

The Effect of Work Discipline and Compensation on The Performance of Teachers and Staff at The Pelita Medan Foundation In 2021

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ABSTRACT

This study includes the influence of two independent variables, namely work discipline and compensation obtained by teachers and staff at the Pelita Medan Foundation in 2021. This research is a quantitative study using a survey method, in which basic data from a sample of a population is collected using a questionnaire instrument in field. The data used in this study is primary data. Primary data is obtained directly from the original source through the distribution of questionnaires to respondents. The research population is all teachers and staff at the Pelita Medan foundation as many as 40 people with the number of samples used as total sampling. Data collection techniques were carried out by interviewing and distributing questionnaires to respondents. Classical assumption test is done by normality test, multicollinearity test, heteroscedasticity test. The data analysis technique used the T test and F test. The results showed that the t value of work discipline > t table, namely the t value of work discipline was 2,277 > 1,686, as well as the t value of compensation > t table, the t value of compensation was 2,510 > 1,686. This shows that there is a positive and significant effect between work discipline and compensation on the performance of teachers and staff. Meanwhile, it simultaneously shows that the calculated F value > F table (5.286 > 3.25) thus the regression model between work discipline and compensation on teacher performance is declared fit or good.

Keywords: Teacher and Staff Performance, Work Discipline and Compensation

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| Received: 01.05.2022 | Revised: 01.06.2022 | Accepted: 17.6.2022 | Available online: 1-7.2022 |
|-------------------------|------------------------|------------------------|-------------------------------|

Suggested citations:

Sinaga, S. (2022). The Effect Of Work Discipline And Compensation On The Performance Of Teachers And Staff At The Pelita Medan Foundation In 2021. *International Journal of Community Service*, xx (xx), xx-xx. DOI: -

Open Access | URLs:

<https://ejournal.ipinternasional.com/index.php/ijcs/OpenAccessPolicy>

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INTRODUCTION

The quality of human resources greatly determines the success of an organization, as well as organizations in the field of education. The main factor that determines the achievement of organizational goals is largely determined by human resources who have achievements. Therefore, to produce achievements, the organization must start from improving personal job satisfaction and organizational members. To improve the quality of educational institutions, it is necessary to have reliable human resources in the school institution, (Tilaar, 2004) improving the quality of education depends on many things, especially the quality of the teachers. The teacher's role is very decisive in efforts to improve the quality of education. For this reason, teachers as learning agents are required to be able to carry out the learning process as well as possible, within the framework of educational development. Teachers have a very strategic function and role in the development of the education sector, and therefore need to be developed as a dignified profession. As a professional educator, according to the Law of the Republic of Indonesia Number 14 of 2005 Article 1, the main task of the teacher is to provide education, teaching, mentoring, directing, training, providing assessments, and evaluating students based on the level of early childhood through formal education, basic education, and secondary education (Abas, 2017).

Teachers as members of school organizations have the main task and function to provide learning, guidance, and training to students. The main tasks and functions can meet expectations if they meet certain requirements. The main aspect of service is all activities carried out for educational purposes, starting from planning, implementing, and evaluating learning activities, both those carried out in the classroom and in the laboratory. Therefore, teacher performance can be said to be high if it can be measured in terms of quantity and quality. However, the activities from planning to evaluation of learning do not have any meaning if the services provided do not provide benefits to students in accordance with predetermined criteria or measures. The success of student learning as evidenced by the achievement assessment cannot be interpreted solely as a manifestation of the teacher's performance directly, because there are many factors that influence student learning achievement. Therefore, teacher performance needs to be limited to some processes in delivering students. Students who have academic achievements above average do not always have to understand that their academic achievements are the direct result of the teacher's performance.

Improved employee performance will bring progress for the company to be able to survive in an unstable competitive business environment. Therefore, efforts to improve employee performance are the most serious management challenges because success in achieving the goals and survival of the company depends on the quality of the performance of the human resources in it. Basically the performance of teaching staff (teachers) is work performance or actual achievement achieved by someone. So, performance can be interpreted as an achievement that appears as a form of work success on a person. The success of performance is also determined by the work and abilities of a person in that field.

Employee performance can be seen from the level of employee discipline. According to (Stoner, 1989) that performance is a function of motivation, skills and

perceptions. According to Suntoro (Tika, 2006) states that performance is the result of work that can be achieved by a person or group of people in an organization in order to achieve organizational goals within a certain period of time. Job satisfaction is a driving factor for increasing employee performance which in turn will contribute to improving organizational performance (Gorda, 2004). Thus, the cause of the teacher's performance is not optimal is influenced by the work discipline of the teacher. Therefore, to improve teacher performance, one of the factors that need to be considered is the discipline applied in the organization. Work discipline involves discipline in regulations, self-discipline, discipline in work quality, discipline in work priorities and discipline in procedures and working methods. Work discipline aims to improve teacher performance so that they work better in fulfilling the tasks and jobs given.

According to Budi Setiyawan and Waridin (2006) that the condition for discipline to be grown in the work environment is a complete division of labor down to the lowest employee or officer, so that everyone knows consciously what their duties are, how to do it, when work begins and completed, what kind of work is required, and who is responsible for the results of the work. For this reason, discipline must be cultivated so that order and efficiency will also grow. Without good discipline, do not expect to be able to realize the existence of an ideal leader or employee as expected by the community and the company. According to Budi Setiyawan and Waridin (2006), and (Aritonang, 2005) employee work discipline is part of the performance factor. The results of his research show that work discipline has a positive influence on employee work performance.

Another factor that affects the success of the implementation of learning is the compensation given to the teacher. Compensation is one of the important factors and is a concern for many organizations in maintaining and attracting quality human resources (Bangun, 2012). Compensation is something that employees or employees get for the contributions they make to their work. Employees or employees provide something that they think is valuable, whether in the form of energy or knowledge they have (Bangun, 2012). Compensation is one of the main reasons and motivations why employees (teachers) work. Teachers use their knowledge, skills, energy, time and commitment not merely to dedicate or devote themselves to the organization, but there are other goals they want to achieve, namely expecting rewards or remuneration for the performance and work productivity they produce (Priansa, 2014). Each agency has various types of compensation to attract, retain people and motivate them to work in accordance with agency goals. It is hoped that by providing compensation, it can have an impact on the creation of a conducive work climate that can produce more and better jobs as expected.

Research conducted (Yensy, 2010) states that compensation has a significant effect on employee performance at SMA Negeri 2 Argamakmur in North Bengkulu. Compensation that is well managed or properly implemented in the long term can be a strategic company and can be used as an effective tool to achieve, maintain and maintain a productive work spirit.

METODE

This study aims to determine the effect of work discipline and compensation on the performance of teachers and staff at Yayasan Pelita Medan in 2021 by exploring each research variable. This research is categorized as exploratory research. The research population was all teachers and staff at Yayasan Pelita Medan as many as 40 people with the number of samples used as total sampling. Data collection techniques were carried out by interviewing and distributing questionnaires to respondents. Classical assumption test is done by normality test, multicollinearity test, heteroscedasticity test. Data analysis technique using T test and F test.

RESULTS AND DISCUSSION

Clasic Assumption Test

Normality test

The normality test aims to test whether in the regression model, the independent variables and the dependent variable are both normally distributed or not. The normality of the data in the study was seen by means of histograms and paying attention to the points on the Normal P-Plot of Regression Standardized Residual of the dependent variable. On the histogram curve, the model meets the assumption of normality if the shape of the curve is symmetrical or does not deviate to the left or right. The following are the results of the normality test using the histogram curve:

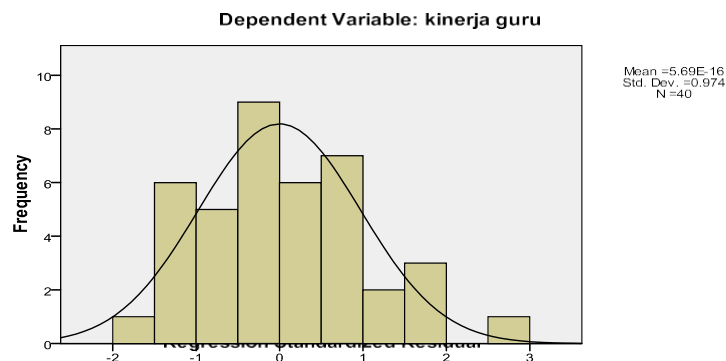


Figure 1. Normality Test (Regression Standardized Residual Vs Frequency)

The histogram curve results show that the shape of the curve is symmetrical and does not deviate to the left or right so that based on the histogram curve, the regression model is normally distributed. In addition to the histogram, the requirements of the normality test can also be seen from the Normal P-Plot of Regression Standardized Residual, namely if the data spreads around the diagonal line and follows the direction of the diagonal line, then the regression model meets the assumption of normality. If the data spreads far from the diagonal line and/or does

not follow the diagonal line, then the regression model does not meet the assumption of normality.

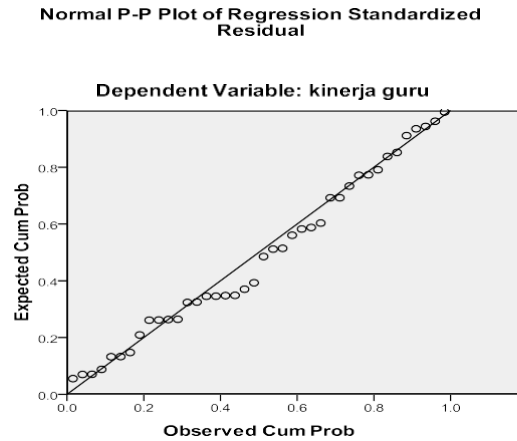


Figure 2. Normality Test (P-Plot)

Based on the data (Figure 2), it is found that all data are normally distributed, the distribution of data is around the diagonal line.

Heteroscedasticity Test

This test aims to test whether in a regression model there is an inequality of variance from the residuals, from one observation to another. If the variance of the residuals from one observation to another observation remains, it is called homoscedasticity and if the variance is different, it is called heteroscedasticity. A good regression model is that there is no heteroscedasticity. To detect the presence or absence of heteroscedasticity, the Scatterplot graph method can be used. If the figure shows that the points spread randomly and are spread both above and below the number 0 on the Y axis, it can be concluded that there is no heteroscedasticity in the regression model (Ghozali, 2005).

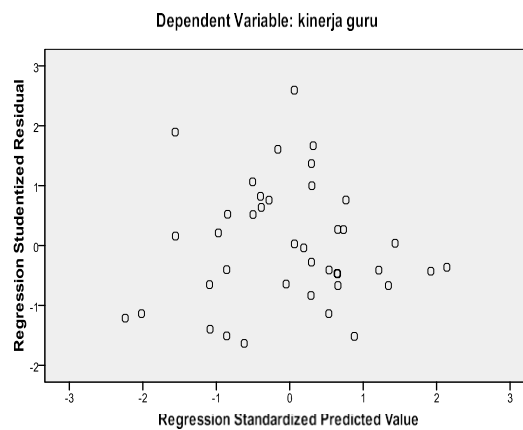


Figure 3. Heteroscedasticity Test

From the graph, it can be seen that the points spread randomly, do not form a certain clear pattern, and are spread both above and below the number 0 (zero) on the Y axis, this means that there is no deviation from the classical assumption of heteroscedasticity in the regression model that made, in other words accept the homoscedasticity hypothesis.

Multicollinearity Test

Multicollinearity testing aims to determine the perfect relationship between independent variables in the regression model. Symptoms of multicollinearity can be seen from the tolerance value and the Variant Inflation Factor (VIF) value. If the VIF value is less than 10 and the tolerance value is above 0.1 or 10%, it can be concluded that the regression model does not occur multicollinearity (Ghozali, 2005).

Table 1. Multicollinearity Test Results

| No. | Dependent Variable | Tolerance Value | VIF Value (%) |
|-----|--------------------|-----------------|---------------|
| 1 | Work Dicipline | 0.822 | 1.508 |
| 2 | Compensation | 0.892 | 1.358 |

Table 1 shows that the VIF value of all independent variables in this study is less than 10 while the tolerance value of all independent variables is more than 0.1, which means that the regression model does not have multicollinearity problems between independent variables in the regression model.

Multiple Linear Regression Equation Analysis

A good regression equation model is one that meets the requirements of classical assumptions, including all data are normally distributed, the model must be free from multicollinearity symptoms and free from heteroscedasticity. From the previous analysis, it has been proven that the equation model proposed in this study has met the requirements of the classical assumptions so that the equation model in this study is considered good. Regression analysis was used to test the hypothesis about the partial effect of the independent variables on the dependent variable. Based on multiple regression estimation, the results are obtained as table 2.

Table 2. Regression Result Coefficient Test

| Model | Unstandardized Coefficient | | Unstandardized Coefficient | t | Sign | Collinearity Statistics | |
|----------------|----------------------------|------------|----------------------------|-------|-------|-------------------------|-----------|
| | B | Std. Error | | | | Beta | Tolerance |
| 1. Constant | 34.350 | 5.845 | | 5.877 | 0.000 | | |
| Work Dicipline | 0.337 | 0.148 | 0.331 | 2.277 | 0.029 | 0.822 | 1.508 |
| Compensation | 0.331 | 0.132 | 0.365 | 2.510 | 2.510 | 0.892 | 1.358 |

Table 2 shows that the regression equation formed is:

$$Y = a + B_1X_1 + B_2X_2$$

$$Y = 34.350 + 0.337 X_1 + 0.331 X_2$$

Information:

Y = Teacher and staff performance

a = Constant

b₁, b₂ = Regression coefficient

X₁ = Work discipline

X₂ = Compensation

From these equations it can be explained that:

- Variables of work discipline and compensation have a positive direction coefficient on teacher performance.
- Constant of 34.350: meaning that if the work discipline (X₁) and compensation (X₂) the value is 0, then the teacher's performance is 34.350.
- The work discipline coefficient gives a value of 0.337 which means that if the work discipline is getting better assuming other variables are fixed, the teacher's performance will increase. The positive coefficient means that there is a positive relationship between work discipline and teacher performance, the higher the work discipline, the higher the teacher's performance.
- The compensation coefficient gives a value of 0.331 which means that if the compensation is getting better assuming other variables are fixed, the teacher's performance will increase. The positive coefficient means that there is a positive relationship between compensation and teacher performance, the higher the work discipline, the higher the teacher's performance.

Hypothesis test

Coefficient of Determination (R²)

The coefficient of determination is a quantity that shows the magnitude of the variation in the dependent variable that can be explained by the independent variable. In other words, the coefficient of determination is used to measure how far the independent variables explain the dependent variable. The value of the coefficient of determination is determined by the adjusted R square value as can be seen in table 3.

Table 3. Analysis of Determination Coefficient Result (Model Summary^b)

| Model | R | R Square | Adjusted R Square | Std. Error of The Estimate | Durbin-Watson |
|-------|--------------------|----------|-------------------|----------------------------|---------------|
| 1 | 0.671 ^a | 0.522 | 0.510 | 5.553 | 2.181 |

a. Predictors: (Constant), compensation, work discipline

b. Dependent Variable: teacher performance

Table 3 shows that the coefficient of determination (adjusted R²) obtained is 0.51. This means that 51% of the variation in teacher performance variables can be

explained by work discipline and compensation variables, while the remaining 49% is explained by other variables not proposed in this study.

F test (simultaneous hypothesis testing)

To test the effect of independent variables jointly tested using the F test. Where if the calculated F value is greater than the F table, the model used is fit or good. The calculated F value can be seen in the regression results and the table F value is obtained through sig. = 0.05 with $df_1=k$ and $df_2 = n-k-1$. The results of simultaneous regression calculations are obtained as follows:

Table 4. Analysis of F-Test (ANOVA^b)

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|------------|----------------|----|-------------|-------|--------------------|
| Regression | 326.026 | 2 | 163.013 | 5.286 | 0.010 ^a |
| Residual | 1141.047 | 37 | 30.840 | | |
| Total | 1467.100 | 39 | | | |

- a. Predictors: (Constant), compensation, work discipline
 b. Dependent variable: Teacher Performance

Table 4 shows that the calculated F value is 5.286, while the F table with $df_1 = 2$ and $df_2 = 37$, then the F table is 3.25. The calculated F value > F table ($5.286 > 3.25$) thus the regression model between work discipline and compensation on teacher performance is declared fit or good.

t test

This t-test is used to prove a significant influence between the independent variables on the dependent variable, where if the t-count > t-table indicates the acceptance of the proposed hypothesis. The calculated t value can be seen in the regression results and the t table value is obtained through sig. = 0.05 with $df = n - k$.

Table 5. Result of t-Test (Coefficients^a)

| Model | t | Sig. |
|-----------------|-------|-------|
| 1 (Constant) | 5.877 | 0.000 |
| Work discipline | 2.277 | 0.029 |
| Compensation | 2.510 | 0.17 |

- a. Dependent variable: Teacher Performance

Table 5 shows that:

1. The t value of work discipline on teacher performance is 2,277, while for t table with sig. = 0.05 and $df = n-k$, which is $40-2 = 38$, then the one-sided t table is 1.686. The value of t count > t table is the t value of work discipline $2.277 > 1.686$. This shows that there is a positive and significant influence between work discipline on teacher performance
2. The value of t-count compensation for teacher performance is 2.510, while for t-table with sig. = 0.05 and $df = n-k$, which is $40-2 = 38$, then the one-sided t table is 1.686. The value of t count > t table, namely the t value of compensation $2.510 > 1.686$, this shows that there is a positive and significant effect between compensation on teacher performance

Based on the results of statistical tests, it can be clearly seen that partially all independent variables, namely work discipline and compensation, affect the dependent variable, namely teacher performance. The influence given by the three independent variables is positive, meaning that the higher the work discipline and compensation, the higher the teacher's performance. These results are in accordance with the proposed hypothesis. This can be seen from the value of the coefficient of determination (adjusted R²) obtained by 0.51 which means that 51% of the variation in teacher performance variables can be explained by work discipline and compensation variables, while the remaining 49% is explained by other variables not proposed in this study.

Partially it is also seen that the t-count value of work discipline on teacher performance is 2.277, while for the t-table with sig. = 0.05 and df = n-k, which is 40-2 = 38, then the one-sided t table is 1.686. The value of t count > t table, namely the F value of work discipline 2.277 > 1.686. This shows that there is a positive and significant influence between work discipline on teacher performance. The t value of compensation for teacher performance is 2.510, while for the t table with sig. = 0.05 and df = n-k, which is 40-2 = 38, then the one-sided t table is 1.686. The value of t count > t table, i.e. the value of t count compensation is 2,510 > 1,686, this shows that there is a positive and significant effect between compensation on teacher performance. Meanwhile, simultaneously, it shows that the calculated F value is 5.286, while the F table with df1 = 2 and df2 = 36, then the F table is 3.26. The calculated F value > F table (5.286 > 3.26) thus the regression model between work discipline and compensation on teacher performance is declared fit or good. Here it can be seen that with good work discipline and the provision of compensation that is more appropriate and accepted by the teachers because it is in accordance with the energy and abilities issued and appreciates the hard work of the teacher, the teacher will be more professional by working seriously and doing various things. efforts to achieve better work results so that performance can be further improved.

Employee performance can be seen from the level of employee discipline. According to (Stoner, 1989) that performance is a function of motivation, skills and perceptions. According to Suntoro (Tika, 2006) states that performance is the result of work that can be achieved by a person or group of people in an organization in order to achieve organizational goals within a certain period of time. Job satisfaction is a driving factor for increasing employee performance which in turn will contribute to improving organizational performance (Gorda, 2004). Thus, the cause of the teacher's performance is not optimal is influenced by the work discipline of the teacher. Therefore, to improve teacher performance, one of the factors that need to be considered is the discipline applied in the organization. Another factor that affects the success of the implementation of learning is the compensation given to the teacher. Compensation is one of the important factors and is a concern for many organizations in maintaining and attracting quality human resources (Bangun, 2012).

Research conducted by Yensy (2010) states that compensation has a significant effect on employee performance at SMA Negeri 2 Argamakmur in North Bengkulu. Compensation that is well managed or properly implemented in the long term can be

a strategic company and can be used as an effective tool to achieve, maintain and maintain a productive work spirit.

CONCLUSION

1. Partially there is a positive and significant effect between work discipline and compensation on teacher performance,
2. Simultaneously shows that the calculated F value > F table (5.286 > 3.26) thus the regression model between work discipline and compensation on teacher performance is declared fit or good.

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