

THE EFFECT OF COMPENSATION ON WORK DISCIPLINE AND PERFORMANCE AMONG TEACHERS AT MTs AL-AZHAR CENTER BATURAJA

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Abstract

This study examines the effect of compensation on work discipline and teacher performance at MTs Al Azhar Center Baturaja. The research is grounded in the issue of high disciplinary expectations imposed on teachers despite relatively limited financial compensation, which may affect their professional performance and institutional sustainability. The objectives of this study are: (1) to analyze the effect of compensation on teachers' work discipline, (2) to determine the effect of work discipline on teacher performance, and (3) to examine the direct effect of compensation on teacher performance. This research employed a quantitative approach using a verificative survey design. Data were analyzed through simple linear regression, t-tests, and the coefficient of determination (R^2). The findings indicate that compensation has a positive and statistically significant effect on work discipline ($t = 10.885$; $p < 0.05$; $R^2 = 0.656$). Work discipline also has a positive and significant effect on teacher performance ($t = 8.380$; $p < 0.05$; $R^2 = 0.531$). Furthermore, compensation directly and significantly influences teacher performance ($t = 5.796$; $p < 0.05$; $R^2 = 0.351$). These findings suggest that fair and adequate financial compensation strengthens teachers' discipline and enhances their pedagogical performance. Therefore, effective compensation management is a strategic factor in improving and sustaining teacher performance in Islamic educational institutions.

Keywords: compensation, work discipline, teacher performance, Islamic education management, madrasah

Abstrak

Penelitian ini bertujuan untuk mengkaji pengaruh kompensasi terhadap disiplin kerja dan kinerja guru di MTs Al Azhar Center Baturaja. Penelitian ini dilatarbelakangi oleh fenomena tingginya tuntutan kedisiplinan kerja yang diberlakukan kepada guru di tengah kompensasi finansial yang relatif rendah, yang berpotensi mempengaruhi keberlanjutan kinerja. Tujuan penelitian ini adalah: (1) menganalisis pengaruh kompensasi terhadap disiplin kerja guru, (2) mengkaji pengaruh disiplin kerja terhadap kinerja guru, dan (3) mengetahui pengaruh langsung kompensasi terhadap kinerja guru. Penelitian ini menggunakan pendekatan kuantitatif dengan desain survei verifikatif. Analisis data dilakukan melalui regresi linear sederhana, uji t, dan koefisien determinasi (R^2). Hasil penelitian menunjukkan bahwa kompensasi berpengaruh positif dan signifikan secara statistik terhadap disiplin kerja ($t = 10,885$; $p < 0,05$; $R^2 = 0,656$). Disiplin kerja juga berpengaruh positif dan signifikan terhadap kinerja guru ($t = 8,380$; $p < 0,05$; $R^2 =$

0,531). Selain itu, kompensasi secara langsung berpengaruh positif dan signifikan terhadap kinerja guru ($t = 5,796$; $p < 0,05$; $R^2 = 0,351$). Temuan ini mengindikasikan bahwa kompensasi finansial yang adil dan memadai berkontribusi dalam memperkuat kedisiplinan serta meningkatkan kinerja pedagogik guru. Oleh karena itu, pengelolaan kompensasi menjadi faktor strategis dalam peningkatan dan keberlanjutan kinerja guru di lembaga pendidikan Islam.

Kata kunci: kompensasi, disiplin kerja, kinerja guru, manajemen pendidikan Islam, madrasah

INTRODUCTION

This study aims to analyze the effect of compensation on work discipline, the effect of work discipline on teacher performance, and the effect of compensation on teacher performance at MTs Al Azhar Center Baturaja. Based on the results of hypothesis testing, all research hypotheses are declared accepted. The scientific findings of this study show that compensation is an important determinant in the formation of teacher work discipline. A fair and decent compensation system has been proven to be able to build compliance with rules as well as professional responsibility. Thus, compensation functions not only as a financial retribution, but also as a managerial instrument in shaping work behavior.

This study also found that work discipline is a key factor that directly improves teacher performance. Discipline is an internal mechanism that maintains consistency in the implementation of tasks, so that the quality and effectiveness of learning can be achieved optimally. In addition, compensation has been proven to affect teacher performance, but its effectiveness is stronger when accompanied by the formation of work discipline. This confirms that the improvement of teacher performance in the context of education does not only depend on financial factors, but also on the internalization of the value of professionalism and work responsibility.

Conceptually, this study strengthens the theory of human resource management that the integration between a fair compensation system and the development of work discipline is an effective strategy in improving the performance of educational organizations. As a follow-up, further research can develop a more comprehensive model by including other variables such as intrinsic motivation, madrasah head leadership, or organizational culture to obtain a broader picture of the factors that affect teacher performance. Teacher performance is one of the main indicators of the success of education management at the education unit level. From the perspective of education management, teachers are not only the implementers of learning, but also the strategic assets of the organization that determine the quality of educational services. Therefore, human resource management in madrasahs requires a systematic and *performance-based approach*.

Various studies show that teacher performance is influenced by managerial and organizational factors, such as compensation systems, work discipline, and institutional support (Prasetyo & Amalia, 2023; Widodo & Yuliana, 2023). In the context of Islamic education management, Annur (2021) emphasized that improving the quality of madrasahs is highly dependent on the effectiveness of human resource management,

including award policies and discipline coaching. This shows that the compensation system and work discipline are not just administrative problems, but part of an institutional strategy in building teacher professionalism. Conceptually, compensation is understood as a form of retribution provided by the organization for the contribution of educators (Hasibuan, 2017). In education management, a fair compensation system can increase job satisfaction, organizational commitment, and professional motivation of teachers (Afandi, 2021). However, in practice, many private madrasahs face budget limitations that have an impact on low teacher welfare. This condition has the potential to affect the level of discipline and performance.

Recent research shows that compensation has a significant effect on teacher performance, both directly and through mediating variables such as work discipline and organizational commitment (Sari & Handayani, 2022; Sulistyono et al., 2025). On the other hand, work discipline has also proven to be a dominant factor in increasing learning effectiveness and teacher productivity (Kurniawan & Lestari, 2024). Discipline in the context of education is not only related to compliance with rules, but also reflects the internalization of the values of professionalism and moral responsibility as an educator. Although various studies have examined the relationship between compensation, work discipline, and performance, most have been conducted in the context of public schools or the non-educational sector. Research that specifically examines the relationship between the three variables in the context of madrasahs, especially with a simple linear regression approach that tests the relationship between variables separately, is still relatively limited. In addition, there has not been much research that places work discipline as a key variable in strengthening the influence of compensation on performance in the Islamic education management framework.

Based on this phenomenon, this study aims to analyze: (1) the effect of compensation on teacher work discipline, (2) the effect of work discipline on teacher performance, and (3) the effect of compensation on teacher performance at MTs Al Azhar Center Baturaja. This research is expected to make a theoretical contribution to the development of educational human resource management as well as a practical contribution for madrasah managers in designing effective compensation policies and discipline coaching to improve teacher performance in a sustainable manner.

METHOD

This research was carried out at MTs Al Azhar Center Baturaja which is located in East Baturaja District, Ogan Komering Ulu Regency, South Sumatra Province. The research was carried out from September 2025 with a span of approximately 4 months, including the preparation stage, data collection, data analysis, and preparation of research reports. This study uses a quantitative approach with a causal associative design, which aims to analyze the cause-effect relationship between the variables of compensation (X), work discipline (Y₁), and teacher performance (Y₂). The population in this study is all teachers who actively teach at MTs Al Azhar Center Baturaja as many as 64 people. Given the

relatively limited population, the entire population was used as a research sample with a total sampling technique, so that the number of respondents was 64 teachers.

The research data was obtained through the dissemination of a closed questionnaire using a five-point Likert scale, ranging from strongly disagree to strongly agree. Before use, the research instrument is tested for validity and reliability to ensure its feasibility as a measuring tool. Compensation variables are measured based on direct and indirect financial compensation indicators. Work discipline variables are measured through indicators of punctuality, compliance with regulations, responsibility, and consistency in carrying out tasks. The variables of teacher performance are measured based on the indicators of learning planning, learning implementation, evaluation of learning outcomes, student guidance, and implementation of additional tasks.

The collected data was analyzed using simple linear regression analysis with the help of the SPSS program. Before the regression analysis was carried out, the data was first tested through a classical assumption test which included a normality test and a heteroscedasticity test to ensure that the model met the statistical requirements. Hypothesis testing was carried out using the t-test to determine the significance of the influence of independent variables on dependent variables partially. The magnitude of the influence between variables is determined through the coefficient of determination (R^2).

RESULTS AND DISCUSSION

This study aims to analyze the effect of compensation on work discipline, the effect of work discipline on teacher performance, and the effect of compensation on teacher performance at MTs Al Azhar Center Baturaja. The analysis was carried out using simple linear regression with the help of the SPSS program.

1. The Effect of Compensation on Work Discipline

The results of the regression analysis showed that compensation had a positive and significant effect on work discipline with a t-value of 10.885 and a significance of $0.000 < 0.05$. A determination coefficient (R^2) of 0.656 showed that 65.6% of the variation in work discipline could be explained by compensation, while 34.4% were influenced by other factors outside the study model. Scientific findings show that compensation is a strong determinant in the formation of teacher discipline behavior.

2. The Influence of Work Discipline on Teacher Performance

The regression results showed a calculated t-value of 8.380 with a significance of $0.000 < 0.05$ and a determination coefficient (R^2) of 0.531. This means that work discipline contributes 53.1% to the variation in teacher performance. Scientific findings show that work discipline is an important predictor in improving the quality of teacher performance.

3. The Effect of Compensation on Teacher Performance

The results of the analysis showed that compensation had a positive and significant effect on teacher performance with a t-value of 5.796 and a significance of $0.000 < 0.05$. A

determination coefficient value (R^2) of 0.351 indicates that compensation explains 35.1% of teacher performance variations. Scientific findings show that compensation has a direct influence on performance, but its contribution is smaller than that of work discipline.

DISCUSSION

1. Why Does Compensation Affect Work Discipline?

The findings of the study showed that compensation contributed 65.6% to work discipline. This result is in line with Hasibuan's (2017) theory which states that compensation is a reward that employees receive for their contribution to the organization. Hasibuan (2017) emphasized that one of the goals of providing compensation is to improve work discipline.

Afandi (2021) states that work discipline is a person's awareness and willingness to obey organizational rules. When compensation is given fairly and appropriately, teachers feel appreciated for their contributions, so there is a commitment to obey the rules of work. Scientifically, compensation creates a perception of organizational fairness that increases job satisfaction and adherence to institutional norms. The high influence trend (65.6%) shows that economic factors are still an important determinant in the formation of teacher discipline behavior in the madrasah environment.

2. Why Does Work Discipline Affect Teacher Performance?

The contribution of work discipline to performance of 53.1% shows that discipline is the dominant internal factor in improving the quality of teachers' work. Mangkunegara (2017) stated that performance is the result of work in terms of quality and quantity according to the responsibilities given. Afandi (2021) emphasized that work discipline reflects compliance with established work standards. In the context of education, teacher discipline can be seen from the punctuality of teaching, the readiness of learning tools, and the consistency of evaluation of learning outcomes. Mangkunegara (2017) explained that performance is influenced by ability and motivation. Work discipline strengthens both factors because it creates regularity and consistency in the work process. Therefore, the higher the level of teacher discipline, the more optimal the performance produced.

3. Why Does Compensation Affect Teacher Performance?

The results of the study showed that compensation contributed 35.1% to teacher performance. Hasibuan (2017) stated that proper compensation can increase work morale and productivity. Compensation serves as an external motivation that encourages individuals to improve their work output. Mangkunegara (2017) explained that motivation is a factor that moves individuals to achieve organizational goals. In this context, compensation increases teachers' work motivation so that it has an impact on improving performance. However, the contribution of compensation is smaller than that of work discipline. This shows that teachers' performance is not only influenced by financial factors, but also by factors of professionalism, moral responsibility, and

commitment to educational tasks. Thus, compensation will be more effective in improving performance if accompanied by strong work discipline coaching.

Scientific Synthesis and Hypothesis Answers

Based on the results of the analysis and discussion, three main scientific findings were obtained:

1. Compensation is a significant determinant factor in shaping teacher work discipline.
2. Work discipline is the dominant predictor in improving teacher performance.
3. Compensation has a direct effect on performance, but it is more effective if it encourages the improvement of work discipline first.

All research hypotheses were declared accepted because the significance value of each variable was less than 0.05. Theoretically and empirically, this research reinforces the concept of human resource management that improving the performance of educational organizations requires integration between a fair compensation system and the fostering of sustainable work discipline.

CONCLUSION

This study aims to analyze the effect of compensation on work discipline, the effect of work discipline on teacher performance, and the effect of compensation on teacher performance at MTs Al Azhar Center Baturaja. Based on the results of hypothesis testing, all research hypotheses are declared accepted. The scientific findings of this study show that compensation is an important determinant in the formation of teacher work discipline. A fair and decent compensation system has been proven to be able to build compliance with rules as well as professional responsibility. Thus, compensation functions not only as a financial retribution, but also as a managerial instrument in shaping work behavior.

This study also found that work discipline is a key factor that directly improves teacher performance. Discipline is an internal mechanism that maintains consistency in the implementation of tasks, so that the quality and effectiveness of learning can be achieved optimally. In addition, compensation has been proven to affect teacher performance, but its effectiveness is stronger when accompanied by the formation of work discipline. This confirms that the improvement of teacher performance in the context of education does not only depend on financial factors, but also on the internalization of the value of professionalism and work responsibility.

Conceptually, this study strengthens the theory of human resource management that the integration between a fair compensation system and the development of work discipline is an effective strategy in improving the performance of educational organizations. As a follow-up, further research can develop a more comprehensive model by including other variables such as intrinsic motivation, madrasah head leadership, or organizational culture to obtain a broader picture of the factors that affect teacher performance.

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