



## THE INFLUENCE OF COMPENSATION, COMPETENCY, FACILITIES AND INFRASTRUCTURE ON TEACHER PERFORMANCE AND WORK MOTIVATION AS AN INTERVENING VARIABLE IN PRIVATE SCHOOL

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### Abstract

This research aims to analyze the influence of compensation, competency and infrastructure on teacher performance at Yos Anugrah and Sinar Timur Atam private schools with motivation as an intermediary variable. The methods used in this research are quantitative and qualitative research methods and also mixed research methods. The total population were 178 teachers. Data collection techniques used questionnaires. The data obtained were analyzed by using the SEM AMOS analysis techniques. The results of this studies show that compensation has a slight direct effect on work motivation, showing a probability value of 0.157 ( $p>0.05$ ), competence has a slight direct effect on work motivation showing a probability value of 0.254 ( $p>0.05$ ) and infrastructure has a direct effect on work motivation obtained at 0.038, testing the relationship between these two variables shows a probability value of 0.038 ( $p<0.05$ ).

Keywords : *Education Compensation, Competency, Facilities, Infrastructure, Teacher Work Motivation*

### 1. INTRODUCTION

Education has a very important role in the era of globalization because the current vision of education places more emphasis on the formation of quality human resources. Teachers are one of the actors in school activities. Teachers provide motivation and inspiration for students. the school where teaching and learning activities take place. Learning and teaching are not only interpreted as activities of transferring knowledge from teachers to students. Teachers are one of the keys to educational success and without ignoring the role of other components, a teacher has a significant role in realizing the nation's ideals to advance education. Facilities are the most important elements for carrying out the operations of an organization. Work cannot be completed quickly and optimally if it is not supported by the availability of appropriate facilities. On this basis, the presence of facilities can influence teacher performance.

Office facilities are tools and accessories for the office to help employees work optimally, especially to achieve organizational goals. Office facilities function to save workers' energy and thoughts when carrying out tasks repeatedly, and can encourage workers to complete tasks based on regulations or directions so they can anticipate mistakes (Bohari, et al, 2019: 59). Compensation must be given appropriately and correctly to increase teacher work motivation. If compensation is given correctly, teachers will be motivated to achieve the goals desired by the school. Currently, there are still many teachers who do not feel the welfare of the compensation provided by the school.

### Statement of the Problem

Teachers see a disparity between the compensation they receive and the workload handled by the teacher. Teachers are required to always work diligently both in the classroom and outside

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the classroom, but the compensation given is still not appropriate, especially regarding salaries which are considered to be very low, this results in low work motivation for teachers. This low teacher work motivation has an impact on teacher discipline and performance. Teachers are often late for class, and sometimes some even miss class. Apart from that, it also has an impact on optimizing teacher work, which results in low morale and affects lessons. Based on observations, (1) There is a mismatch between the compensation received and the workload carried out by teachers, (2) Low salaries received by teachers, (3) Low work motivation of teachers towards the tasks received and (4) teachers are less than optimal in teaching and lack of teacher competenc

To encourage work motivation, it is necessary to have a mutually beneficial working relationship for both parties. Teachers provide their best performance for the school, while the school provides appropriate and fair compensation for teachers. The quality of education in the future is greatly influenced by the performance of quality teachers. To achieve quality and optimal performance, providing fair compensation can be a motivation to develop and improve their potential and abilities so that they can hopefully improve their performance. Polakitan et al., (2016) show that there is a significant influence between compensation variables on employee performance. This is in line with research conducted by Achmad (2017); Widagdo, Widodo, & Samosir (2018), and Maria (2019) show that compensation has a positive and significant effect on employee performance. Determining work motivation as an intervening variable is also supported by research conducted by (Papilaya, Tuakora, & Rijal, 2019) showing that compensation has an indirect effect on teacher performance through motivation. In line with research conducted by (Rizal, Idrus, & Mintarti, 2014) it is stated that there is an indirect influence of compensation on employee performance through motivation. In contrast to research conducted by (Maria, 2019) which states that there is no positive influence between compensation and employee performance through work motivation as mediation. The purpose of this research is to explain how compensation, competence and infrastructure directly influence the work motivation of Yos Anugrah and Sinar Timur Batam Private Schools.

## **2. LITERATURE REVIEW**

### **Compensation**

Compensation is something that employees receive as a reward or replacement for their service contribution to the organization. Basically, the biggest motivation for humans to work is to get rewards to be able to support themselves and their families (Rivai, 2015: 87). Compensation is remuneration paid for the services of employees, workers, working time or employees who do not carry out supervision and administration (Moekijat, 2016:49). Compensation is all income in the form of money, direct or indirect goods received by employees as compensation for services provided to the company. Compensation is in the form of money, meaning that compensation is paid in cash to the employee concerned. Compensation in the form of goods means that compensation is paid in goods (Hasibuan, 2018: 118). Menurut Kasmir (2016: 240). According to Kasmir (2016: 240) Compensation is divided into two, namely financial compensation in the form of awards and non-financial compensation in the form of allowances. Non-financial compensation consists of; health benefits, children/wife, housing, vehicles, communications, scarcity, expensiveness, education, holidays, old age and holidays.



## Competence

Competency is basically a description of what a person can do at work, as well as what forms of that work can be seen. To be able to do a job, a person must have abilities in the form of knowledge, attitudes, skills that are relevant to their field of work. Referring to this understanding, teacher competency can be interpreted as a description of what a teacher must do in carrying out his work, both in the form of activities, behavior and results that can be demonstrated in the teaching and learning process (Suyanto, 2013:39). Teacher competency is one of the factors that influences the achievement of learning and education goals in schools, however teacher competency does not stand alone, but is influenced by educational background factors, teaching experience, and length of time teaching (Agus Wibowo, 2012: 107).

## Facilities And Infrastructure

Educational facilities are all facilities (equipment, equipment, materials and furniture) that are directly used in the teaching and learning process, both movable and immovable, so that the achievement of educational goals can run smoothly, regularly, effectively and efficiently, such as buildings, classrooms, chairs and learning media equipment, libraries, school offices, student council rooms, parking lots, laboratory rooms. Educational infrastructure is facilities that indirectly support the course of the education or learning process, such as courtyards, gardens/school parks, roads to school, school rules and regulations, and so on. The emphasis in this understanding is on its nature, facilities are direct and infrastructure is indirect in the educational process (IrjusIndrawan, 2015: 10). Educational facilities are all equipment, materials and furniture that are directly used in the educational process at school, while educational infrastructure is all basic equipment that indirectly supports the implementation of the educational process at school (Rusydi, 2017: 20).

## Work Motivation

Hafidzi et al (2019: 52) state that motivation is the provision of driving force that creates enthusiasm for a person's work so that they are able to collaborate, work effectively and be integrated with all their efforts to achieve satisfaction. Motivation is the main thing that drives someone to work. According to Sedarmayanti (2018: 154) motivation is a force that encourages someone to carry out an action or not which is essentially positive or negative internally and externally, work motivation is something that creates encouragement/enthusiasm for work/enthusiasm for work. According to Rivai (2015, p 607) motivation is a series of attitudes and values that influence individuals to achieve specific things in accordance with individual goals.

## Teacher Performance

Teachers have the main task of educating, teaching, directing, guiding, assessing, training and evaluating students so that they can be said to be professional educators. Apart from that, the obligations of a professional teacher are to plan learning, carry out a quality learning process, and assess and evaluate learning outcomes. Then it is reiterated that the main task of a teacher is to plan learning, carry out learning, assess learning outcomes, guide and train students (Priansa, 2018: 78). Priansa (2018: 394) explains that "teacher performance is the level of teacher success in completing their work".

### 3. IMPLEMENTATION METHOD

This research uses mixed research methods, namely in conducting research the researcher uses a combination of quantitative methods and qualitative methods. Mixed research methods were used because this research produces two types of data, namely quantitative data and qualitative data (Sugiyono, 2018: 8).

#### Population and Sample

Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics that have been determined by researchers to be studied and after that, conclusions are drawn (Sugiyono, 2019: 126). The population in this study were all teachers at the Yos Anugrah and Sinar Timur Batam Private Schools, totaling 178 employees.

#### Data Collection Technique

The data source in this research is data obtained from respondents through collected questionnaires (Sugiyono, 2018: 137). And the data was collected by the researcher directly from the school through observation, interviews and documentation (Sugiyono, 2018: 137).

#### Data Analysis Technique

Data were analyzed using SEM (Structural Equation Modeling) with the software used, namely AMOS, to carry out data processing and analysis. The use of SEM in this research is because SEM is considered more accurate, where researchers not only know the relationship between variables, but also know the components that make up the variables and know their magnitudes.

#### Validity and Reliability Test

An instrument is said to be valid, meaning it shows that the measuring instrument used to obtain the data is valid or can be used to measure what should be measured (Sugiyono, 2018). Validity testing is carried out by conducting bivariate correlations between each indicator score and the construct score. To see the correlation in validity, factor analysis is used. Factor analysis is a multivariate method used to analyze variables that are thought to have an interest in each other. The factor analysis used in this research is EFA (Exploratory Factor Analysis) and CFA (Confirmatory Factor Analysis). Convergent validity in EFA is achieved if the indicators of a particular variable group into one component with a factor loading value of a predetermined limit based on the number of research samples. Guidelines for factor loading values in EFA based on the number of samples in this study can be seen in the following table (Hair et al, 2017) :

**Table 1.** loading significant EFA value based on sample

Factor loading	Sample
0,30	350
0,35	250
0,40	200
0,45	150
0,50	120
0,55	100





0,60	85
0,65	70
0,70	60
0,75	50

In this research, the reliability test used the Cronbach alpha technique. The questionnaire reliability measurement index according to Khairinal (2016: 349) is :

1. If alpha > 0.90 then reliability is perfect.
2. If alpha is between 0.70-0.90 then reliability is high.
3. If alpha is 0.50-0.70 then reliability is moderate.
4. If alpha < 0.50 then reliability is low.
5. If alpha is low, it is possible that one or more items are not reliable

## 4. RESULTS AND DISCUSSION

### Result

#### a. Validity test result

To see the correlation in convergent validity, factor analysis is used. Factor analysis is a multivariate method used to analyze variables that are thought to have an interest in each other. The factor analysis used in this research is EFA (Exploratory Factor Analysis).

#### b. Reliability Test

Reliability shows that the instrument is consistent when used to measure the same symptoms in other places. The use of reliability testing is to assess the consistency of objects and data (Sugiyono, 2019: 176). In this research, the reliability test used the Cronbach alpha technique. The questionnaire reliability measurement index according to Khairinal (2016: 349) is :

1. If alpha > 0.90 then reliability is perfect.
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4. If alpha < 0.50 then reliability is low.
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**Table 2. Reliability Test**

No	Variable	Reliability Test Value	Explanation
1	Compensation	0,496	Low Reliability
2	Competency	0,863	High Reliability
3	Facilities	0,831	High Reliability
4	Work motivation	0,902	Great Reliability
5	Teacher performance	0,902	Great Reliability

Source: Data analysed, 2023

The results of the reliability test show that all variables have an Alpha coefficient that is large enough so that it can be said that all measuring concepts for each variable from the questionnaire are reliable, so that the items in each variable concept are suitable for use as measuring tools.

Statistical tests of processing results using SEM are carried out by looking at the significant level of relationship between variables which is shown through the critical ratio (c.r) and the

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significance probability value of each relationship between variables. The following is the output table for testing research hypotheses using the AMOS test tool in the form of Regression Weights output as in the following table :

**Tabel 3.** Regression Weights

			Estimate	S.E.	C.R.	P	Label
Work motivation	<---	Compesation	-.065	.046	-1.414	.157	par_49
Work motivation	<---	Competency	-.063	.055	-1.141	.254	par_52
Work motivation	<---	SarPras	1.650	.795	2.077	.038	par_54
Teacher performance	<---	Work motivation	.180	.275	.656	.512	par_50
Teacher performance	<---	Compesation	.078	.110	.706	.480	par_51
Teacher performance	<---	Competency	-.232	.136	-1.705	.088	par_53
Teacher performance	<---	SarPras	1.750	1.036	1.690	.091	par_55

Source : Data analysed, 2023

1. Hypothesis Testing 1

The estimated parameter value of the standardized regression weight coefficient between compensation and work motivation was obtained at 0.157, testing the relationship between these two variables showed a probability value of 0.157 ( $p > 0.05$ ) from the estimated value of -0.065, thus H1 was rejected because there was no significant positive relationship between compensation and work motivation. so it can be concluded that compensation has no direct effect on work motivation. The results of this research are supported by previous research (Ernawati, et al, 2022) which states that compensation does not have a significant effect on work motivation. The results of this research could occur because they are influenced by several other factors which allow for factors that have a greater influence on work motivation, for example employee comfort at work, the leadership style of superiors, and this could also occur due to recognition factors or their employment status.

2. Hypothesis Testing 2

The estimated parameter value of the standardized regression weight coefficient between competence and work motivation was obtained at 0.254, testing the relationship between these two variables showed a probability value of 0.254 ( $p > 0.05$ ) from the estimated value of -0.063, thus H2 was rejected because there was no significant positive relationship between competence and work motivation. The results of this research are supported by research (Astuti, P., & Kurnia, M, 2020) which states that this research shows that competence has no effect on work motivation. The competencies possessed by each teacher or employee are different and specific for each individual, so it is necessary to explore other factors that can increase competency in increasing work motivation.

3. Hypothesis Testing 3

The estimated parameter value of the standardized regression weight coefficient between infrastructure and work motivation is 0.038, testing the relationship between these two variables shows a probability value of 0.038 ( $p < 0.05$ ) from the estimated value of 1.650, thus H3 is accepted because there is a significant positive relationship between infrastructure and work motivation. The results of this research are supported by research (Romadona, A., Azhar, F., & Mahdum, 2021) which states that infrastructure partially contributes to teacher



work motivation at the Cendana Riau Education Foundation School with an influence value of 27.4 %. If the infrastructure is better, the teacher will have higher work motivation, conversely, if the infrastructure is worse, the work motivation will also be lower. When the completeness of educational infrastructure partially contributes to teacher work motivation, the teacher's task of delivering lesson material will be able to be carried out optimally so that teacher performance will automatically increase

#### 4. Structural Model Identification

Identification of the structural model can be seen from the results of variable counts by calculating the amount of covariance and variance data compared to the number of parameters to be estimated. The model output can be seen in the following table :

**Table 4.** Notes For Model test

Number of distinct sample moments:	1431
Number of distinct parameters to be estimated:	116
Degrees of freedom (666 - 78):	1315

Minimum was achieved Chi-square = 1390.961

Degrees of freedom = 588

Probability level = .000

source: Data analysed (2023)

Based on the output notes for the model above, the results obtained show that employee performance is overidentified. With a sample size of  $N= 178$ , the total number of covariance data is 1431 while the number of parameters to be estimated is 116. From these results, the resulting degrees of freedom are  $1431-116 = 1315$ , because  $1315 > 0$  (positive df) and the sentence "minimum was archived", then the process of testing the maximum likelihood estimate has been carried out and the estimate identified with the results of normally distributed data.

### Discussion

#### a. Direct Influence of Compensation on Work Motivation

The results of hypothesis testing prove that compensation has no direct effect on work motivation. This means a lack of good management provided by the Foundation to teachers. Compensation will help the school to achieve its goals in obtaining, maintaining and maintaining the existence and loyalty of teachers optimally. Maximum compensation can also increase a teacher's work motivation. The results of this research are supported by previous research (Ernawati, et al, 2022) which states that compensation does not have a significant effect on work motivation. The results of this research could occur because they are influenced by several other factors which allow for factors that have a greater influence on work motivation, for example employee comfort at work, the leadership style of superiors, and this could also occur due to recognition factors or their employment status. This means that the hypothesis which states that compensation has a direct effect on work motivation is not proven.

#### b. Direct Influence of Competency on Work Motivation

The results of hypothesis testing prove that competence has no direct effect on work motivation. This can be interpreted that the better the competencies possessed by employees will not affect motivation. The competencies possessed by each employee are different and specific for each individual, so it is necessary to explore other factors that can increase competency in

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increasing work motivation. The results of this research are supported by research (Astuti, P., & Kurnia, M, 2020) which states that this research shows that competence has no effect on work motivation. This means that the hypothesis which states that competence has a direct effect on work motivation is not proven.

c. Direct Influence of Facilities and Infrastructure on Work Motivation

The results of hypothesis testing prove that infrastructure has a direct effect on work motivation. If the infrastructure is better, the teacher will have higher work motivation, conversely, if the infrastructure is worse, the work motivation will also be lower. When the completeness of educational infrastructure partially contributes to teacher work motivation, the teacher's task of delivering lesson material will be able to be carried out optimally so that teacher performance will automatically increase. Because the completeness of educational infrastructure is one thing that influences teacher work motivation. The results of this research are supported by research (Romadona, A., Azhar, F., & Mahdum, 2021) which states that infrastructure partially contributes to teacher work motivation at Foundation Schools. Cendana Riau Education with an influence value of 27.4%. This means that the hypothesis which states that infrastructure has a direct influence on work motivation is proven.

## 5. CONCLUSION

Based on the research results and discussions described in the previous chapter, several things can be concluded, namely as follows :

1. The results of hypothesis testing prove that compensation has no direct effect on work motivation, this can be seen from testing the relationship between the two variables which shows a probability value of 0.157 ( $p > 0.05$ ). Thus hypothesis 1 is rejected.
2. The results of hypothesis testing prove that competence has no direct effect on work motivation. This can be seen from testing the relationship between the two variables which shows a probability value of 0.254 ( $p > 0.05$ ). Thus hypothesis 2 is rejected.
3. The results of hypothesis testing prove that infrastructure has a direct effect on work motivation with a value of 0.038, testing the relationship between these two variables shows a probability value of 0.038 ( $p < 0.05$ ). Thus hypothesis 3 is accepted.

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