

Examining the Impact of Compensation and Competency on Elementary School Teacher Performance

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ABSTRACT

Teacher competence in schools is still not optimal because the average teacher competence is below 50%, especially in pedagogical, personal, and social competence. The compensation given to teachers who teach is still not optimal; the average amount offered does not meet the principles of justice. The average basic salary is 42.4%, and allowances are 57.6%, which consists of primary, functional, teaching, and transport allowances. This research analyzes the relationship between competence, compensation, and teacher performance in elementary schools. The research method uses a quantitative approach with a non-experimental correlational design. There were 40 respondents (non-permanent teachers) in the research using a non-probability sampling method. The data collection technique uses a survey method with closed questionnaire tools. Data analysis was carried out using validity tests, reliability tests, descriptive analysis, and multiple linear regression analysis. The research results show that the regression coefficient analysis of the competency variable (0.018) and compensation variable (0.025) significantly affects performance. Research results: The better the teacher's competence, the more the teacher's performance will increase. The implication is that the competency of elementary school teachers needs to continue to be improved in various ways, one of which is through continuous teacher professional development programs, both independently and with managerial encouragement from school principals.

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1. INTRODUCTION

Competency and compensation in enhancing teacher teaching performance are the main determinants of school educational success. Teachers' teaching performance will be optimal if integrated with school components, be it the principal, teacher work culture, or discipline. Increasing teacher performance can be seen in feelings of satisfaction or pleasure with the work or profession in their field. The world of education is developing increasingly rapidly, so it requires strong human resources to face change; human resources' main role is to act as reliable personnel in realizing organizational goals. The success or failure of the world of education in achieving its objectives depends on the quality of teachers who have the competence as educators to create an effective learning

environment. Education plays an important role in changing human behavior through the formation of character, knowledge, personality, and morals to create quality humans. Teachers, as one of the resources, have a very important role in improving the quality of students; professional teachers are teachers who prioritize the quality of education, and teacher services must meet the standards of community, nation, and user needs and maximize students' abilities based on potential and skills. Owned by each individual, based on the Minister of National Education Regulation number 16 of 2007, academic standards and teacher competencies are described in four main categories: pedagogical, personality, social, and professional (Indajang, Halim, & Sudirman, 2021).

The efficacy of a teacher in facilitating an effective teaching and learning process is paramount to the teacher's achievement. Competency refers to the combination of knowledge, skills, talents, individual traits, and employee recognition and rewards that can be objectively assessed or observed to determine the success of a work (Arifin, 2015; Siri, Supartha, Sukaatmadja, & Rahyuda, 2020). Competence refers to the capacity to effectively carry out a work or task, relying on one's acquired skills and knowledge (Periansya, Rahman, & Satriawan, 2018). Teacher competency is influenced by various factors, such as motivation to work, accountability for duties, professional growth opportunities, effective leadership, teacher salary, and favorable working conditions that facilitate access to quality facilities and infrastructure (Suryani, 2020). An influential component in determining employee competency is the supply of money as a means of incentivizing and motivating people to perform their work (May, Abdurrahman, Hariri, Sowiyah, & Rahman, 2020). Ensuring timely and equitable compensation for employees is a mandatory responsibility that should be determined by their performance.

Compensation is a critical factor that requires careful consideration in order to attract and maintain high-quality human resources inside the firm (Sulaeman, Metris, & Ruslana, 2022). Offering compensation, such as health benefits or recreational activities, can enhance employee performance by fostering a sense of appreciation for their work. Resources are essential for carrying out operations effectively. Therefore, they need the assistance of human resources who possess adequate competence. High competence can enhance organizational commitment and enhance employee performance. Offering remuneration is anticipated to enhance teacher well-being, which is among the aspects that impact teacher proficiency in enhancing their caliber (Silalahi, Simatupang, Romy, Candra, & Sudirman, 2021). In order to cultivate instructors who possess sufficient proficiency, it is imperative to implement continuous professional development, which entails equipping them with the necessary knowledge, skills, and training to enhance their teaching performance. In addition to that, it must also be accompanied by suitable and sufficient compensation. In order to cultivate exceptional pupils, teachers strive to exhibit exemplary performance and possess a strong will to work diligently (Sadikin, Nuraeni, Mutmainnah, Yuniwati, & Riyanti, 2023).

Compensation can be categorized into two broad divisions, namely based on the format and approach of distribution. Compensation is categorized into financial compensation and non-financial compensation based on its form. According to the mechanism of providing compensation, it can be categorized into two types: direct compensation and indirect compensation. Financial compensation comprises indirect compensation and direct compensation. Direct compensation encompasses employee remuneration in the form of wages, salaries, bonuses, and commissions. Indirect pay, sometimes known as benefits, encompasses vacations, diverse insurance options, child care services, religious care, and other such offerings. Non-monetary incentives such as commendation, self-esteem, and acknowledgment have the potential to impact employee motivation, productivity, and contentment (Simangunsong, Tarigan, & Sembiring, 2021).

Performance refers to the outcome or overall measure of success achieved by an individual in completing activities within a specific timeframe, in comparison to predetermined and mutually agreed upon standards, targets, goals, or criteria. Given that school performance is a reflection of the school's efforts, it can be inferred that if the school meets the expected high-performance target, it indicates the school's strong commitment to continuing development (Setiawan, Hersona, Suswardji, & Suyaman, 2022). Teacher performance is determined by the teacher's ability to fulfill their tasks and exercise their

authority effectively in order to meet goals successfully. The teacher's performance plays a crucial role in the school's growth and its ability to compete with other schools, especially since the school strives to stay at the forefront each year (Hardiansyah & Zainuddin, 2022; Saani, 2013).

Teachers have a significant impact on school achievement as their performance directly influences it. As a result, schools require teachers to possess strong work passion, perseverance, high competency, and strict work discipline. Nevertheless, there is a need for school administrators to prioritize the matter of job satisfaction (Hardiansyah, 2022; Hardiansyah, Zainuddin, Sukitman, & Astutik, 2023; Shely & Sumual, 2019). When an individual is paid a salary below the average received by others in their field, they are likely to experience unhappiness. Numerous studies have consistently identified wage as a prominent factor contributing to job dissatisfaction (Riwukore & Habaora, 2021). The values held by individuals play a significant role in shaping their career choices and how they fulfill their responsibilities. These values represent the thoughts or perspectives of individuals, which remain largely consistent in terms of determining what is regarded morally correct or bad (Khairiah, Zuraida, & Fahlevi, 2023).

Teachers must possess a high level of competency in their field of study, including a thorough understanding of the curriculum, subject matter, educational policies, learning materials, and concepts. They should also be able to contextualize this knowledge within society and the environment, and comprehend the impact and interconnections of their subject with other sciences and people's lives (Hardiansyah & AR, 2022; Hardiansyah & Mas'odi, 2022; Hartati, 2020). Proficiency in the realm of education entails the mastery of classroom management strategies and teaching methodologies. The competencies required in the field of value education and guidance encompass self-actualization, holistic personality development, moral integrity, honesty, maturity, loyalty, ethical conduct, sensitivity, impartiality, adaptability, open-mindedness, creative, critical, and reflective thinking, lifelong learning attitude, as well as proficiency in building relationships and engaging in community service. Individuals should possess the ability to engage in effective communication with others, demonstrate problem-solving skills, and actively contribute to the betterment of the community (Matriadi & Dalimunthe, 2018).

Job satisfaction is subjective and varies from person to person. It is crucial for organizations to prioritize job satisfaction as it serves as a metric for assessing the organization's ability to meet the needs of its members. To enhance teacher performance and work satisfaction, schools must focus on the human resource management process. This process encompasses various aspects such as leadership, motivation, compensation, competency, promotion, education, training, and discipline. If the aforementioned approach is successful, the school will be in accordance with its vision, mission, and objectives. Job happiness can be fostered by a favorable work climate or organizational climate (Heneman & Milanowski, 2014). Job satisfaction is achieved when there is a congruence between the job's attributes and the individual's demands.

Based on open interviews conducted by researchers with eight teachers, several things happened, namely that job satisfaction and compensation were not in line with what the teachers expected. Researchers also conducted open interviews with three students, and the information obtained was that there were still some teachers who were often late when entering class, there were also those who only came to school during teaching hours, and there were still teachers who were outside the classroom during teaching hours. Next, the researchers distributed questionnaires to 8 teachers related to providing compensation, as follows:

Table 1. Teacher Compensation Questionnaire Results

No	Statement	Agree	Disagree
1	I always receive wages on time and in accordance with my position, duties and responsibilities.	-	8
2	I receive work benefits outside of working hours.	6	2
3	I have found an interesting place to work.	5	3
4	Providing fair and equitable incentives according to the work I do.	3	5

It can be seen that compensation is not in line with what teachers expect, so it can affect teacher performance in carrying out their work. Appropriate compensation can motivate employees and stimulate teacher morale to work better over time, thus influencing teacher performance. Based on the

empirical data above, the relationship between compensation and teacher competency can influence teacher performance in schools. Compensation is also considered to be one of the dominant factors in encouraging someone to improve their performance. Teachers who receive compensation in accordance with the regional minimum wage can be motivated to improve performance in achieving the school's vision and mission. According to (Kusumaningtyas & Setyawati, 2015), compensation functions to attract and retain employees in the organization. Currently, compensation is replacing job security as the main driver of satisfaction.

The previous study conducted by Purba, Rafiani, and Ali (2018) titled "The Influence of Teacher Competence, Work Motivation, and Emotional Intelligence on Teacher Performance" found that the F_{count} value of 58.340 is greater than the F_{table} value of 2.66 at a significance level of 5%. The teacher competence has an effective contribution of 12.100%, the teacher work motivation has an effective contribution of 29,000%, the teacher emotional intelligence has an effective contribution of 13,600%, and the simultaneous effective contribution is 47,700%. Additionally, there is a significant influence of teacher competence on teacher performance, which has been proven to be true. The calculation results indicate that $t_1 = 4.788$, which is greater than $t_{table} = 1.960$ at a significance level of 5%. This demonstrates that there is a large influence of teacher work motivation on teacher performance, which is undeniably accurate. The calculation findings indicate that the value of t_2 (9.673) is greater than the critical value t_{table} (1.960) at a significance level of 5%. This suggests that there is a statistically significant influence of teacher emotional intelligence on teacher performance, confirming its validity. The calculated value of t_3 is 6.087, which is greater than the critical value of $t_{table} = 1.960$ at a significance level of 5%. In a study conducted by Novitasari (2021) titled "The Influence of Competency and Work Motivation on Job Satisfaction and its Implications for Teacher Performance," the findings from 72 participants indicate that the competency variable has a significance value (sig. = 0.003) smaller than α 0.05. This suggests that the competency variable has a positive impact on job satisfaction, thereby confirming hypothesis 1 (H1). In other words, increasing competence levels will lead to higher levels of job satisfaction among teachers.

Competency and compensation are anticipated to contribute to the success of teachers by enhancing their professionalism, which is evident not just in their capacity to create and deliver appropriate lessons to pupils. Offering appropriate remuneration can significantly boost an individual's motivation to expand their abilities and deepen their dedication to the organization, hence improving their own performance as well as the organization's performance in the future (Setiawan et al., 2022). The greater a person's skill, the greater the selling value, which includes the financial value. In order to acquire a competency score, an individual must engage in self-development, which encompasses the tasks they are currently performing. Training is one approach to enhance proficiency. In addition to that, several economical, physical, social, and psychological aspects also have a significant impact. Financial issues pertain to aspects of teacher well-being and assurances, including as compensation, social security benefits, and career advancements. Additional characteristics encompass interpersonal engagement with colleagues, aptitudes and dispositions towards labor, nature of tasks, and arrangements for working hours. The author of the study aims to investigate the influence of competency and compensation on teacher performance in elementary schools.

2. METHODS

This research employs a quantitative methodology, specifically a research technique utilized to study a specific population or sample, utilizing instruments as data collection instruments. The data analysis is quantitative or statistical in nature and aims to describe and test applied hypotheses (Shelty & Sumual, 2019). This study employs a non-experimental correlation research approach, which aims to identify associations between variables. Correlational research, also known as associational research, examines the connections between different variables (Siri et al., 2020). Non-experimental research refers to a type of research where observations are made on various features (variables) of the subject being studied without any modification or intervention by the researcher, as described by Siri et al. (2020). Researchers

employ correlational research to ascertain the presence of a connection between competency and teacher compensation in enhancing teacher performance in primary schools.

Researchers establish a causal connection between independent and dependent variables; in other words, compensation (X2) and competency variables (X1) both have an impact on teacher performance (Y). The competency variable describes the process of a teacher's ability to teach to achieve the expected goals in the learning process, as well as being able to establish good collaboration at work, be able to communicate with students and colleagues and be responsible for monitoring student learning outcomes. The compensation variable describes how the school provides compensation to teachers at the school. If the compensation, which includes salary, bonuses, incentives, and allowances provided by the school, is large enough, the teacher will be motivated to excel in teaching, have good cooperative ties with superiors, and have enthusiasm. In teaching, teacher job stability will be better because turnover is relatively small.

Table 2. Dimensions and Indicators of Competency Variables

Dimensions	Indicators
Pedagogical	Understanding students, planning and implementing learning, evaluating learning outcomes
Personality	Interacting and communicating with students, Carrying out guidance, and school administration
Professional	Have academic background qualifications, education in accordance with the field of assignment, have responsibility for carrying out assignments
Social	Ability to interact and communicate with peers or parents, Ability to recognize and understand the functions of each community institution, Ability to collaborate individually or in groups.

Table 3. Dimensions and Indicators of Compensation Variables

Dimensions	Indicators
Direct Compensation	Salary, Incentives, Bonuses, Allowances, Uniforms, Books, Lunch
Indirect Compensation	Health insurance, pension money

Table 4. Dimensions and Indicators of Teacher Performance

Dimensions	Indicators
Quality of work	Learning plan, Careful assessment of learning outcomes, Be careful in explaining the material
Accuracy of work	Providing material according to student characteristics, completing teaching according to the academic calendar
Initiative in work	Using learning media, Using various methods learning
Ability in work	Leading the class, Managing teaching and learning interactions.
Communication	Conducting tutoring, communicating new things in learning.

Population refers to the complete set of individuals or items that are being investigated in a research or study. The population of elementary school teachers in Umbulsari is 234. The researchers will employ a sample of 40 non-permanent elementary school teachers to conduct their study. The data collection methodology employed in this research involves the utilization of a questionnaire comprising of inquiries or written assertions for respondents to provide their responses based on the viewpoints of the lecturers. In order to gather information regarding the dimensions of the constructs being developed in this research, a closed questionnaire was designed. The questionnaire consisted of questions or statements that were rated on a Likert scale ranging from 1 to 5. The questionnaire distribution technique for questions with answers ranging from strongly disagree (score of 1) to strongly agree (score of 5), and questions with answers ranging from always (score of 1) to never (score of 5), is carried out through face-to-face interaction. Conversely, interviews are carried out to gather data that could potentially enhance and reinforce the research's data collection method.

The data analysis technique employed in this study utilizes a validity test to assess the veracity of the questions on a questionnaire. To assess the validity of the questionnaire for the study, refer to the correlation coefficient comparison r table. A questionnaire item is considered legitimate if the correlation coefficient (r count) is greater than the critical value (r table), and vice versa. Conversely, if the value of r count is less than r table, the item is considered invalid at a significance level of $\alpha = 0.05$, based on statistical testing of person correlation. Moreover, the reliability test assesses the dependability and uniformity of participants in their responses to items pertaining to the components of a variable, which are organized in the format of a questionnaire. The reliability of the questionnaire items is determined by the consistency of someone's answers to the questionnaire. This study employs Cronbach's alpha coefficient to assess the reliability of the questionnaire. The questionnaire is considered reliable if the value of alpha Cronbach is greater than 0.60, and it is considered unreliable if it is equal to or less than 0.60. Researchers will utilize multiple regression analysis as their analytical tool. Multiple correlation regression is employed to assess the significance and strength of the link between X_1 and Y , as well as between X_2 and Y . It also allows for the determination of the combined impact of X_1 and X_2 on Y . The SPSS computer calculating tool is utilized for doing multiple correlation regression.

3. FINDINGS AND DISCUSSION

The research results will describe the research stages from start to finish. Data collection methods will be explained in the initial stage, while hypothesis testing will be explained in the final stage. The distribution of respondents in this study based on gender is as follows:

Table 5. Gender Distribution of Teacher Respondents

Gender	Amount	%
Male	14	35
Female	26	65
Total	40	100

Based on the table above, it can be seen that the number of respondents regarding gender is 14 people, with a percentage of 35%, while the number of female teachers is 26 people, with a rate of 65%. It can be concluded that the number of female teachers is greater than that of male teachers. Furthermore, the distribution of respondents based on education level is as follows:

Table 6. Distribution of Education Level of Teacher Respondents

Education	Amount	%
S1	36	90
S2	4	10
Total	40	100

Based on the above, regarding the characteristics of respondents related to education level, it can be concluded that the number of respondents at strata 1 (S1) level was 36 with a percentage value of 90%. This is due to the requirement to become a teacher with at least a bachelor's degree. As for those with a Master's degree, there are 10%. Next, the researchers gave questionnaires to 40 respondents to carry out validity tests using SPSS 19 software. Based on the results of calculations using SPSS, it was said to be valid if the sig value was smaller than the value $\alpha = 5\%$ (significant 0.05). So, it can be concluded that all research variables are valid, and the research questionnaire can be used to collect further data. The validity test is used to determine the appropriateness of the items in a list of questions when defining a variable.

Table 7. Validity test for the Competency variable

Item	Pearson Correlation	Sig	Information
1	0.988	0.000	Valid
2	0.787	0.000	Valid
3	0.882	0.000	Valid
4	0.665	0.000	Valid
5	0.734	0.000	Valid
6	0.667	0.000	Valid
7	0.559	0.004	Valid
8	0.885	0.000	Valid
9	0.691	0.000	Valid
10	0.579	0.002	Valid

From the data processing results above, the competency variable consists of 10 questions; all question items have a sig value smaller than 0.05, so it can be concluded that all question items are valid, meaning that all question items can be used as measuring tools in research.

Table 8. Validity test for compensation variables

Item	Pearson Correlation	Sig	Information
1	0.871	0.000	Valid
2	0.677	0.000	Valid
3	0.788	0.000	Valid
4	0.631	0.000	Valid
5	0.661	0.000	Valid
6	0.892	0.000	Valid
7	0.911	0.000	Valid
8	0.783	0.000	Valid
9	0.591	0.001	Valid
10	0.883	0.000	Valid

From the data processing above, the compensation variable consists of 10 questions; all question items have a sig value smaller than 0.05, so it can be concluded that all question items are valid, meaning that all question items can be used as measuring tools in this research.

Table 9. Validity test for teacher performance variables

Item	Pearson Correlation	Sig	Information
1	0.552	0.000	Valid
2	0.612	0.000	Valid
3	0.822	0.000	Valid
4	0.551	0.000	Valid
5	0.741	0.000	Valid
6	0.766	0.002	Valid
7	0.571	0.000	Valid
8	0.432	0.008	Valid
9	0.662	0.000	Valid
10	0.544	0.000	Valid
11	0.771	0.000	Valid

From the data processing results above, the performance variable consists of 11 questions; all question items have a sig smaller than 0.05, so it can be concluded that all question items are valid, meaning that all question items can be used as measuring tools in this research. After the researcher has conducted a validity test, the next step is to conduct a reliability test using SPSS 19 software. Based on the results of calculations using SPSS, it is said that if Cronbach's Alpha value is greater than 0.60, then the questionnaire is reliable.

Table 10. Reliability Test results

Variable	Cronbach's Alpha	N of Item	Composite reliability	information
Competence	0.923	10	0.934	reliable
Compensation	0.893	10	0.899	reliable
Teacher performance	0.911	11	0.933	reliable

From the data processing results above, the Cronbach's alpha value obtained for the competency variable is 0.923, the compensation variable has a Cronbach's alpha value of 0.893, and the teacher performance variable has a Cronbach's alpha value of 0.911. With these results, the measuring instruments for the variables of competence, compensation, and teacher performance are very reliable based on the interval limits for measuring reliability. Based on the results of a descriptive data analysis of competency, compensation, and teacher performance variables from 40 respondents, as follows:

Table 11. Results of respondents' answers for the Competency variable

No	Statement	Mean
1	Every time I teach I try to understand each student's characteristics	3.65
2	Before teaching I always prepare a study plan	3.20
3	Before starting teaching at the beginning of the semester I conduct tests to evaluate students' abilities	3.05
4	Before starting lessons in class, I usually teach students to pray together	3.15
5	I make a separate schedule to guide students who have learning difficulties	3.20
6	I organize the data on student learning progress separately to make it more systematic	3.39
7	In carrying out teaching and learning, it is always in accordance with the educational qualifications in my field of work, I am responsible for my duties	3.42
8	I use school breaks to communicate with colleagues or parents if available	3.72
9	I always try to know and understand the function of each community institution	3.20
10	I always do my work alone and in a team on time	3.37
Average		3.35

From the ten statements, it can be seen that statement number 8 received the largest average score, namely 3.72, meaning that teachers have carried out good communication with colleagues and parents. Meanwhile, statement number 3 received the lowest score, 3.05, due to the lack of teacher self-awareness to improve their competence in teaching. Overall, the competency variable is good, with an average of 3.35.

Table 12. Results of respondents' answers for the compensation variable

No	Statement	Mean
1	The salary I receive is commensurate with the burden and risks of my work	3.36
2	The salary I receive is better than other schools	3.64
3	The incentives provided by schools are based on the principle of justice	3.61
4	The bonus given by the school is based on my completion of work	3.76
5	The allowances provided by the school are sufficient	3.65
6	The uniforms provided by the school are sufficient	3.57
7	The books provided by the school are adequate	3.31
8	The lunch provided by the school is adequate	3.67
9	Health insurance is sufficient	3.57
10	The pension money provided by the school is sufficient	3.51
Average		3.57

From the ten statements, it can be seen that statement number 4 received the largest average value, namely 3.76. This value suggests that the school's bonuses are quite good because it has taken care to consider the interests of the teachers when awarding them. Meanwhile, statement number 7 received the lowest average score, namely 3.31; the teacher felt that the books provided by the school were still

not as expected, as teachers must always update their knowledge with the latest books for teaching purposes. On average, the overall compensation variable is classified as good, with an average score of 3.57.

Table 13. Results of respondents' answers to the teacher performance variable

1	Before teaching the teacher prepares a lesson plan	3.21
2	Teachers assess students' work carefully	3.48
3	When explaining learning material, teachers are very careful to avoid explaining wrong concepts	3.56
4	The teacher explains the subject matter according to the characteristics of the students, accompanied by examples from real life that students experience every day.	3.51
5	This teacher completes the teaching program according to the academic calendar	4.16
6	Teachers in teaching try to use learning media	4.13
7	The teacher uses learning methods in group form	3.41
8	The teacher is able to lead the class well	3.51
9	Teachers are able to manage the class well	3.66
10	Teachers carry out study guidance with students	3.83
11	In teaching, this teacher communicates new materials in accordance with curriculum developments.	3.27
Average		3.97

From the 11 statements, it is clear that question number 5 received the highest average score, 4.16, demonstrating that the teacher followed the school's academic calendar when implementing the teaching program on time. Meanwhile, question number 1 received the lowest average score, namely 3.21, because teachers lack the awareness to prepare lesson plans for teaching. Overall, the performance variable is good, with an average of 3.97. Quantitative research was carried out using multiple linear regression analysis with the help of SPSS version 19 software. The competency and compensation variables on teacher performance can be described in data processing as the R² (coefficient of determination) number of 0.517. This demonstrates that 51.7% of the variation in teacher performance results from the joint influence of the competency and compensation variables, with the remaining 48.3% resulting from factors other than the two independent variables.

Table 14. Multiple Linear Regression Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
Competence	.311	.138	.347	2.293	.018
Compensation	.217	.101	.278	2.446	.025

The data shown in the table demonstrates a considerable impact of the two independent variables on teacher performance. The size of the influence of each independent variable on the dependent variable may be determined by examining the values in the beta column. It is evident that the competency variable has the highest influence, with a value of 0.347. The data processing findings from the table of multiple linear regression test results indicate that the competency variable (X₂) has a statistically significant value of 0.018, which is lower than the α value of 0.05. Therefore, it can be concluded that the competency variable has a substantial impact on teacher performance. The compensation variable (X₂) has a considerable influence on teacher performance, as indicated by its beta value of 0.278 and a significant value of 0.025, which is lower than the α value of 0.05. The regression coefficient equation for the competency variable yields a result of 0.311, indicating that it remains consistent. This implies that for each increment in the competency variable, there is a predicted rise of 0.311 in the teacher performance variable. The regression coefficient for the compensation variable is 0.217, indicating that it is a fixed value. Therefore, for every increment in the compensation variable, the teacher performance variable is expected to increase by 0.217.

The descriptive analysis of this research reveals that the respondents' responses on competence, salary, and teacher performance are generally positive. In general, the respondents' replies for the competency variable were favorable, as indicated by an average score of 3.35, suggesting a high level of competency. Nevertheless, the school should enhance teacher proficiency by offering training programs to enable teachers to enhance their performance. Competencies refer to specific behaviors, knowledge, and abilities that have a direct and positive influence on the success of both employees and organizations (Hardiansyah & Wahdian, 2023; Indajang et al., 2021). Competency can be objectively assessed and enhanced through training and learning opportunities (Novitasari, 2021). Competencies can be classified into two categories: behavioral and technical. The classification depends on factors such as the objectives, model, and type of skill being considered (Wenno, 2017). Competencies are crucial for teachers to enhance the quality of their teaching prowess based on their skills, knowledge, experience, and position (Kanya, Fathoni, & Ramdani, 2021). Providing suitable remuneration will incentivize teachers to enhance their performance and take accountability for their assigned tasks or burden (Alimmudin & Basuki, 2022). Teachers bear a significant duty in being cognizant of their own competency. They courageously confront obstacles and tasks as educators who impart knowledge and apply it in their daily lives (Ardliana, Rusdarti, & Suminar, 2021). The matter of teacher competency is a pressing concern that is essential for every educator at any educational level. Effective educators must possess not just pedagogical expertise but also a favorable disposition and the ability to adapt socially (Hardiansyah, AR, & Hidayatillah, 2022; Purba et al., 2018). Teacher competency is necessary in order to properly base the preparation of the educational program on the teacher's abilities. It is important to design objectives, educational programs, delivery systems, and evaluations in a way that aligns with the general teacher competency requirements (Hardiansyah & Mulyadi, 2022; May et al., 2020).

Competency analysis is mostly conducted for career development purposes, however, it is also necessary to assess the degree of competency in order to evaluate the effectiveness of the anticipated performance level. The levels of competency are as stated below: Skills, knowledge, self-concept, self-image, traits, and motives. Skills refer to the aptitude or proficiency in performing a task with excellence, such as that of a computer programmer. Knowledge refers to the information that someone possesses in a given domain, such as computer programming languages. Social roles refer to the attitudes and ideals that an individual possesses and highlights within society, such as being a leader. These roles serve as an expression of one's own values and their interactions with others. Self-image refers to an individual's perception of themselves, which reflects their sense of identity, such as perceiving oneself as an authority in a particular field. A trait is a long-lasting attribute of an individual that influences their behavior, such as self-assurance. Motive compels an individual to constantly engage in certain behaviors, as these behaviors provide a sense of comfort, such as driving performance. The impact of remuneration demonstrates that providing compensation for jobs, responsibilities, and positions will result in an increase in teacher performance. This statement, as stated by (Handok0, 2023), asserts that teacher salary has an impact on performance, as the quantity of compensation received is indicative of the value attributed to the job of teachers within an organization. Teacher remuneration is an indicator of teacher effectiveness. Remuneration is granted after the teacher fulfills a specific performance or surpasses the targets established by the company. In this scenario, it is imperative for leaders to demonstrate impartiality and decisiveness when it comes to giving appropriate remuneration for instructors who demonstrate exceptional performance.

The respondents' answers indicate a favorable overall compensation variable, with an average value of 3.57. This suggests that the compensation is satisfactory. To further enhance teacher performance, the school should prioritize compensation by augmenting the provision of bonuses, teacher incentives, or salaries. This recommendation aligns with previous research conducted by Silalahi et al. (2021), which found a significant positive correlation between compensation and teacher performance. The substantial impact of compensation variables demonstrates that various factors, including salary, can influence teacher performance and contribute to achieving optimal results. In addition, a study conducted by Simangunsong et al. (2021) found that instructors fulfill their

responsibilities in order to achieve high performance. These responsibilities include designing educational programs, implementing teaching processes, and conducting evaluations, all in exchange for their salary. The study conducted by Kusumaningtyas and Setyawati (2015) affirms that remuneration has a direct and substantial impact on performance. Employee performance is directly impacted by compensation in the form of salaries, wages, incentives, facilities, travel programs, and holiday allowances. The compensation amount is determined based on the teacher's rank and the extent to which their demands are met. According to Ardliana et al. (2021), if teachers obtain more and better rewards or remuneration, their demands will likewise be better fulfilled.

The compensation value, encompassing both tangible and intangible aspects, is directly linked to performance levels, with more remuneration likely to result in increased productivity. According to Indajang et al. (2021), medium and low compensation values will have moderate and little impacts on performance outcomes. This is comprehensible because every individual possesses essential and supplementary requirements that must be fulfilled on a regular basis. In order to fulfill these requirements, individuals engage in labor with the expectation that they will receive remuneration or compensation commensurate with the level of responsibility associated with their activity. What motivates individuals to work towards achieving an organization's goals are economic demands and self-actualization. In simpler terms, people are driven by the need for financial security and personal growth when they engage in activities or jobs (Arifin, 2015). Therefore, this research provides evidence that supports the findings of prior studies, which indicated a strong positive correlation between compensation and performance.

Overall, the respondents' evaluation of the teacher performance variable was positive, with an average score of 3.97. This indicates that teacher performance is satisfactory, but there is room for improvement in areas such as work quality, accuracy, initiative, and communication with superiors and colleagues. Individual traits, such as aptitude and experience, along with organizational support, including resources and technology, and an individual's effort or willingness to work hard, have the most direct impact on performance (May et al., 2020). The quality of teacher performance can be attributed to suitable and explicit compensation, both in terms of direct and indirect remuneration, encompassing both money and non-financial rewards. Conversely, inadequate compensation might account for subpar teacher performance. The success of the teaching and learning process relies on teachers' proper competency, which is a crucial factor in achieving educational goals. In order to ensure successful teacher performance, it is imperative for an institution or government to prioritize the well-being and requirements of teachers (Periansya et al., 2018). The competency variable exerts the greatest influence on teacher performance, as competency is the primary operative function of human resource management. The teacher's level of competency directly correlates with their work performance and overall effectiveness. Schools have challenges in achieving optimal work results without a high level of competency. Subsequently, the compensation variable emerges as the second most influential element on teacher performance. This is mostly due to the fact that, for the majority of instructors with their current level of education and comprehension, monetary remuneration remains the primary driving force behind their motivation and job contentment. There is a direct correlation between the level of pay, whether in monetary form or products, and the performance of the teacher.

4. CONCLUSION

The results of this research indicate that the competency and compensation variables significantly affect teacher performance. It is necessary to increase teacher competency through training held in schools and other institutions, and teachers continue to be encouraged to continue their formal education to a higher level to broaden their scientific horizons further. Teachers' compensation can include salary, allowances, health responsibilities, official housing facilities, uniforms, field trips, school facilities, and awards. Measures of teacher performance can be seen in work creativity, workability, and work communication, so in learning activities, teacher performance can be seen from the success of designing learning programs, implementing learning, and assessing student learning outcomes.

Finally, academics are expected to be able to develop other variables that can have a positive and significant effect on performance, such as organizational culture, organizational commitment and motivation, and organizational leadership.

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