

## **The Effect of Strategic Compensation, HR Development and Work Motivation on Vocational High School Teacher Performance.**

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### **Abstract**

The goals of this research are to look at the connection between performance and human resource development, compensation, and motivation. Private schools were used for this study. The research sample was taken from 42 private school teacher respondents. Quantitative research is the kind of study being conducted. For this study's data analysis, several types of linear regression were applied. The findings of the study reveal that salary and motivation both have a substantial impact on the performance of teachers in private schools. This is indicated by the human resource development variable. Partly, motivation has a substantial effect on teacher performance in private schools with a significance level of less than 0.05 or 5%, whereas human resource development and compensation have no meaningful impact.

**Keywords:** Teachers Performance, Human Resource Development, Compensation, Motivation.

### **Abstrak**

Tujuan dari penelitian ini adalah untuk melihat hubungan antara kinerja dan pengembangan sumber daya manusia, kompensasi, dan motivasi. Sekolah swasta digunakan untuk penelitian ini. Sampel penelitian diambil dari 42 responden guru sekolah swasta. Penelitian kuantitatif adalah jenis studi yang dilakukan. Untuk analisis data penelitian ini, beberapa jenis regresi linier diterapkan. Temuan penelitian ini mengungkapkan bahwa gaji dan motivasi keduanya memiliki dampak besar pada kinerja guru di sekolah swasta. Ini ditunjukkan oleh variabel pengembangan sumber daya manusia. Sebagian, motivasi memiliki efek substansial pada kinerja guru di sekolah swasta dengan tingkat signifikansi kurang dari 0,05 atau 5%, sedangkan pengembangan sumber daya manusia dan kompensasi tidak memiliki dampak yang berarti.

**Kata Kunci:** Kinerja Guru, Pengembangan Sumber Daya Manusia, Kompensasi, Motivasi.

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## **INTRODUCTION**

The purpose of national education is to help students reach their full potential as people who respect and revere God Almighty, have exemplary moral character, are healthy, knowledgeable, capable, and independent as well as democratic and responsible citizens. (Article 3 of UU No. 20 of 2003). The government and associated organizations must continue to enhance the quality and quantity of the educational curriculum, learning support infrastructure, open access to information, and supportive educational environment in order to meet this objective. However, all of this becomes

crippled if it is not accompanied by teaching staff as the driving force of the wheels of learning activities (Amadi et al., 2013).

The effectiveness of an institution and the elevation of its educational standards are directly tied to the state of its human resources. Organizational operations won't be carried out properly even if they are supported by infrastructure and facilities, as well as by a wealth of financial resources. This is because without trustworthy human resources, they cannot be carried out. This demonstrates the significance of human resources as the primary factor that must be taken into account with all of their needs (Ekpoh, 2013). Human resources will be the primary factor in determining whether organizational activities are implemented successfully. As a result, an organization's ability to achieve its objectives will determine whether it succeeds or fails. A worker who performs well can aid in the accomplishment of the established goals and objectives. Employees are the primary organizational assets that must be appropriately handled in the field of human resource management. Hence, managing human resources strategically helps firms achieve their goals (Mutmainnah et al., 2021).

Human resource development is a process that improves human resources' ability to help achieve organizational goals. The ability of human resources within the company can be improved through training and education programs. Employee training will be conducted for employees who are considered less skilled at doing their jobs. On another aspect, the improvement of employee education is carried out for employees who are considered to lack knowledge in their work. Human resource development encompasses learning that goes beyond the current job and has a more long-term focus. It represents attempts to improve employees' capacity to manage a variety of activities and to increase capabilities beyond the capacities required by the current employment (Nuraeni et al., 2022). Development prepares employees to keep pace with organizational change and growth. Teacher development is very important for organizations and agencies. Development, as previously mentioned, results in greater knowledge and abilities that boost performance both now and in the future. As a result, in order to accomplish organizational goals, human resources development and training are crucial.

Teachers, in addition to being employed, play a crucial role in the delivery of education, raising the standard of instruction, preserving the confidence of students and student guardians, as well as other aspects of the teaching and learning process. The importance of the teacher led the author to observe classes at Darussalam Vocational School and conduct interviews with several instructors and the school's foundation. The results of the interviews indicate several things, as follows: First, the teacher has participated in development programs carried out both externally and internally by the foundation. The effectiveness of teachers is anticipated to improve as a result of this human resource development program. Second, in order to complete the task load, instructors must work longer hours than before due to the expectations of the education system, which must be completed quickly. Meanwhile, the increase in workload needs to be balanced with appropriate remuneration. For this reason, the school has provided compensation, attractive bonuses, and so on to

support teacher performance. Third, schools and foundations continue to work to increase teacher motivation so that they can maximize their potential for knowledge transfer via various methods. Among these efforts are meeting the needs for facilities and infrastructure, giving awards, providing attractive programs, attractive bonuses, compensation, and so on, in order to support and improve teacher performance (Nuraeni et al., 2020).

Considering the findings of the interviews and observations, it is well known that the foundation and the school have worked to support teacher growth and motivation through remuneration and other incentives. Human resource development, pay, and incentive make up these three elements. Teacher performance is directly, favorably, and significantly impacted by human resource development. Employee technical, theoretical, conceptual, and moral talents must be improved as part of the development process for them to perform well at work and produce the best results (Rivai & Sagalla, 2009).

Performance as a score obtained from a description of the work done by a person, or, in other words, performance is a person's performance obtained through a data collection instrument about a person's performance. Performance is related to the tasks carried out by a person, which are his professional responsibilities. Performance encompasses not only the output of the work but also the manner in which it is carried out. The kinetics of work energy is shortened to performance. Performance is the output generated by a job's or a profession's indicators over a predetermined period of time.

Each job has its own criteria, be it teacher, president, cleaning service, security guard, or other professions. If the criteria have been met, it means that someone's work is considered to be of good quality. Performance, as previously said, is the outcome of work that is discernible from a range of capabilities held by individuals during a certain procedure and period. Through bettering the performance of human resource organizations in the teaching profession, performance appraisal aims to improve organizational performance. Article 28 paragraph 3 of RI Government Regulation No. 19 of 2005 Concerning National Education Standards states the competencies that instructors must possess. At the primary, secondary, and early childhood education levels, pedagogical competence, personal competence, professional competence, and social competence are all components of learning agent competency. Teacher Performance Assessment (PKG) implementation includes formative and summative assessments. At least two performance evaluations are conducted in a single academic year, one at the start and one at the conclusion. This implies that the instructor's performance will be evaluated each semester. The functional position of a teacher is one that includes the authority, responsibility, and authority to carry out tasks related to student education, training, and assessment. The purpose of the PKG is to evaluate the teacher's capacity to use all competencies and abilities necessary in the mentorship or completion of additional tasks associated with school or madrasah activities. And to calculate the number of credits obtained by the teacher for learning performance,

mentoring, or carrying out additional assignments relevant to the school or madrasah functions he carried out in that year (Mutmainnah et al., 2021).

Compensation is another element that has an impact on employee performance. Performance and job satisfaction will rise with the right remuneration, while compensation that is less attractive will increase absenteeism and workforce turnover. Compensation, namely obtaining greater work performance rewards from employees. Meanwhile, the employee's interest in the compensation received, namely being able to fulfill their needs and desires and become the economic security of their household, all money or items received by employees directly or indirectly in exchange for services rendered to the company are considered compensation. Employees receive the compensation in exchange for their contributions to the company's service needs. Providing compensation is one of the ways that the HRM function is put into practice. This is because it refers to all kinds of individual awards given in exchange for completing organizational duties (Rivai & Sagalla, 2009). In modern corporate business of the twenty-first century, compensation is a significant cost of skill, employment, and loyalty. Compensation is the main reason why people look for a job after seeing a picture of the type of compensation. Compensation theory has never provided satisfactory answers to various parties, both the employer and the workers themselves. The reason for this statement is that each party feels aggrieved by the other party. As a result, no compensation system has been used to date that can satisfy all interested parties. Nonetheless, there are approaches that can lead to satisfaction in which neither party is harmed by the other. There are several important factors in compensation policy, including the demand for and supply of labor, labor unions, the ability to pay, productivity, the cost of living, and the government (Ekpoh, 2013).

Furthermore, the factor that influences employee performance is motivation. The opinion of this writer is based on the opinion of previous research, which draws conclusions from various research results that motivation will affect increased performance and decreased work turnover and absenteeism. The ability of an endeavor to satisfy some personal demands determines whether or not a person is motivated to exert a high level of effort toward organizational goals. A human person has the potential to be motivated. This power may be generated either by the individual or by a variety of external factors. It primarily revolves around monetary and non-monetary benefits and has the potential to positively impact the outcomes of his performance. Depending on the circumstances and challenges the individual in question is facing, either positively or adversely. A set of attitudes and values known as motivation encourage people to take certain actions in accordance with their personal goals. These principles and attitudes are evident and inspire people to take action in pursuit of their objectives. The drive consists of two parts: the strength of behavior (how much effort is put in at work) and the direction of action (working toward goals). Motivation consists of particular emotions, ideas, and memories that are connected to the business's internal and external relationships. Additionally, encouragement for someone to act because they want to might also be regarded as motivation. If people are driven, they will make wise decisions because it can fulfill their desires.

Several reasons why motivation is an important element that must be owned by every human resource in the organization are as follows: encouraging people to be active, overcoming disappointment, being easily shaken or tossed around, overcoming feelings of despair, leaving the organization, not blaming the situation, giving encouragement, and overcoming frustration (Rivai & Sagalla, 2009).

## **METHOD**

Private schools were used for the research. The gathering of data took place in September 2022. Private school teachers are the focus of the study. The population of this study was 42 teaching staff. Because the population number was less than 100, the researchers took a total sample of 42 teachers. The material in this study was gathered from respondents using instruments or questionnaires that had a variety of structured written statements designed to elicit information on respondents' personalities and other topics of interest. This study used both field research and library research to acquire its data. The effect of human resource development, compensation, and motivation on teacher performance is measured using a Likert scale. A person's or a group's attitudes, views, and perceptions of social issues can be measured using the Likert scale. Statements in this study are assessed on a scale of 1 to 5, where 1 denotes agreement and 5 denotes disagreement

## **RESULT AND DISCUSSION**

According to the gender category, men made up 27 respondents, or 64.3% of the total, while women made up the remaining 15 respondents, or 35.7% of the total. This indicates that men made up the majority of the teachers who responded to the study. According to the age category, it is known that the respondents in this survey were predominately between the ages of 31 and 40 by up to 57.14%. This age range is a mature instructor with considerable job experience. Both the age range of 21–30 years, which calls for more experience in his line of work, and the age range of 40 years and more, which comprises employees who are already productive in their profession and mentoring those who are more junior, make up 30.95% of the total. According to the category of educational background, the data reveals that there were no respondents with the last educational level of high school, 4.8% with the last educational level of a diploma (D3), 83.33% with the last educational level of a bachelor's, and 17.14% with the last educational level of a master's. Finally, 4.8% of people have PhD education levels (S3). This suggests that undergraduate education (S1) accounted for up to 83.33% of the responses from teachers in this survey. According to the length of the service category, the data reveals that 66.67% of respondents have a working period of 5 to 10 years or less, while 11.9% of respondents have a working period of more than 10 years. Almost 21.4% of all respondents had a working history of fewer than five years. When expressed as a percentage of 66.67%, this indicates that employees with 5 to 10 years of experience make up the majority of the respondents.

The results of the validity test for human resource development (X1) show that all questions from the independent variable "human resource development" are valid. This, as seen from all the questions above, is said to be valid because it has a significance value below 0.05 and exceeds r-table 0.304. The compensation validity test (X2) results show that all questions from the independent variable compensation are valid. This, as seen from all the questions above, is said to be valid because it has a significance value below 0.05 and exceeds r-table 0.304. All of the questions from the independent variable of motivation are valid, according to the findings of the motivation validity test (X3). The outcomes of the performance validity test (Y) demonstrate the validity of each and every question from the independent variable of performance. The reliability test's findings demonstrate that each variable human resource development, pay, motivation, and performance is deemed reliable because it has a Cronbach's alpha value larger than 0.60.

The normality test indicates that the data appears to demonstrate sig.  $0.200 > 0.05$ , which leads to the conclusion that the examined data is normally distributed. Given that the data distributes around the diagonal line in the relationship between the normalcy variables of human resource development, compensation, and motivation and the performance of private school instructors, the regression model satisfies the assumption of normality. Multicollinearity test results explain that the VIF for human resource development (X1), compensation (X2), and motivation (X3) is around number 1, namely 1,022, 1,002, and 1,002, and with a tolerance level close to number 1, namely 0,979, 0,998, and 0,979, thus the equation-free regression of multicollinearity problems. The heteroscedasticity test's findings yielded the sequential values X1, X2, and X3, which displayed the sig value there is no heteroosidity issue because the values of 0.490, 0.830, and 0.157 are higher than the value of 0.05.

The adjusted  $R^2$  value data, which represents the percentage of the performance variable that can be explained by human resource development, pay, and motivation, is 0.357, or 35.7%, according to the results of the coefficient of determination test that was conducted. While other characteristics that are not explained by other factors account for the remaining 0.643 percent, or 64.3%. An f-count of 8.597 and a significance value of 0.000 can be determined using the findings of the f test in the Anova model. The level of significance is 5%. Given that  $df1 = 3$  and  $df2 = 38$ , it is possible to determine that the value of the f-table is 2.85, meaning that  $H_0$  is rejected and  $H_a$  is approved according to the rule that  $f\text{-count} > f\text{-table}$ . Hence, the development of human resources, remuneration, and incentive all play a big role in how well teachers perform.

The constant values and regression coefficients can be generated as  $Y = 61.346 + 1.381X_3$  based on the outcomes of numerous regression tests. This equation can be used to explain the situation as follows: The constant's value indicates how well the teacher performed (Y). This indicates that the teacher's performance value is 61.346 if the factors of human resource development, remuneration, and motivation are taken into consideration as constants. The motivating variable (X3) has a coefficient of 1.381. This suggests that if the other independent variables from the regression model

remain constant, the teacher performance variable (Y) will improve by 1,381 for every unit increase in motivation (X3). According to the data's constant values and regression coefficients, motivation, with a value of 1.381 or 138.1%, is the most predominate independent variable in this study.

#### ***Human Resource Development Variable (X1) on Private School Teacher Performance***

The coefficients model has a sig value of 0.050, according to the t-test results.  $H_a$  is rejected and  $H_o$  is approved when the sig value equals the probability value of 0.05, or  $0.050 \geq 0.05$ . Indicating that t-count > t-table, the human resource development variable (X1) has a t-count of -2.023 and a t-table of 2.02439.

Negative t-values indicate that human resource development (X1) has an inverse relationship with private school teacher performance (Y). So, it can be said that human resource development (X1) has little to no impact on the effectiveness of private teachers. These findings support earlier research by Pamela Akinyi Omollo, which indicated, in part, that human resource development (X1) had no appreciable impact on teacher performance.

#### ***Compensation Variable (X2) on the Performance of Private School Teachers***

As can be observed, the compensation (X2) sig value is 0.068.  $H_a$  is rejected and  $H_o$  is approved if the sig value is higher than the probability value of 0.05, or if a value of  $0.068 > 0.05$ . Given that the compensation variable (X2) has a t-count of 1.877 and a t-table of 2.02439, it can be inferred that  $H_a$  is rejected or  $H_o$  is accepted if t-count < t-table.

Compensation (X2) and Y are directly related, according to a positive t-value. Hence, it can be said that the performance of private school teachers is not significantly impacted by salary (X2). These findings support earlier research by Wanyonyi Kadian Wanyama et al., which partially concluded that remuneration (X2) had no appreciable impact on the effectiveness of private school teachers.

#### ***Human Resource Development Variable (X1) on the Performance of Private School Teachers***

As can be observed, motivation (X3) has a sig value of 0.000.  $H_a$  is accepted and  $H_o$  is refused if the sig value is less than the probability value of 0.05, or if the value is between  $0.000 < 0.05$ . The motivating variable (X3) has a t-count of 4,585 and a t-table of 2.02439, hence it can be inferred that  $H_a$  is accepted or  $H_o$  is rejected if t-count > t-table.

A favorable t-value signifies that motivation (X3) is directly related to (Y). So, it can be said that motivation (X3) significantly affects the effectiveness of teachers at private schools. These findings support earlier research by Paulus Sawduling, Suryani Dewi Pratiwi, Wanyonyi Kadian Wanyama, and Seska Vonny Langitan, M.Sc., M.Th. which suggested that teacher performance is significantly impacted by motivation (X3).

## **CONCLUSION**

The following conclusions can be derived from research that has been done addressing the

impact of human resource development, salary, and motivation on the performance of private school teachers: Private school instructors' performance is moderately impacted by human resource development (X1). Private school teachers' performance is mostly unaffected by the remuneration variable (X2). Private school teachers' performance (Y) is significantly impacted by the motivating component (X3), which has a partial positive association in that direction. The growth of human resources (X1), pay (X2), and motivation (X3) all have a major impact on how well private school instructors perform. The largest independent variable with a marginally favorable impact on private school teachers' performance is motivation (X3).

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