performance. There are still teachers who have difficulty adapting pedagogy (understanding the level of intelligence and characteristics of students, mastering learning theories and principles of learning, implementing and managing the learning process in a conducive and systematic manner, designing and evaluating learning, developing students' potential academically and non-academically, being able to communicate effectively with students to create a conducive learning atmosphere and build positive relationships) as well as providing compensation based on length of service, education or performance assessment.

One factor influencing teacher performance is compensation. Compensation is something a person receives based on the results of their work (Alonso & Yarza, 2022). Teachers are a school's primary resource and a key factor in its success. Teachers' willingness to remain employed at a school depends on the compensation provided (Aliu, Oguntade, Chimsunum, Adeoye, & Riskat, 2024). The relationship between compensation and performance is reward *causes satisfaction and performance* (rewards or compensation result in performance and satisfaction). Compensation has a positive and significant effect on teacher performance, meaning that performance improvement is influenced by changes in compensation provided. The higher the compensation given to teachers, the higher their performance (Kartikaningrum & Nugraheni, 2020). The GAP in this study is supported by Zhang, Jin, Si (2022) with research results that compensation has a positive and significant effect on teacher performance. However, this study differs from Muazza (2022) who found that compensation has no effect on teacher performance. Based on the description above, the title of this study is The Effect of Compensation on Teacher Performance at Muhammadiyah 12 Pamulang Elementary School.

2. RESEARCH METHOD

The type of research used in this study is quantitative research. According to (Creswell, 2020), quantitative research is research to predict the presence or absence of influence between variables through statistical data analysis. The sampling technique uses a census or total sampling where the population is sampled. The data collection technique uses a questionnaire. A questionnaire is a data collection technique carried out by providing a set of written questions or statements to respondents to answer (Sugiyono, 2022). In this study, the questionnaire was measured using a Likert scale climax, namely strongly disagree, disagree, somewhat agree, agree, strongly agree. The instrument validity technique uses a validity test to determine the accuracy of the questionnaire and a reliability test is used to determine the consistency of the questionnaire. A normality test is also used to determine whether the data is normal or not. The data analysis technique uses simple linear regression analysis.

3. RESULTS AND DISCUSSION

The profile of respondents in this study is that the majority of respondents are female, the majority of respondents are over 39 years old, the majority of respondents have worked for 21-25 years, and the majority of respondents are GTP (Permanent Teacher) teachers. The results of the teacher performance validity test have a calculated r value of > 0.3 , meaning teacher performance is valid. Compensation has a value of Cronbach's α $0.879 > 0.6$ then the compensation is reliable and good

Simple linear regression analysis is used to determine whether one independent variable influence one dependent variable (Priyastama, 2020). The following is the equation for simple linear regression analysis.

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	15.895	3.892		4.084
	KM	.666	.082	.716	8.144

a. Dependent Variable: KG

Figure 1 Simple Linear Regression Equation

The following is a simple linear regression equation.

$$Y = 15.895 + 0.666x$$

The meaning of the simple linear regression analysis equation is as follows:

- 1) Mark *constant* (a) is 15,895. This can be interpreted that if the compensation value is 0 then the teacher's performance is worth 15,895.
- 2) The simple regression coefficient value of the compensation variable (b) is positive at 0.666, this can be interpreted as meaning that every 1 unit increase in compensation will increase teacher performance by 0.666 units, assuming that other independent variables remain constant.

According to Riyanto & Hatmawan (2020), the t-test aims to test whether there is a significant influence between the independent variable and the dependent variable. The basis for decision making.

- 1) If $t_{count} \geq t_{table}$ and $sig < 0.05$ then H_0 is rejected and H_a is accepted.
- 2) If $t_{hitung} < t_{tabel}$ and $sig > 0.05$ then H_0 is accepted and H_a is rejected.

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	15.895	3.892		4.084
	KM	.666	.082	.716	8.144

a. Dependent Variable: KG

Figure 2 Simple Linear Regression Equation

It is known

$$t_{hitung} = 8.320$$

$$sig = 0.001$$

$$t_{table} = 1.990$$

Based on table 4.36, it can be seen that the calculated t value ($8.144 > t$ table (1.990)) and sig ($0.001 < 0.05$), so H_0 is rejected and H_a is accepted, which means that compensation has a significant effect on teacher performance.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.716 ^a	.513	.505	3.141

a. Predictors: (Constant), KM

Figure 3 Simple Linear Regression Equation

Based on Figure 3, the r square value of 0.513 can be interpreted that the magnitude of the influence of compensation on teacher performance is $0.513 \times 100\% = 51.3\%$ and the remaining $100\% - 51.3\% = 48.7\%$ is influenced by other variables that are not explained in this study.

Interpretation of Research Results

Based on the results of the respondent profile, it can be concluded that the majority of respondents are female, aged over 39 years, with a working period of 21-25 years and the status of GTP (Permanent Teacher). Based on the results of the validity test, it was found that teacher compensation and performance had an r -value above 0.30, so it is valid and the value of r -value is 0.30. *cronbach alpha* greater than 0.60, then compensation and teacher performance are reliable. The normality test shows that the data is normally distributed, and the correlation analysis shows that compensation has a high and positive relationship with teacher performance. If the compensation received is in accordance with the job description, teacher performance will increase, and conversely, if the compensation is not appropriate, teacher performance will decrease.

The simple linear regression analysis equation $Y = 15.895 + 0.666 X$. The meaning of the simple linear regression analysis equation is as follows: *contant* (a) is 15,895. This can be interpreted that if the compensation value is 0 then the teacher's performance is worth 15,895. The simple regression coefficient value of the compensation variable (b) is positive at 0.666, this can be interpreted that every increase in compensation by 1 unit will increase teacher performance by 0.666 units assuming that other independent variables remain constant. The value of *r-square* was 0.513 can be interpreted as the magnitude of the influence of compensation on teacher performance is $0.513 \times 100\% = 51.3\%$ and the remaining $100\% - 51.3\% = 48.7\%$ is influenced by other variables not explained in this study. The calculated t value (8.144) > t table (1.990) and sig (0.001) < 0.05 then H_0 is rejected H_a is accepted which means compensation has a significant effect on teacher performance.

Based on the descriptive statistics, the highest mean score was in KM10, at 4.46, meaning "I can use school facilities." The majority of respondents agreed that they could use school facilities. The lowest mean score was in KM3, at 4.02, meaning "I get a bonus." The majority of respondents disagreed with teachers receiving bonuses. It is recommended that principals provide bonuses to teachers in several ways, such as providing additional honorariums and career development opportunities for high-achieving teachers.

Based on the descriptive statistics of teacher performance, the highest average or mean value is in KG11 at 4.46, namely I complete administrative tasks (assessments, reports) on time. In this case, the majority of respondents agree to follow administrative tasks on time. While the lowest mean is in KG7 at 4.18, namely I actively participate in the development of the curriculum or school program. In this case, the majority of respondents do not agree to actively participate in the development of the school curriculum. It can be suggested that the principal create a collaborative school environment by providing opportunities for teachers to develop themselves and facilitate effective communication such as teachers being invited to discussions and given training so that teachers can develop the existing curriculum in the school.

This research is supported by Zhang, Jin, & Si (2022). Compensation has a positive and significant effect. The provision of appropriate compensation can improve teacher teaching performance to help students achieve better academic results. Teachers who receive inadequate compensation will experience a learning process that will not run well without the role of the teacher, because this compensation is very important in fostering enthusiasm in working towards teachers, so that teachers are expected to be able to meet the competency qualifications expected in the world of education as learning agents. Seeing the condition of teachers who are important in national education, of course, teacher performance is one of the benchmarks in determining whether teachers are good or not in carrying out their duties. If teachers have good performance, teachers will carry out their duties and roles well.

3. CONCLUSIONS

The conclusions in this study are as follows:

1. Compensation has a positive effect on teacher performance. This indicates that if the compensation received aligns with the job description, teacher performance will improve. Conversely, if compensation does not align, teacher performance will decline.
2. Compensation influences teacher performance by 51.3% and the remaining 48.7% is influenced by other variables not explained in this study.

Suggestion

The suggestions in this research are as follows:

1. The principal provides bonuses to teachers in several ways, such as providing additional honorariums and career development opportunities to high-achieving teachers.
2. The principal creates a collaborative school environment by providing opportunities for teachers to develop themselves and facilitating effective communication, such as inviting teachers to discussions and providing training so that teachers can develop the existing curriculum at the school.
3. For further research, it is hoped that other variables besides compensation will be added to further determine the factors that influence teacher performance, such as motivation, discipline, competence, and work environment.
4. Adding research samples because in this study only had a sample of 65 respondents.

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