

The effect of competence and compensation on teacher performance

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ABSTRACT: Teacher performance is one of the most important factors in improving the quality of education, hence finding factors that can significantly affect performance is very important. The purpose of this study is to determine the effect of compensation and competence on teacher performance in State Islamic Junior High School 2 Probolinggo, East Java, Indonesia. This study used a quantitative approach with an associative type of research. Simple random sampling is used as a sampling technique. Data collection techniques use questionnaires. Multiple linear regression tests are used to analyze the data. The results showed that there was a simultaneous effect of compensation and competence on teacher performance, but partially only teacher competence had an influence while teacher compensation did not affect teacher performance. It can be concluded that to maximize teacher performance, the competence and compensation factors must be considered. The conclusion of this study is that teacher competence has the greatest impact in influencing teacher performance.

Keywords: quality of education, teacher compensation, teacher competence

1 INTRODUCTION

Improving the quality of education as well as human resources has become an immense challenge for Indonesians in the era of Society 5.0. The improved quality of both education and human resources are believed to be keys to successful education (Johar *et al.* 2019). Furthermore, one way to observe the success of a national educational system is through teacher performance, as explained by Zahroh *et al.* (2021), who state that teachers have an important role in determining the success of education to develop quality human resources and the quality of education (Habibi *et al.* 2018), particularly on young Indonesians, in which they could be expected as smart and capable generations who can deal with future challenges. In an educational institution, teachers play the central roles whose main function is to improve the quality of education (Jones *et al.* 2006). The better their performance, the better the quality of graduates and the achievement of national educational goals (Sasmito *et al.* 2020). Teacher performance can be influenced by internal and external factors (Muazza 2021; Selasih 2019; Witari and Manuaba 2021). Teachers who have these factors will affect their performance better.

One of the internal factors that can affect teacher performance is competence. Teacher competence is a fundamental ability that every teacher should own (Hakim 2015). Such competence encompasses several aspects, among others values, attitudes, skills, knowledge, and critical understanding (Lenz *et al.* 2022; Pineda-Alfonso *et al.* 2018). Teachers are required to master four competencies namely pedagogical competence, personal competence, social competence, and professional competence. While competence is key to performance, the competencies implemented while performing the duties must follow the expected standard performance, and without competence, teachers will not be able to improve their

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performances (Rahmatullah 2016). The effect of competence on teacher performance has been shown in several studies. But in certain situations, other external factors also influence teacher performance.

Another factor that can affect teacher performance is compensation (external factors) (Witari and Manuaba 2021). According Matriadi *et al.* (2019) explained that compensation is equally important because it directly links to the prosperity and welfare of a teacher that will affect their performance. Additionally, Gary (2019) states that compensation consists of two components, namely (1) direct cash payments in the form of salaries and incentives, and (2) indirect payments in the form of allowances and insurance. Compensation has three dimensions, namely the dimensions of direct financial compensation, the dimensions of indirect financial compensation, and the dimensions of non-financial compensation (Bahtiar and Sudaryana 2020; Vance and Paik 2015). Compensation is very important to improve performance because it is a source of income for teachers and their families and has a psychological impact on teachers in carrying out their duties as educators, for example in increasing morale (Sofi'i *et al.* 2022). The purpose of compensation is as a bond of cooperation, job satisfaction, effective procurement, motivation, employee stabilization, and discipline (Hasibuan 2017). Although compensation is an external factor that generally does not rank at the top in influencing performance, compensation is a very easy factor in influencing the calm and work motivation of teachers which will ultimately affect performance (Hidayatullah 2018).

Madrasah Tsanawiyah Negeri 2 Probolinggo, East Java, Indonesia is one of the educational institutions that has human resources, namely teachers who are quite competent and professional in their fields. There are about 35 teachers with the status of Civil Servants (PNS/Pegawai Negeri Sipil) and 20 teachers with the status of Non-Civil Servants (Non-PNS/Non-Pegawai Negeri Sipil). The difference in status results in differences in the amount of compensation received, where teachers who are civil servants have higher salaries. Even so, based on the observations in Madrasah Tsanawiyah Negeri 2 Probolinggo, East Java, Indonesia is one of the most favorite schools in Probolinggo, Indonesia. Therefore, it is necessary to study more deeply the influence of competence and compensation on teacher performance at Madrasah Tsanawiyah Negeri 2 Probolinggo, East Java, Indonesia which is known as the community's favorite school. In essence, a quality school is not only based on its status as the community's favorite school but also the quality of graduates to achieve the goals of national education itself, which can be realized if teachers as educators have good performance.

Various studies have been conducted to examine the variables that can affect teacher performance. However, the use of two variables, namely competence and compensation to determine their effect on teacher performance, is rarely done. Several other studies have tried to look at several factors that can affect teacher performance, such as Farida, Tippe, and Tunas (2020) who found that teacher competence and motivation simultaneously affect teacher performance at Development Technology Vocational School Bekasi. Meanwhile, Hasibuan and Adi (2020) found that compensation has a significant and positive influence on teacher performance. Competence and compensation variables also have a significant effect on the performance of lecturers at Nahdatul University Cirebon (Bahtiar and Sudaryana 2020). Research at Senior High School 29 Jakarta shows that competence, organizational commitment, and non-financial compensation have a significant effect on teacher performance (Purba *et al.* 2018).

Based on the phenomenon and background of the problem, the purpose of this study is to determine the effect of competence and compensation on performance on teacher performance at State Islamic Junior High School 2 Probolinggo, East Java, Indonesia. In this study, researchers tried to reveal the influence of competence and teacher compensation on teacher performance. This research is very important to do because through this research it can be used as evaluation material in improving teacher performance. Good teacher performance will certainly affect the quality of education so that it can produce quality human resources.

2 METHOD

This study used a quantitative approach with the type of associative research. The population in this study were all teachers at State Islamic Junior High School 2 Probolinggo, East Java, Indonesia, totaling 56 consisting of 34 civil servant-teachers and 22 non-permanent teachers. The number of samples taken in this study were 30 teachers and the sampling technique used is simple random sampling. The data collection technique in this study was in the form of a questionnaire. The research data that has been obtained were then analyzed using multiple linear regression to determine the significant effect of competence and compensation on teacher performance either simultaneously or partially.

Before performing multiple linear regression analysis, it is necessary to test prerequisites which include tests for normality, collinearity, heteroscedasticity, and autocorrelation. The teacher competence questionnaire consists of 40 statement items covering the dimensions of pedagogic, professional, personality, and social competence. The teacher compensation questionnaire consists of 20 statement items which include the dimensions of direct compensation and indirect compensation. Furthermore, the teacher performance questionnaire consists of 50 items covering the dimensions of work quality, work speed/accuracy, an initiative in work, work ability, and communication.

The three questionnaires were tested on 26 teachers in addition to the sample which aims to measure the level of validity and reliability of the instrument. After the validity test was conducted, there were three invalid statement items in the competence questionnaire, two invalid statement items in the teacher compensation questionnaire, and one invalid statement item in the teacher performance questionnaire. Based on these results, the researchers used only valid items to be given to respondents. While the results of the reliability test of the total number of questionnaires on the teacher competence questionnaire were 0.904, the teacher compensation questionnaire was 0.961, and the teacher performance questionnaire was 0.987. From these results, it can be concluded that the questionnaire instrument is very reliable.

The data analysis techniques used consist of two types, namely descriptive analysis and inferential analysis. In the descriptive analysis, interval, frequency, and percentage classes are used. There are five categories used, namely very high, high, medium, low, and very low. Meanwhile, the inferential analysis uses several tools, namely multivariate analysis and bivariate analysis. In multivariate analysis, multiple linear regression is used. Furthermore in bivariate analysis, simple linear regression analysis is used. Before being analyzed using multiple linear regression, all prerequisite tests consisting of normality, collinearity, heteroskedasticity, and autocorrelation must be met. To analyze the data in this study, *the SPSS for Windows version 22 program* was used.

3 RESULT

Teacher The data from this research are in the form of teacher competence, teacher compensation, and teacher performance data. First, the data were analyzed using descriptive analysis to determine the extent of teacher competence, teacher compensation, and teacher performance at State Islamic Junior High School 2 Probolinggo, East Java, Indonesia using the percentage formula. Second, the data were analyzed using inferential analysis, namely multiple linear regression to determine the significant effect of teacher competence and compensation on teacher performance, either simultaneously or partially.

3.1 Competence questionnaire results

The teacher competence questionnaire was given to determine the extent of teacher competence at State Islamic Junior High School 2 Probolinggo, East Java, Indonesia. The results of the questionnaire are shown in Table 1 below.

Table 1. Teacher competence.

Category	Freq.	Percentage
Very High	1	3%
High	28	94%
Medium	1	3%
Low	0	0%
Very Low	0	0%

Based on the results of the study, it was found that the competence of teachers in the very high category was 1 person (3%), the high was 28 people (94%), and the medium was 1 person (3%). Overall teacher competence at State Islamic Junior High School 2 Probolinggo, East Java, Indonesia is in a good category.

3.2 *Headings teacher compensation questionnaire results*

A teacher compensation questionnaire was given to determine the extent of teacher compensation at State Islamic Junior High School 2 Probolinggo, East Java, Indonesia. The results of the questionnaire are shown in Table 2 below.

Table 2. Teacher compensation.

Category	Freq.	Percentage
Very High	0	0%
High	6	20%
Medium	24	80%
Low	0	0%
Very Low	0	0%

Based on the results of the study, it was found that the compensation of teachers in the high category was 6 people (20%) and the medium category was 24 people (80%). Overall teacher compensation at State Islamic Junior High School 2 Probolinggo, East Java, Indonesia is in the medium category.

3.3 *Teacher performance questionnaire results*

For listing facts, use either the style tag List summary signs or the style tag List number signs. Teacher performance questionnaires were given to determine the extent of teacher performance at State Islamic Junior High School 2 Probolinggo, East Java, Indonesia. The results of the questionnaire are shown in Table 3 below.

Table 3. Teacher performance.

Category	Freq.	Percentage
Very High	21	70%
High	9	30%
Medium	0	0%
Low	0	0%
Very Low	0	0%

Based on the results of the performance questionnaire, it was found that the performance of teachers in the very high category was 21 people (70%) and the high category was 9 people

(30%). Overall teacher performance at State Islamic Junior High School 2 Probolinggo, East Java, Indonesia is in the very high category.

3.4 Prerequisite test

Before performing multiple linear regression analysis, it is necessary to perform prerequisite tests which include tests for normality, collinearity, heteroscedasticity, and autocorrelation.

3.4.1 Normality test

From the results of calculations using SPSS for Windows version 22 in this study, it was found that the data were normally distributed, this can be seen in Figure 1 below.

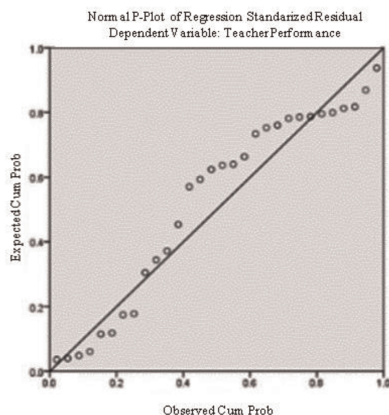


Figure 1. Normality test results of compensation and competence on teacher performance.

Based on Figure 1 above, it can be seen that the normal P-P Plot of regression standardized residual shows that the data spreads around the diagonal line, so it can be concluded that the data is normally distributed. Given such results, the assumption of the normality statement in this regression has been fulfilled.

3.4.2 Collinearity test

Based on the results of calculations using SPSS for Windows version 22, the VIF value and Tolerance value are obtained as shown in Table 4 below.

Table 4. Collinearity test results.

Model	Collinearity Statistics	
	Tolerance	VIF
Competence (X1)	,893	1,120
Compensation (X2)	,893	1,120

Table 4 shows that the VIF value for all variables is less than 2, so it can be said that there is no collinearity in this regression or there is no collinearity disorder in this study.

3.4.3 Heteroscedasticity test

Based on the results of calculations with the help of SPSS for Windows version 22 Scatterplot independent variables on teacher performance which can be seen in the image below.

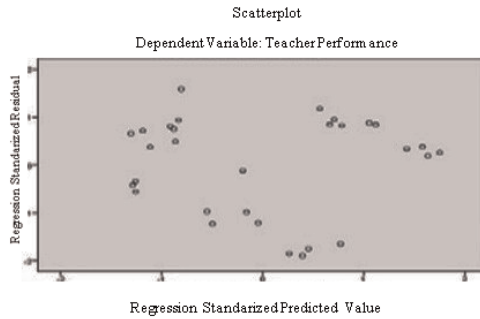


Figure 2. Heteroscedasticity test results.

Based on Figure 2 above, it shows that there is no clear pattern in the scatterplot, and the points spread above and below the number 0 on the Y axis, so it can be said that there is no heteroscedasticity in this study.

3.4.4 Autocorrelation test

Based on the results of calculations with the help of SPSS for Windows version 22, the number D-W = 2,351 which can be seen in Table 5 below.

Table 5. Autocorrelation test results.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	0.569	0.324	0.274	21.75429	2.351

Table 5 shows that the number DW = 2.351, then the number lies between 1.56 to 2.43, it can be concluded that there is no autocorrelation or problem in this study. So multiple linear regression analysis to test the hypothesis of this study can be done.

3.5 Hypothesis test

Before performing multiple linear regression analysis, prerequisite tests were carried out which included tests of normality, collinearity, heteroscedasticity, and autocorrelation, and the results of the data met the four conditions.

3.5.1 The effect of simultaneous competence and compensation on teacher performance

After the prerequisite test is done, the next step is to test the hypothesis, the conclusion of the study is significant if $F_{\text{count}} > F_{\text{table}}$ then H_{a1} is accepted and H_{01} is rejected but if $F_{\text{count}} \leq F_{\text{table}}$ then H_{a1} is rejected and H_{01} is accepted. The first hypothesis in this study is as follows.

H_{a1} : There is a significant effect of competence and compensation simultaneously on teacher performance.

H_{01} : There is no significant effect of competence and compensation simultaneously on teacher performance.

Based on Table 6, it can be seen that $F_{\text{count}} = 6.478$ is greater than $F_{\text{table}} = 3.340$ at the real level = 0.05 or the value of Sig. F = 0.000 which is smaller than the 0.05 significance level, then H_{a1} is accepted and H_{01} is rejected. In brief, there is a significant effect of competence and compensation simultaneously on teacher performance at State Islamic Junior High School 2 Probolinggo, Indonesia.

3.5.2 The effect of partial competence and compensation on teacher performance

Multiple linear regression analysis can also be used to determine the effect of competence and partial compensation on teacher performance at State Islamic Junior High School 2 Probolinggo, East Java, Indonesia. After the F test is carried out, then the t-test is carried out, the conclusion of the study is significant if $t_{\text{count}} > t_{\text{table}}$ at a significance level of 0.05 then H_{a2} is accepted and H_{02} is rejected but if $t_{\text{count}} \leq t_{\text{table}}$ then H_{a2} is rejected and H_{02} is accepted, this also applies to H_{a3} and H_{03} . The next hypothesis in this study is as follows.

H_{a2} : There is a significant influence of teacher competence on teacher performance.

H_{02} : There is no significant effect of teacher competence on teacher performance.

H_{a3} : There is a significant effect of teacher compensation on teacher performance.

H_{03} : There is no significant effect of teacher compensation on teacher performance.

The recapitulation of the results of the first multiple linear regression, the effect of competence and compensation on teacher performance can be seen in Table 6 below.

Table 6. Recapitulation of the first multiple linear regression analysis.

Independent Variables	Dependent Variable	Coefficient Regression b	t count	t table	Sig.	Decision (H_{a2})
Competence	Performance	0.923	3.578	2.052	0.001	H_{a2} accepted
Compensation	Performance	0.656	0.802	2.052	0.430	H_{a3} rejected
Constant	= 4.240					
F count	= 6.478					
F table	= 3.340					
Sig F	= 0.000					
R Square	= 0.324					
α	= 0.05					

Based on Table 6 above, there is one variable that has a significant effect, namely the teacher competence variable, while another variable, namely teacher compensation, has no significant effect on teacher performance at State Islamic Junior High School 2 Probolinggo, East Java, Indonesia. Because there is one variable that is not significant, it means that the estimation of the Y variable with multiple linear regression equations:

$$Y = a + b_1X_1 + b_2X_2.$$

It cannot be done or the contribution of each variable cannot be determined. Therefore, the insignificant variables were excluded. After being calculated with the help of SPSS for Windows version 22, the results of the second multiple linear regression are obtained as shown in Table 7 below.

Table 7. Recapitulation of the second multiple linear regression results.

Independent Variables	Dependent Variable	Coefficient Regression b	t count	t table	r^2
Competence	Performance	0.855	3.532	2.052	0.308
Constant	= 8.843				
F count	= 12.4721				
F table	= 3.340				
Sig F	= 0.000				
R Square	= 0.308				
α	= 0.05				

Based on Table 7 above, the estimation results of the influence of the competence variable can be stated as follows.

$$Y = 8.843 + 0.855 X_1$$

The regression coefficient for the competence variable (X_1) is 0.855. This can be interpreted that if the independent variable X_1 changes by one unit, the variable Y will change by 0.855 units with the assumption that the other independent variables are constant, meaning that if the input of teacher competence is added by one value, it will increase teacher performance by 85.5%. The coefficient of partial determination (r^2) of the X_1 variable is 0,308 or 30.8%, which means that the contribution of the X_1 variable to the ups and downs of the Y variable is 30.8% where the other independent variables are constant. The coefficient of determination of teacher competence is 0.308, which means that the contribution of competence to the rise and fall of the Y variable is 30.8%. In other words, it can be explained that 30.8% of the variation in teacher performance at State Islamic Junior High School 2 Probolinggo can be predicted by teacher competence, while 60.2% is influenced by other variables not examined in this study.

4 DISCUSSION

Based on the results of data analysis show that competence and compensation simultaneously affect the performance of teachers at State Islamic Junior High School 2 Probolinggo, East Java, Indonesia and based on the results of research the performance of teachers is classified in the very high category. This is in line with the results of previous studies which show that the competence and compensation variables simultaneously have a significant effect on lecturer performance (Bahtiar and Sudaryana 2020).

Furthermore, the addition of other variables also shows the same results, such as motivation, competence, and compensation having a significant effect simultaneously on employee performance; competence, training, and compensation simultaneously have a positive and significant effect on the performance variable, and transformational leadership; competence, compensation, and work motivation have a positive, significant, and simultaneous effect on lecturer performance (Hartati 2020; Manurung 2020; Novitasari *et al.* 2021).

The results of this study also show that competence has a significant partial effect on teacher performance at State Islamic Junior High School 2 Probolinggo, East Java, Indonesia, while one other variable, namely compensation, has no significant effect. These findings are in line with previous studies that explain that competence partially has a significant effect on teacher performance (Novitasari *et al.* 2021). Competencies that have a more dominant effect on teacher performance are compared to non-financial compensation variables and organizational commitment variables (Purba *et al.* 2018). These findings are in line with previous studies which explain that competence partially has a significant effect on teacher performance (Yurosmo *et al.* 2021). This can happen because competence is a basic ability that must be possessed by a teacher. Teacher performance also depends on their competence (Millman and Darling-Hammond 1990; House 2013).

As for compensation, although in this study partially it does not have a significant effect on teacher performance at State Islamic Junior High School 2 Probolinggo, East Java, Indonesia, compensation still needs to be considered. According to Sherly *et al.* (2021), if the compensation received by the teacher is high, the teacher will feel more satisfied. The study shows that a rewarding and productive teacher compensation system can serve to attract well-qualified and highly motivated people to the teaching profession (See *et al.* 2020). However, other studies show a different analysis. According to Muazza (2021), the reason the compensation received by the teacher does not affect their performance is that compensation does not reflect performance. It is almost definite that compensation will affect teacher performance if the compensation payment system is determined based on work performance.

Although this research has succeeded in showing the facts of how competence and compensation affect teacher performance. However, the writer also realizes that this research has some limitations. This research is limited to only two independent variables, namely competence and compensation. While the dependent variable uses only one variable, namely teacher performance. The results of previous studies show that teacher performance can also

be influenced by other factors such as the principal's leadership, organizational culture, work environment, and emotional intelligence (Kanya *et al.* 2021; Mahaputra and Farhan Saputra 2021; Wahyudi 2018).

5 CONCLUSION

Based on the formulation of the problems and hypotheses proposed as well as the results of research based on data analysis and hypothesis testing, it can be concluded that competence and compensation have a simultaneous effect on teacher performance at State Islamic Junior High School 2 Probolinggo, Indonesia. However, the only variable that affects teacher performance is competence. The contribution of competence to the rise and fall of the teacher performance variable is 30.8%. In other words, it can be explained that 30.8% of the variation in teacher performance scores at State Islamic Junior High School 2 Probolinggo, East Java, Indonesia can be predicted by the competence variable, while 60.2% is influenced by other variables not examined in this study.

Through this research, it is known that many factors influence teacher performance. If the teacher's performance is good, it will certainly have an impact on the quality of education. Therefore, prospective teachers must have good competence. Furthermore, the government and educational institutions should pay more attention to teacher compensation.

This research is limited to two independent variables and one dependent variable. It is therefore suggested that future research add independent variables so that other factors that may affect student satisfaction can be identified. In addition, future research can replace the dependent variable other than teacher performance, for example, student learning outcomes because good teacher competence is certainly very related to the quality of education that can be seen from student learning outcomes. Through this study, the author provides recommendations in various education sectors to pay more attention to teacher welfare and provide various pieces of training to improve teacher competence. In addition, teachers as educators are also recommended to take part in various workshops to improve teacher competence, innovate learning, conduct research collaborations, and be active in various activities such as teacher working groups and teacher communities to improve teacher competence and quality.

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