

Improving on Teacher Performance, Work Motivation and Compensation at the Public Elementary Schools

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Abstract. The purpose of this study was to analyze the effect of work motivation on teacher performance, the effect of compensation on teacher performance, and the influence of work motivation and compensation in multiple ways on teacher performance. This research was conducted at the State Elementary Schools in Tayu District, Pati Regency. This research used method of quantitative research through correlation. The number of samples in this study was 144 respondents. It distributed questionnaire to the teachers for data collection technique. The data analysis test used validity, reliability, classic assumption tests and multiple linear tests which were processed using IBM SPSS 24. The results showed that: (1) Work motivation (X1) is proven to have a significant effect on teacher performance in Public Elementary Schools in Tayu District, Pati Regency. (2) Compensation (X2) is proven to have a significant effect on teacher performance in Public Elementary Schools in Tayu District, Pati Regency. (3) Work motivation and compensation simultaneously proved to have a significant effect on teacher performance in Public Elementary Schools in Tayu District, Pati Regency of 81,5%.

1. Introduction

Education is the human interaction as the role of human development. It is a continuous process that is always faced with problems of human resource development (HR). According to Government Regulation (PP) Number 19years 2005 concerning National Education Standards, all schools in Indonesia are directed to be able providing education that meets national standards. In line with those things, it can be seen that the school and stakeholders must carry out their duties and responsibilities for the determination of the accreditation standard. School resources that are very important in developing the quality of schools are teachers, where a teacher has a very large task and role to optimize the potential of students [1].

Teacher performance as a set of tangible behaviors is shown by the teacher when he provides learning to students. According to Law of the Indonesia number 14 years 2005 concerning Teachers and Lecturers, in chapter 1 article 1 mentioned the reasons that:"Teachers are professional educators with the main task of educating, teaching, guiding, training, training, assessing and studying students in early childhood formal education, primary education, and secondary education" [2]. Teachers are expected to have good performance in carrying out their duties at school to improve the quality of education, both individually and in groups. Teacher performance in schools has an important role in recording school goals. Teacher performance is the ability of a teacher to carry out the learning process in the classroom in accordance with predetermined goals [3].

A teacher can improve his performance if he has high motivation. Teachers who have high

motivation will carry out tasks with enthusiasm because they have certain goals behind the action. Motivation is the driving factor that gives the teachers strength to be willing and willing to work hard. Motivation can also affect a teacher's performance. Motivation is the power that directs or channels motives for purposeful behavior. Motivation that a person has is a potential, where someone is not necessarily willing to mobilize all of his potential to achieve optimal results, so there is still a need for an employee to work in accordance with the wishes of the organization [4]. Providing the right motivation will encourage teachers to change their behavior to grow and develop in achieving their success at work. The phenomenon that occurs in public elementary schools is that teachers are lacking in motivation given by leaders and colleagues, this is indicated by the lack of teacher participation in increasing creativity and the achievement of teachers' improvement in the implementation of learning and in completing school assignments. Cooperation between teachers and leaders is not precise and not optimal. So, the teachers feel only responsible for completing their duties as a teacher in the class. This happens because teachers lack motivation and encouragement to change their behavior to grow and develop in achieving their success in creativity and increase their performance.

Giving the right motivation will encourage teachers to change their behavior. It will grow and develop in achieving their success at work. This is consistent with previous research which states that there is a significant positive effect between work motivation and teacher performance [5]. The results of other studies indicate that work motivation has no effect on the performance of teachers and education personnel. This means that there is not enough evidence that work motivation affects teacher performance [6]. Even though teachers have good work motivation, this does not have a significant effect or only has a small effect on improving their performance.

The teacher is the one of education personnel that has a role as a determining factor for the success of organizational goals to other education personnel, because the teacher directly interacts with students. Another effort to improve performance can be done by providing compensation. Compensation is a counter-achievement used by labor or services that have been provided by personnel [7]. Compensation is one of the reasons and strong motives for employees to do a job because it involves an important thing, namely the fulfillment of life's needs. The compensation provided can be in the form of salary, rewards and allowances.

The current phenomenon occurs when the compensation received by teachers in return for services. It has not been able to improve teacher performance, which has an impact on the level of teaching performance of the teacher. Giving salaries to ASN and non ASN is definitely different, especially now that there are still many teachers who are not permanent teachers (GTT) so that the salary they get is still less than sufficient to meet their needs, and even it is based on the school's ability to pay them. A few of them received regional honoraria because they had to meet the criteria provided by the government. The allowances that have been obtained have not fully been able to change teachers in improving their performance, especially for ASN. Teachers who are able to improve school performance will receive a reward in the form of additional salaries, and not all schools apply the same thing. This result of performance produced by the teacher is not optimal because of the inaccurate compensation. Compensation given to teachers is one of the factors in improving teacher performance. Previous research has stated that teacher compensation is strong enough based on several aspects and has an effect on teacher teaching performance [8]. In contrast to the results of other studies which state that compensation does not directly affect employee performance [9]. Employee performance is not affected by regular compensation increases because the most important thing for employees is that they can get a job. Compensation for employees is usually given every month in the form of financial and non-financial compensation. Compensation received by employees outside of salary includes holiday allowances, holiday gifts, sickness and recreation expenses claim. Even though the compensation given is quite a lot, the employee's performance is not affected because the employees already feel that the compensation is a right that they deserve.

The phenomenon obtained from the results of these observations can be concluded that the level of teacher performance is still low. Then, it also implies that the management of the teaching and learning process, teacher self-development and teaching performance still needs to be improved. Coaching and supervision of teachers must be carried out continuously. Motivation and compensation received by teachers in return for services have not been able to improve teacher performance, which it has an

impact on the level of teaching performance of the teacher. So, it is necessary in conducting research to determine the effect of motivation and compensation on teacher performance at the Public Elementary School in Tayu District. This is supported by previous research that teacher compensation is strong enough to refer to several aspects and affects the teaching performance of teachers, through compensation. Then, the teacher work motivation has a strong influence on changes in teacher teaching performance, both directly and indirectly [8]. The other research results showed that compensation has a positive and significant effect on motivation and motivation does not mediate the effect of compensation on employee performance [10]. The objectives of this study are as follows: 1) To analyze the effect of work motivation on teacher performance at the Public Elementary School in Tayu District. 2) Analyzing the effect of compensation on teacher performance at the Public Elementary School in Tayu District. 3) To analyze the influence of motivation and compensation in multiple ways on teacher performance at the Public Elementary School in Tayu District.

Literature Review

1. Motivation

Motivation is the power that directs or channels motives for purposeful behavior [4]. Another opinion states that work motivation is the provision of a driving force that creates a person's enthusiasm for work so that they are willing to cooperate, work effectively, and are integrated with all their efforts to achieve satisfaction [11]. It can be concluded that work motivation is the drive, effort and desire within oneself to increase achievement, love their work, which is supported by a comfortable work place and work atmosphere so that employees will become active in carrying out their duties and responsibilities in the scope of work.

Work motivation has several objectives in its implementation, where motivation goals describe an individual who is effective and efficient, there are several motivational goals, namely: 1) Increase employee morale and job satisfaction, 2) Increase employee work productivity, 3) Maintain the stability of company employees, 4) Increasing employee discipline, 5) Making employee procurement effective, 6) Creating a good working atmosphere and relationship, 7) Increasing employee loyalty, creativity and participation, 8) Increasing the level of employee welfare, 9) Enhancing employee's sense of responsibility for their duties, 10) Increasing the efficiency of the use of tools and raw materials [11].

Indicators to measure motivation, such as: 1) Dimension of need for achievement, this dimension is measured by two indicators, such as developing creativity and enthusiasm for high achievement. 2) Dimension of need for affiliation, this dimension is measured by four indicators, such as the need to feel accepted by other people in the environment where they live and work (sense of belonging), the need for feelings of respect, because every human being feels that they are important (sense of importance), the need for a feeling of progress and not failing (a sense of achievement), and the need for a sense of participation. 3) Dimension of the need for power, this dimension is measured by two indicators, namely having the best position and mobilizing the ability to achieve power [11].

2. Compensation

Compensation is a counter-achievement through the use of labor or services provided by workers [7]. Another opinion states that compensation is income in the form of money, direct goods, or indirect (promotion) received by employees in return for services rendered [11]. It can be concluded that compensation is what an employer/employee/worker receives as a substitute for their service contribution. Indicators to measure compensation are: 1) Wages and Salaries, 2) Intensive, 3) Rewards, and 4) Allowances [11].

3. Teacher Performance

Teacher performance is the ability of a teacher to carry out the learning process in the classroom in accordance with predetermined goals [3]. In relation to teacher performance, this can be seen from the duties and responsibilities of the teacher, namely: 1) In the teaching and learning process the teacher has followed the educational standards currently used, namely using KTSP and the 2013 Curriculum, 2) The teacher is disciplined in carrying out their duties as educators, 3) The teacher has motivated students to study more actively. 4) The teacher also uses learning strategies, the use of media and learning resources, and 5) The teacher has arranged an orderly administration [7]. It can be concluded that performance is work performance or good work results from the quality and quantity achieved by

the time period employees of the association in carrying out their work duties in accordance with the responsibilities assigned to them. Indicators to measure teacher performance variables, namely: 1) Quality of work, 2) Quantity, 3) Responsibility, and 4) Cooperation [12].

2. Research Method

The research method used in this research is quantitative using a correlation method. The data collection technique used is a closed questionnaire with the instrument in the form of questions given to respondents. The research was aimed at ASN and non ASN teachers conducted at the Public Elementary School in Tayu District. The population in the study was 224 teachers, the sample was determined using the Slovin formula, so that the research sample was obtained with a total of 144 teachers as the research sample.

3. Results and Discussion

The samples of respondents of this study were 79 ASN teachers (54.9%) of State Elementary Schools in Tayu District, and 65 teachers (45.1%) with status of Non ASN employer. Respondents were 43 male teachers (29.9%), and 101 female teachers (70.1%). The results of respondents' responses to the work motivation variable obtained an average value of 4.05, which means that most respondents gave agreed answers to the work motivation variable. Most of the respondents agreed that they received constructive criticism from school principals and fellow teachers. The results of respondents' responses to the compensation variable obtained an average value of 4.01, which means that most respondents gave agreed answers to the compensation variable. Most of the respondents agreed that teachers were rewarded with praise for their work performance. The results of the respondents' responses to the teacher performance variable obtained an average value of 4.02, which means that most respondents gave agreed answers to the teacher performance variables. Most of the respondents agreed that the teacher's performance was satisfactory.

Linear Regression Test

Table 1. The result of the Linear Regression Test Output

Coefficients ^a		Unstandardized Coefficients		Standardized Coefficients		Co linearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	VIF
1	(Constant)	-4.717	3.224		-1.463	0.146	
	Motivation	0.754	0.062	0.629	12.116	0.000	0.611
	Compensation	0.558	0.087	0.333	6.405	0.000	0.611

a. Dependent Variable: Teacher Performance

The result of linear regression test showed table 1 that the constant value (α) is -4,717; it means that without the influence of the three independent variables, the teacher performance variable (Y) has a value of -4,717. The motivation regression coefficient (X_1) of 0.754 states that every time there is an increase in motivation (X_1) one unit will increase teacher performance by 0.754 without being influenced by other variables. The compensation regression coefficient (X_2) of 0, 558 states that every increase in compensation (X_2) one unit will increase teacher performance by 0.558 without being influenced by other variables.

Partial Hypothesis Test (T-test)

$$Seet_{table} = (\alpha/2; n - k - 1) = (0,05/2; 144 - 2 - 1) = 0,025; 141 = 1.977$$

The results of T-test in table 1 showed that the first hypothesis has significance value for the effect of X_1 through Y is equal to $0.000 < 0.05$ and the value of $t_{count} 12,116 > t_{table} 1.977$, so it can be concluded that H_1 is accepted, which means there is an effect of work motivation (X_1) through teacher

performance (Y). The second hypothesis, the significance value for the effect of (X₂) through (Y) is equal to 0.000 < 0.05 and the value of $t_{\text{count}} 6.405 > t_{\text{table}} 1.977$, so it can be concluded that H₂ is accepted, which means there is an effect of compensation (X₂) through teacher performance (Y).

Double Regression (F-test)

Table 2. The result of F-test Output

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	4984.671	2	2492.336	232.910	.000 ^b
	Residual	1508.822	141	10.701		
	Total	6493.493	143			
a. Dependent Variable: Kinerja Guru						
b. Predictors: (Constant), Compensation, Motivation						

See F_{table} (table 2)

$$F_{\text{table}} = (k; n - k) = (2; 144 - 2) = (2; 142) = 3,06$$

It is showed table 2 that the significance value for the effect of work motivation (X₁) and compensation (X₂) through teacher performance (Y) is equal to 0.000 < 0.05 and the value of $f_{\text{count}} 232,91 > f_{\text{table}} 3,06$, so it can be concluded that H₃ is accepted, which means work motivation (X₁) and compensation (X₂) have a simultaneous influence on teacher performance (Y).

Determination Coefficient (R²)

Table 3. The Result of Determination Coefficient Output (R²)

Summary ^b Model					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.876 ^a	0.768	0.764	3.271	1.507
a. Predictors: (Constant), Compensation, Motivation					
b. Dependent Variable: Teacher Performance					

Based on the output above, it is showed that the R Square value is 0,768; it means that the effect of work motivation variables (X₁) and compensation variables (X₂) simultaneously through the variable of teacher performance (Y) is 76.8%.

Based on the results of data processing, it shows that work motivation has a significant effect through teacher performance at the Public Elementary School in Tayu District, Pati Regency. The results of respondents' responses to the work motivation variable obtained an average value of 4.05, which means that most respondents gave agreed responds to the work motivation variable. Most of the respondents agreed that they received constructive criticism from school principals and fellow teachers.

Significant value for the effect of X₂ on Y is equal to 0.000 < 0.05 and the value of $t_{\text{count}} 12,116 > t_{\text{table}} 1,977$, so it can be concluded that H₁ is accepted, which means there is an effect of work motivation (X₁) through teacher performance (Y). The results of the regression coefficient, the work motivation variable (X₁) has an influence on teacher performance of 0.754, which states that every time there is an increase in motivation (X₁) one unit will increase teacher performance by 0.754 without being influenced by other variables. The work motivation is good, thus the teacher's performance at the Public Elementary School in Tayu District, Pati Regency also will be good.

This study supports previous research which states that work motivation has a significant effect on teacher performance [13]. The results of this study contradict the results of other studies which state that work motivation has no effect on the teachers' performance and education personnel [6].

Based on the results of data processing, it shows that compensation has a significant effect on teacher

performance at the Public Elementary School in Tayu District, Pati Regency. The results of respondents' responses to the compensation variable obtained an average value of 4.01, which means that most respondents gave agreed answers to the compensation variable. Most of the respondents agreed that teachers were rewarded with praise for their work performance.

The significance value for the effect of X_2 through Y is equal to $0.000 < 0.05$ and the value of $t_{count} 6,405 > t_{table} 1,977$, so it can be concluded that H_2 is accepted, which means that there is an effect of compensation (X_2) on teacher performance (Y). The results of the regression coefficient, the compensation variable (X_2) has an effect on teacher performance of 0.558, which states that every increase in compensation (X_2) will increase teacher performance by 0.558 without being influenced by other variables. The better the work compensation, it will increase the teacher's performance at the Public Elementary School in Tayu District, Pati Regency. This study supports previous research which states that compensation has a significant effect on teacher performance [14].

Based on the results of data processing, it shows that work motivation and compensation have a simultaneous effect on teacher performance. Sig. value for the effect of work motivation (X_1) and compensation (X_2) on teacher performance (Y) is $0.000 < 0.05$ and the value of $f_{count} 232,91 > f_{table} 3,06$, so it can be concluded that H_3 is accepted which means work motivation (X_1) and compensation (X_2) there is a simultaneous influence on teacher performance (Y). The value of R Square is 0.768, this means that the effect of work motivation (X_1) and compensation (X_2) variables simultaneously on the teacher performance variable (Y) is 76.8%. These results support previous research which shows a positive and significant influence between compensation on employee performance, the variable that has the dominant effect is compensation [15].

Based on the results of this study, the highest score on the motivation variable is the indicator of exerting the ability to achieve power. It is namely accepting constructive criticism from the principal and fellow teachers. The highest score on the compensation variable is found in the award indicator, namely the teacher is given a praise award for his work performance. The highest score on the teacher performance variable is found in the quality indicator of reward work, namely satisfactory teacher achievement.

4. Conclusion

Based on the results of research and the basis of hypothesis testing, the overall thesis writing conclusions: Work motivation is proven to have a positive and significant effect on teacher performance at the Public Elementary School in Tayu District, Pati Regency; Work compensation is proven to have a positive and significant effect on teacher performance at the Public Elementary School in Tayu District, Pati Regency and Motivation and work compensation are simultaneously proven to have a significant effect on teacher performance at the Public Elementary School in Tayu District, Pati Regency, amounting to 76.8%.

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