

## The Compensation and Work Motivation of *Madrasah Tsanawiyah* Teachers: A Correlational Analysis

Syfa Nurul Cholizah,<sup>1</sup> Juhji Juhji,<sup>2\*</sup> Mansur Mansur,<sup>3</sup>

<sup>1,2,3</sup>Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia

<sup>1</sup>syfanurul13@gmail.com<sup>1</sup>, <sup>2</sup>juhji@uinbanten.ac.id, <sup>3</sup>mansur@uinbanten.ac.id

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\*) Corresponding Author

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### Abstract

This study examines how *Madrasah Tsanawiyah* teachers' motivation for their work and pay interact. A survey method was employed in this study. Thirty teachers from *Madrasah Tsanawiyah* Cibeber Lebak Regency participated in this study. A Likert scale questionnaire with five verified response alternatives was used as the study tool. The teacher used a printed copy of the instrument to collect the instruments. According to the study, teacher work motivation is 74.80% in the very good category, and compensation is in the very good category with an achievement level of 74.78%. The correlation coefficient  $r$  is 0.70, indicating a significant and sufficient connection. Of the elements influencing teacher job motivation, 49% are related to compensation, and the remaining 51% are determined by additional factors not included in this research and which need more investigation. The study's findings indicate that remuneration and work motivation are significantly correlated. The study's conclusions suggest boosting teachers' enthusiasm at work by giving them more money through various supportive initiatives.

**Keywords:** Compensation, *Madrasah Tsanawiyah* Teacher, Work Motivation.

### Abstrak

Penelitian ini mengkaji bagaimana interaksi motivasi guru Madrasah Tsanawiyah terhadap pekerjaan dan gajinya. Metode survei digunakan dalam penelitian ini. Tiga puluh guru dari Madrasah Tsanawiyah Cibeber Kabupaten Lebak berpartisipasi dalam penelitian ini. Kuesioner skala Likert dengan lima alternatif respons terverifikasi digunakan sebagai alat penelitian. Guru menggunakan salinan cetak instrumen untuk mengumpulkan instrumen. Berdasarkan penelitian, motivasi kerja guru sebesar 74,80% berada pada kategori sangat baik, dan kompensasi berada pada kategori sangat baik dengan tingkat prestasi sebesar 74,78%. Koefisien korelasi  $r$  sebesar 0,70 menunjukkan hubungan yang signifikan dan cukup. Dari unsur-unsur yang mempengaruhi motivasi kerja guru, 49% berkaitan dengan kompensasi, dan sisanya 51% ditentukan oleh faktor tambahan yang tidak dimasukkan dalam penelitian ini dan memerlukan penyelidikan lebih lanjut. Temuan penelitian menunjukkan bahwa remunerasi dan motivasi kerja berkorelasi signifikan. Kesimpulan penelitian ini menyarankan untuk meningkatkan antusiasme guru dalam bekerja dengan memberi mereka lebih banyak uang melalui berbagai inisiatif yang mendukung.

**Kata kunci:** Guru Madrasah Tsanawiyah, Kompensasi, Motivasi Kerja.



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## **Introduction**

Work motivation is an essential subject for the development of business, society, and individual well-being.<sup>1</sup> Work motivation is an individual's driving force in carrying out an activity in such a way that the individual is willing to act, work and be active to mobilize all the talents and potential they have to achieve predetermined goals.<sup>2</sup> Teachers need special attention to foster high levels of job motivation to perform at their best.<sup>3</sup> However, few teachers in private *madrasahs* perform at their best. There is speculation that this is connected to the welfare they get. Alawiyah's research indicates that the well-being of teachers in *madrasahs* is an issue due to the money being distributed being divided and being less than in public schools.<sup>4</sup>

Improving the welfare of *madrasah* teachers is crucial to raising educational standards. Previous research has demonstrated that welfare has an impact on teachers' effectiveness.<sup>5</sup> It proves how enhancing one's well-being can lead to increased performance. Following this, Sirait and Apriatni assert that compensation elements considerably impact a person's performance. Additionally, numerous earlier research noted a strong impact of pay determinants on performance.<sup>6</sup> In addition, remuneration affects how motivated employees are to work. However, their study excluded responses from *madrasahs* and was restricted to businesses and public schools.

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<sup>1</sup> Ruth Kanfer, Michael Frese, and Russell E. Johnson, "Motivation Related to Work: A Century of Progress.," *Journal of Applied Psychology* 102, no. 3 (2017): 338, <https://doi.org/10.1037/apl0000133>.

<sup>2</sup> Syaiful Bahri and Yuni Chairatun Nisa, "Pengaruh Pengembangan Karir Dan Motivasi Kerja Terhadap Kepuasan Kerja Karyawan," *Jurnal Ilmiah Manajemen Dan Bisnis* 18, no. 1 (2017): 9–15, <https://doi.org/10.30596/jimb.v18i1.1395>; Alan Carsrud and Malin Brännback, "Entrepreneurial Motivations: What Do We Still Need to Know?," *Journal of Small Business Management* 49, no. 1 (2011): 9–26.

<sup>3</sup> Resa Adji Kurniawan, Nurul Qomariah, and Pawestri Winahyu, "Dampak Organizational Citizenship Behavior, Motivasi Kerja, Dan Kepuasan Kerja Terhadap Kinerja Karyawan," *Jurnal Penelitian IPTEKS* 4, no. 2 (2019): 148–60, <https://doi.org/10.32528/ipteks.v4i2.2453>.

<sup>4</sup> Faridah Alawiyah, "Pendidikan Madrasah Di Indonesia," *Aspirasi: Jurnal Masalah-Masalah Sosial* 5, no. 1 (2014): 51–58, <https://doi.org/10.46807/aspirasi.v5i1.449>.

<sup>5</sup> Samuel Kalikulla, "Pengaruh Kesejahteraan Guru, Motivasi Kerja Dan Kompetensi Guru Terhadap Kinerja Guru SMK Di Kabupaten Sumba Barat," *JDMP (Jurnal Dinamika Manajemen Pendidikan)* 1, no. 2 (2017): 79–90, <https://doi.org/10.26740/jdmp.v1n2.p79-90>; Tri Wahyuni, "Pengaruh Kesejahteraan Dan Semangat Kerja Guru Terhadap Kinerja Guru SMP Kecamatan Singingi Hilir Kabupaten Kuansing," *Suara Guru* 3, no. 2 (2017): 399–406, <http://dx.doi.org/10.24014/suara%20guru.v3i2.3617>; Dadang Wahyudin, "Pengaruh Tingkat Kesejahteraan Guru Dan Beban Kerja Guru Terhadap Kinerja Guru," *Annidhom: Jurnal Manajemen Pendidikan Islam* 5, no. 2 (2020): 135–48, <https://doi.org/10.32678/annidhom.v5i2.4672>.

<sup>6</sup> Tiara Jovita Sirait and E. P. Apriatni, "Pengaruh Budaya Organisasi, Lingkungan Kerja Dan Kompensasi Terhadap Kinerja Karyawan Hotel Patra Jasa Semarang," *Jurnal Ilmu Administrasi Bisnis* 6, no. 4 (2017): 95–104, <https://doi.org/10.14710/jiab.2017.17601>.

Compensation is the reparation that employees receive for their achievements and contributions in the workplace.<sup>7</sup> Employee compensation is part of human resource management. It is necessary for organizational functioning because, according to Meuris and Leana, it is at the core of the employee-employer relationship.<sup>8</sup> According to the literature review, awards favorably impact employees' job satisfaction, engagement, motivation, and productivity. A person's performance may be enhanced by the varied pay they receive. However, as the responses differ, Yildirim et al. claim that a higher wage alone cannot provide respectable working conditions.<sup>9</sup> Law Number 14 of 2005 Article 51, which summarizes the pay provided to teachers, specifies that when performing their professional responsibilities, teachers have the right to earn money above the minimum living requirements and social welfare guarantees. However, the reality is that some professors still need to receive benefits despite their commitment to *madrasahs*.

Compensation and work motivation are two factors that should be considered in a person's performance,<sup>10</sup> including for *madrasah* teachers. In theory, compensation factors provide full support for an individual's driving force so that they are willing to work, be active, and exert all their potential. It aligns with DeAngelo et al.'s opinion that efficiency wage theory explains a person's behavior where exogenous wage shocks can attract better performance.<sup>11</sup> Compensation can be considered in mobilizing someone's potential to work.

A person's potential must be mobilized to realize good performance. One of the drivers of this potential can be done through increasing competence. Although many studies have been conducted on compensation factors,<sup>12</sup> research is still limited to

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<sup>7</sup> Hadeya Jeha, Mohamad Knio, and Georges Bellos, "The Impact of Compensation Practices on Employees' Engagement and Motivation in Times of COVID-19," *COVID-19: Tackling Global Pandemics through Scientific and Social Tools*, 2022, 131–49, <https://doi.org/10.1016/B978-0-323-85844-1.00004-0>.

<sup>8</sup> Jirs Meuris and Carrie R. Leana, "The High Cost of Low Wages: Economic Scarcity Effects in Organizations," *Research in Organizational Behavior* 35 (2015): 143–58, <https://doi.org/10.1016/j.riob.2015.07.001>.

<sup>9</sup> Umut Yildirim, Arda Toygar, and Cavit Çolakoğlu, "Compensation Effect of Wages on Decent Work: A Study on Seafarers Attitudes," *Marine Policy* 143 (2022): 105155, <https://doi.org/10.1016/j.marpol.2022.105155>.

<sup>10</sup> Musran Musran, Mohamad Makrus, and Wargianto Wargianto, "Pengaruh Kompensasi, Lingkungan Kerja, Budaya Organisasi Dan Pemanfaatan Teknologi Informasi Terhadap Motivasi Kerja Serta Dampaknya Terhadap Kinerja," *JEM Jurnal Ekonomi Dan Manajemen* 5, no. 2 (2019): 1–19.

<sup>11</sup> Gregory DeAngelo, Bryan C. McCannon, and Morgan Stockham, "District Attorney Compensation and Performance," *International Review of Law and Economics* 73 (2023): 106102, <https://doi.org/10.1016/j.irle.2022.106102>.

<sup>12</sup> Mondiani, "Pengaruh Kepemimpinan Transformasional Dan Kompensasi Terhadap Kinerja Karyawan PT. PLN (PERSERO) UPJ Semarang"; Wahyuni, "Pengaruh Kesejahteraan Dan Semangat Kerja Guru

companies and public schools and has not yet touched on *madrasahs*. Therefore, it is essential to carry out this research so that the research results can be depicted as a whole. Based on these problems, this research aims to describe compensation work motivation and analyze the contribution of compensation to the work motivation of *Madrasah Tsanawiyah* teachers.

## **Method**

The research method used a survey at two Private *Madrasah Tsanawiyah* (MTsS) Cibeber, Lebak Regency, namely MTsS Mathla'ul Anwar Cikotok and MTsS Al-Munawaroh. The research population was 150 MTs teachers in Cibeber, while the selected sample size was 30 teachers. The determination of sample size in this research refers to Arikunto<sup>13</sup> and Supardi's<sup>14</sup> opinion that if there are more than 100 research subjects, a portion of the population can be taken, namely between 10% -15% or 20% - 25% or more. Research data for both variables was collected using a Likert scale questionnaire with five validated options. The compensation variable includes five indicators: salary, incentives, allowances, facilities, and awards. Meanwhile, the work motivation variable consists of seven indicators: hard work, responsibility, drive for success, feedback, skill improvement, independence, and challenging work. Data analysis uses qualitative descriptive study to describe the two variables, namely the compensation variable (X) and work motivation variable (Y), and inferential analysis is carried out to analyze the relationship between the two variables.

## **Results and Discussion**

The research results on the compensation variable show that the lowest score is 29, the highest score is 67, and the total number is 1491. Data calculations as a group mean 50.1, median 47.5, mode 42.17, variance 147.24, and standard deviation 12.13. The compensation achievement level of 74.78% is outstanding. Meanwhile, the results of research on the work motivation variable show that the lowest score is 27, the highest score is 66, the total number is 1467, the average is 49.37, the median is 47.5, the mode is 42.83, the variance is 145.97, and the standard deviation is 12.08. The level of

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Terhadap Kinerja Guru SMP Kecamatan Singingi Hilir Kabupaten Kuansing"; Yıldırım, Toygar, and Çolakoğlu, "Compensation Effect of Wages on Decent Work: A Study on Seafarers Attitudes"; DeAngelo, McCannon, and Stockham, "District Attorney Compensation and Performance."

<sup>13</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2013).

<sup>14</sup> Supardi Supardi, *Statistik Penelitian Pendidikan* (Jakarta: PT RajaGrafindo Persada, 2017).

achievement of work motivation of 74.80% is in the outstanding category. Before testing the hypothesis, a normality test is first carried out. The results of the normality test for the two variables are shown in Table 1 below.

**Table 1. Normality Test of Teacher Compensation and Work Motivation**

Variables	N	$\alpha$	L-count	L-table	Decision	Conclusion
compensation (X)	30	0,05	0,1410	0,1618	Ho Accepted	Normal
work motivation (Y)	30	0,05	0,1261	0,1618	Ho Accepted	Normal

Based on Table 1, it is known that the compensation variable Lcount (0.1410) < Ltable (0.1618) is at a significance level of 5%, so Ho is accepted, and it is concluded that the compensation variable data comes from a normally distributed population. Likewise, with the work motivation variable, Lcount (0.1261) < Ltable (0.1618) at a significance level of 5% Ho is accepted, and it is concluded that the data on the work motivation variable for MTs Cibeber teachers comes from a normally distributed population. Next, a correlation test was carried out to analyze whether or not there was a relationship between the compensation variable and the work motivation variable. The results of the correlation test analysis are summarized and can be shown in Table 2 below.

**Table 2: Correlation Coefficient, Coefficient of Determination, Significance of Correlation of Compensation and Work Motivation**

Correlation	r	Significance Test					
		N	$\alpha$	t-count	t-table	Decision	Conclusion
$r_{xy}$	0,70	30	0,05	7,26	1,70	$H_1$ Accepted	Significant Correlation

Table 2 shows the results of a simple correlation analysis of the compensation variable (X) with the work motivation variable (Y). The results of the correlation analysis obtained a correlation coefficient  $r_{xy}$  of 0.70,  $t_{count}$  (7.26) >  $t_{table}$  (1.70) at a significance level of 5%. Thus, the correlation between compensation (X) and work motivation (Y) is significant. The results of the determination analysis were 49%. It means that the contribution of the compensation variable (X) to the work motivation variable (Y) is 49%, and the remaining 51% is influenced by other factors not examined in this research.

The achievement indicates that 74.78% of the average compensation variable (X), 50.10, is in the excellent category. This finding strengthens the findings of Amrulloh and Pramusinto's research, which found that compensation achievement of

73.72% was in the medium category.<sup>15</sup> However, this is slightly different from Kurnia, who found that the level of compensation achieved was 64.7% but was in the medium category.<sup>16</sup> This difference is possible due to differences in the characteristics of the respondents and the research location.

According to Tulenan, compensation is often considered as direct and indirect monetary and non-monetary rewards based on the value of their work, contributions, and performance.<sup>17</sup> It means that compensation is one of the physical needs that can influence motivation and teacher performance. Every time teachers receive compensation, they become more loyal and motivated to do their job well so that their performance improves. Therefore, as formal educational institutions, *madrasahs* must provide fair and balanced compensation.

According to achievement, 74.80% is in the excellent group, while the average work motivation variable (Y) is 49.37 in the superb category. It is in line with the findings of Desi Areva, who reported that the achievement of work motivation for State High School teachers in Padang City was 78.45% in the sufficient category.<sup>18</sup> It differs from the findings of Murniasih et al., who found that the average work motivation of teachers in 10 Jepara State High Schools was 68.30, with the medium work motivation category being 45% and high being 46%.<sup>19</sup> This difference is thought to occur due to differences in respondent demographics such as gender, age, length of service, and level of education.

Musta'in and Manan explained that a person's work motivation is reflected in motivating circumstances, motivating behavior, and goals.<sup>20</sup> In line with this, Juhji et al. stated that workers with high motivation will receive compensation according to their

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<sup>15</sup> Abdul Malik Karim Amrulloh and Hengky Pramusinto, "Pengaruh Kepemimpinan Kepala Desa, Fasilitas Kantor, Dan Kompensasi Terhadap Kinerja Se-Kecamatan Sukorejo," *Economic Education Analysis Journal* 6, no. 3 (2017): 912–22.

<sup>16</sup> Rafi Jody Kurnia, "Pengaruh Kompensasi Dan Motivasi Kerja Terhadap Kinerja Karyawan Rumah Sakit Condong Catur Yogyakarta," *Jurnal Manajemen Bisnis Indonesia (JMBI)* 5, no. 2 (2016): 165–72.

<sup>17</sup> Samuel Tulenan, "The Effect of Work Environment and Compensation toward Employee Performance at the Office of State Assets and Auction Service Manado," *Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis Dan Akuntansi* 3, no. 3 (2015): 672–82, <https://doi.org/10.35794/emb.3.3.2015.9561>.

<sup>18</sup> Desi Areva, "Pengaruh Motivasi Kerja Dan Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru SMA Negeri Se-Kecamatan Koto Tangah Kota Padang," *Economica: Jurnal Program Studi Pendidikan Ekonomi STKIP PGRI Sumatera Barat* 7, no. 2 (2019): 68–79, <https://doi.org/10.22202/economica.2019.v7.i2.3294>.

<sup>19</sup> Yeni Murniasih, Djuniadi Djuniadi, and Tri Joko Rahardjo, "Pengaruh Supervisi Akademik, Komunikasi Interpersonal Dan Motivasi Kerja Terhadap Kinerja Guru Di Jepara," *Educational Management* 5, no. 2 (2016): 148–55.

<sup>20</sup> M Mujib Musta'in and Anwar Sanusi Abdul Manan, "A Study on Employees Performance: Spiritual Leadership and Work Motivation with Mediation Work Satisfaction at the University of Darul Ulum, Indonesia," *European Journal of Business and Management* 6, no. 39 (2014): 77–85.

effort, thus giving rise to self-satisfaction at work.<sup>21</sup> Therefore, teacher work motivation is a process to explain the intensity, direction and perseverance of teachers to achieve *madrasah* goals. In short, teachers with high work motivation can undoubtedly accomplish the *madrasah's* vision, mission, and goals that have been determined together.

The research results show a significant correlation between compensation and teacher work motivation ( $r_{xy} = 0.70$ ). It is in line with Rahardjo, who reported the influence of compensation on the work motivation of lecturers at private universities in Jakarta.<sup>22</sup> According to Bjekić et al., teacher work motivation generates action, strengthens activity, and organizes complex work processes.<sup>23</sup> One effort to generate action is to improve the compensation for work done. It is imperative because the teacher's work motivation can determine their learning process.<sup>24</sup>

The research results show that 49% of compensation variables contribute to work motivation variables, and other factors influence the remaining 51%. This finding is different from the research findings of Fitri et al. Although compensation was found to influence teacher work motivation, the findings showed that 74.9% of work motivation was influenced by compensation.<sup>25</sup> This difference is because the research was conducted at Islamic Middle Schools and State High Schools as public schools, where teachers who teach in public schools receive higher compensation than teachers who teach in *madrasahs*. In addition, Rahardjo reported his findings that compensation contributed 6.5% to increasing work motivation. This difference in the contribution size is possible due to differences in respondent demographics.<sup>26</sup> However, the research results show that there is an influence of compensation on work motivation.

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<sup>21</sup> Juhji Juhji et al., "Madrasah Teacher Job Satisfaction, How Does It Relate to Work Motivation? A Meta-Analysis," *International Journal of Education, Teaching, and Social Sciences* 2, no. 1 (2022): 20–30, <https://doi.org/10.47747/ijets.v2i1.589>.

<sup>22</sup> Mukti Rahardjo, "The Effects of Compensation on Work Motivation: Evidence from Universities in Jakarta.," *International Journal of Economic Perspectives* 11, no. 1 (2017).

<sup>23</sup> Dragana Bjekić, Milica Vučetić, and Lidija Zlatić, "Teacher Work Motivation Context of In-Service Education Changes," *Procedia - Social and Behavioral Sciences* 116 (2014): 557–62, <https://doi.org/10.1016/j.sbspro.2014.01.257>.

<sup>24</sup> Bjekić, Vučetić, and Zlatić.

<sup>25</sup> Aida Fitri, Bukman Lian, and Alhadi Yan Putra, "The Effect of Compensation and Job Satisfaction on the Teacher Work Motivation on Islamic Junior High School 2 Oku Timur," in *International Conference on Education Universitas PGRI Palembang (INCoEPP 2021)* (Advances in Social Science, Education and Humanities Research, Universitas PGRI Palembang: Atlantis Press., 2021), <https://doi.org/10.2991/assehr.k.210716.285>.

<sup>26</sup> Rahardjo, "The Effects of Compensation on Work Motivation: Evidence from Universities in Jakarta."

Strengthening this support, Mustafa and Othman reported that 61% of work motivation influenced performance.<sup>27</sup> Thus, teacher performance can increase if work motivation is increased, and one way to increase teacher work motivation is through increasing compensation. In summary, work motivation mediates performance, as reported by Areva,<sup>28</sup> Murniasih *et al.*,<sup>29</sup> and Musran *et al.*,<sup>30</sup> which also strengthens these findings that performance can be influenced by work motivation and work motivation are controlled by compensation. Therefore, it is necessary to make efforts to increase compensation by *madrasah* principals as leaders in schools, such as salaries, wife and child allowances, holiday allowances, incentives, performance allowances, and other allowances that are believed to be able to have an impact on teacher work motivation.

Even though the results of this research can prove the contribution of compensation to work motivation empirically, this does not mean that it does not have limitations. The limitations of this research lie in the small sample size and limited to MTs teachers as research respondents. Therefore, it is necessary to carry out further research with a larger sample size. The sample comes from all levels of *madrasah* education, including *Madrasah Ibtidaiyah*, *Madrasah Tsanawiyah*, and *Madrasah Aliyah*, to analyze the magnitude of the influence of compensation on teacher work motivation in madrasahs so that teachers can use the findings—policymakers, especially in *madrasah* education.

## **Conclusion**

In conclusion, work motivation mediates performance, and compensation plays a vital role in influencing it. To increase teacher motivation, school principals should increase compensation, such as salary, allowances, and other incentives. However, the limitations of this research lie in the small sample size and focus on *Madrasah Tsanawiyah* teachers. Further research is needed to analyze the impact of compensation on teacher motivation in *madrasahs*.

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<sup>27</sup> M. Nur Mustafa and Norasmah Othman, “The Effect of Work Motivation on Teacher’s Work Performance in Pekanbaru Senior High Schools, Riau Province, Indonesia,” *Sosiohumanika* 3, no. 2 (2010), <https://doi.org/10.2121/sosiohumanika.v3i2.416>.

<sup>28</sup> Areva, “Pengaruh Motivasi Kerja Dan Kepemimpinan Kepala Sekolah Terhadap Kinerja Guru SMA Negeri Se-Kecamatan Koto Tangah Kota Padang.”

<sup>29</sup> Murniasih, Djuniadi, and Rahardjo, “Pengaruh Supervisi Akademik, Komunikasi Interpersonal Dan Motivasi Kerja Terhadap Kinerja Guru Di Jepara.”

<sup>30</sup> Musran, Makrus, and Wargianto, “Pengaruh Kompensasi, Lingkungan Kerja, Budaya Organisasi Dan Pemanfaatan Teknologi Informasi Terhadap Motivasi Kerja Serta Dampaknya Terhadap Kinerja.”

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