JURNAL Isema ISLAMIC EDUCATIONAL MANAGEMENT

Jurnal Islamic Education Manajemen
10 (2) (2025), 196-209
10.15575/isema.v10i2.51911
http://journal.uinsgd.ac.id/index.php/isema

p-ISSN: 2541-383X
e-ISSN: 2541-7088

INFLUENCE OF COMPENSATION AND MOTIVATION ON TEACHER PERFORMANCE IN ISLAMIC JUNIOR HIGH SCHOOLS (MADRASAH TSANAWIYAH)

Nenden Quratul Aini
Universitas Islam Negeri Sunan Gunung Djati Bandung, Indonesia
nendenquratulaini@uinsgd.ac.id

Wia Adawiyah Muthoharoh
Madrasah Tsanawiyah Al Mukhlisin, Bojongsoang, Kab.Bandung, Indonesia
wia.adawiyah13@gmail.com

ABSTRACT
This study empirically analyzes the partial and simultaneous influence of compensation and motivation on teacher performance in two private Islamic Junior High Schools (Madrasah Tsanawiyah) in Bandung Regency. A quantitative method employing a census survey approach was applied to the entire population of teachers (N=51). Data analysis utilized Multiple Linear Regression to test the established hypotheses. The results indicate that both compensation and motivation have a positive and statistically significant influence on teacher performance, both partially and simultaneously. A critical finding reveals that the impact of compensation is primarily driven by non-financial dimensions, specifically a supportive work environment and positive collegial relations, which act as essential Hygiene Factors for teacher satisfaction. The two variables jointly contribute significantly to teacher performance (F = 47.161; Sig. 0.000), with a strong predictive capability R^2 of 66.3%. The study concludes that teacher performance in Islamic schools is a synergistic function of institutional support. Therefore, performance improvement strategies must prioritize strengthening a supportive work climate (non-financial compensation) as the principal driver of sustained achievement motivation, rather than relying solely on financial incentives.

Keywords: Compensation, Motivation, Teacher performance, Madrasah, Human resources management

ABSTRAK
Penelitian ini menganalisis secara empiris pengaruh parsial dan simultan dari kompensasi dan motivasi terhadap kinerja guru di dua Madrasah Tsanawiyah swasta di Kabupaten Bandung. Metode kuantitatif dengan pendekatan survei sensus diterapkan pada seluruh populasi guru (N=51). Analisis data menggunakan Regresi Linier Berganda untuk menguji hipotesis yang telah

ditetapkan. Hasil penelitian menunjukkan bahwa kompensasi dan motivasi memiliki pengaruh positif dan signifikan secara statistik terhadap kinerja guru, baik secara parsial maupun simultan. Temuan krusial mengungkapkan bahwa dampak kompensasi terutama didorong oleh dimensi non-finansial, khususnya lingkungan kerja yang mendukung dan hubungan kolegial yang positif, yang berperan sebagai faktor higienis esensial bagi kepuasan guru. Kedua variabel secara bersama-sama memberikan kontribusi signifikan terhadap kinerja guru (F = 47,161; Sig. 0,000), dengan kemampuan prediksi yang kuat (R^2) sebesar 66,3%. Penelitian ini menyimpulkan bahwa kinerja guru di madrasah merupakan fungsi sinergis dari dukungan institusional. Oleh karena itu, strategi peningkatan kinerja harus memprioritaskan penguatan iklim kerja yang suportif (kompensasi non-finansial) sebagai pendorong utama motivasi berprestasi yang berkelanjutan, alih-alih hanya mengandalkan insentif finansial semata.

Kata Kunci: *Kompensasi, Motivasi, Kinerja Guru, Madrasah, Manajemen sumber daya manusia*

INTRODUCTION

Teacher performance is the main pillar in achieving national education goals, particularly in Islamic educational institutions such as the *Madrasah Tsanawiyah* (MTs). Optimal performance is defined as the work results achieved by a teacher in accordance with established competency standards and responsibilities. Theoretically, performance is a complex function influenced by various human resource factors, two of which are compensation and motivation. Compensation is viewed as all forms of rewards received by teachers for their contributions, functioning not only as an attraction but also as a maintenance tool for job satisfaction (Bangun, 2012). Motivation, meanwhile, is the psychological driving force that determines an individual's direction, intensity, and persistence in achieving goals (Syah, 2003). From the perspective of achievement motivation theory, a motivated teacher will inherently seek challenges and strive to attain higher standards of excellence. Consequently, the quality of student learning outcomes is strongly and positively correlated with effective compensation and motivation management for teachers in the *madrasah*.

Despite the theoretical significance, the context of *Madrasah Tsanawiyah* Al-Mukhlisin and *Madrasah Tsanawiyah* As-Solehhiyah in Bandung Regency reveals persistent variations in performance. These issues include disciplinary problems (e.g., teachers seeking side jobs) and deficiencies in the planning aspect, such as the late submission of Lesson Plans (*Rencana Pelaksanaan Pembelajaran*/RPP) and the continued reliance on conventional teaching methods. Furthermore, the compensation received by teachers is notably low and inconsistent, depending on their workload and teaching hours, with the basic salary being around IDR 15,000 per hour. This financial level is considerably below the standard living wage for private educational staff. These issues indicate that the system of rewards and work encouragement is not yet optimal, thus necessitating a more in-depth empirical study focusing

on compensation and motivation as the core determinants of teacher performance.

A number of studies in the last decade have affirmed that compensation plays a role in improving teacher performance (Sarpandadi, 2016; Dewi, 2014). Compensation is defined as the series of rewards offered or given by the school to teachers for their performance and dedication to the organization. Previous research has shown that satisfactory compensation results in high-quality and productive employees. Similar results were reported by Ramadhani (2021) and Hakim (2020), who asserted that the provision of awards and welfare guarantees are key factors that can strengthen teacher performance orientation. This is in line with the purpose of providing compensation, which is to acquire quality teachers and retain qualified ones.

The factor of work motivation is also considered to contribute significantly to performance achievement, as motivation is an important element for improving work productivity. Motivation is the provision of a driving force that creates work enthusiasm in a person, so that they are willing to cooperate and work effectively. Other studies have found that compensation and motivation simultaneously can encourage teachers to work more effectively (Astuti, 2018; Firmansyah, 2020). Nevertheless, some studies show contradictions, such as the research by Anisa Amalia (2015), which concluded that there was no significant partial influence of motivation on teacher performance. Furthermore, in the context of private *madrasah*, inadequate compensation often affects motivation and professionalism (Mulyani, 2021; Fauzan, 2022; Rahmawati, 2019), further clarifying the discrepancy in the role of motivation.

From this review, it is generally concluded that compensation and motivation are positively correlated with teacher performance. However, research specifically within the context of *madrasah* in Bandung Regency is still limited. Moreover, most previous studies have only tested one variable, thereby not examining the simultaneous influence of both compensation and motivation on teacher performance. Thus, this study contributes by strengthening empirical findings in the *madrasah* context and providing a basis for developing more appropriate human resource policies in Islamic education institutions.

Based on the background, urgency, and the literature gap analysis outlined, this study aims to: (1) Analyze the influence of compensation on teacher performance. (2) Analyze the influence of motivation on teacher performance. (3) Analyze the simultaneous influence of compensation and motivation on teacher performance. As a preliminary assumption (hypothesis), it is proposed that there is a positive and significant relationship, both partially and simultaneously, between work compensation and motivation and the improvement of teacher performance.

The Nature and Purpose of Compensation

Compensation constitutes a pivotal function within Human Resource Management (HRM) that garners significant attention across various organizations, including educational institutions such as madrasas. In an organizational context, compensation reflects a strategic effort to retain and attract high-quality human resources while simultaneously serving as a significant cost component. For educators, the magnitude of compensation extends beyond

mere financial remuneration; it also serves as a reflection of the value and appreciation for the services and contributions they have rendered in their profession (Bangun, 2012).

Compensation encompasses all forms of returns received by teachers or employees in exchange for the work performed. It is imperative to establish a logical and equitable compensation program, as it serves crucial objectives. These objectives include the creation of formal cooperative bonds between the madrasa and the teacher, the enhancement of teacher job satisfaction, the facilitation of personal need fulfillment, and the support of effective and quality teacher procurement for the institution (Hasibuan, 2017).

Compensation can be classified into two primary dimensions. First, Direct Compensation (Financial), which encompasses all rewards in the form of money or those measurable in monetary terms, such as base salary, allowances, and performance-based incentives. Second, Indirect Compensation (Non-Financial). This dimension is intrinsic and extrinsic in nature but non-monetary, comprising a supportive work environment, sound policies, a comfortable working atmosphere, harmonious working relationships among peers and leadership, as well as recognition (appreciation) for achievements and a sense of accomplishment. In non-profit educational environments, non-financial compensation often serves as a determinant of basic satisfaction (*Hygiene Factor*) that significantly influences teacher loyalty and stability.

The Concept of Motivation

The term motivation derives from the Latin word *movere*, which implies a drive or propulsive force. In psychology, motivation is defined as a process that explains the intensity, direction, and persistence of an individual in achieving their goals (Mathis and Jackson, 2006). Generally, motivation represents a psychological driving force that awakens and directs teacher behavior to focus on the attainment of organizational goals, specifically the enhancement of education and learning quality. High motivation within teachers will directly impact their enthusiasm and seriousness in executing their professional duties.

The study of motivation in the context of teacher performance frequently refers to content theories. Frederick Herzberg's Two-Factor Theory is relevant for explaining the condition of teachers, wherein it distinguishes factors that prevent dissatisfaction (*Hygiene Factors*—such as salary and work environment) from factors that genuinely trigger satisfaction and performance (*Motivator Factors*—such as achievement, recognition, and responsibility). Meanwhile, Abraham Maslow's Hierarchy of Needs Theory asserts that teachers are motivated by the fulfillment of tiered needs, ranging from basic needs (physiological and safety) to higher-level needs (self-actualization), which ultimately drive them to seek meaning and personal development within their work.

METHOD

This study utilizes a quantitative approach with quantitative correlational design. The quantitative approach was chosen because the reality under investigation is considered unitary, observable, and measurable, allowing for the rigorous testing of established hypotheses. The uantitative Correlational method aims to analyze the cause-and-effect relationship between variablesspecifically,

to determine the magnitude of influence exerted by the independent variables (Compensation, X1, and Motivation, X2) on the dependent variable (Teacher Performance, Y).

The research was conducted at two private Islamic educational institutions in Bandung Regency: *Madrasah Tsanawiyah*(MTs) Al-Mukhlisin and *Madrasah Tsanawiyah* As-Solehhiyah. The research subjects were all teachers across both *madrasah*. MTs Al-Mukhlisin, established in 1978, operates under the Ihyaul Mukhlisin Foundation with the vision of "Realizing Islamic, Achiever, Independent, and Character-based Students." Similarly, MTs As-Solehhiyah, which is also under the Ministry of Religious Affairs (Kemenag), possesses the necessary characteristics and infrastructure supporting the learning process.

The study's population consists of all permanent teachers (those with a Foundation Decree/SK Yayasan) at MTs Al-Mukhlisin and MTs As-Solehhiyah. With a total population of 51 teachers, the sampling technique used was census sampling (or total sampling), meaning the entire population was included as the research sample. The demographic breakdown of the teachers based on their years of service.

Table 1
Teacher Years of Service Data

No.	Years of Service	Count (N)	Percentage (%)
1.	< 5 Years	10	19.61%
2.	5 – 10 Years	27	52.94%
3.	> 10 Years	14	27.45%
Total		51	100%

Source: Primary Data Processed (2020)

The data collected for this study encompassed both quantitative and qualitative data. To gather the quantitative data, the primary instrument used was a closed-ended questionnaire developed based on the dimensions rigorous validity and reliability testing prior to deployment. Meanwhile, the qualitative data, presented in verbal form (including institutional profiles, a general overview of the research object, and initial field findings), were collected through documentation techniques (such as records, school archives, and previous reports) and non-participant observation.

The data analysis procedure commenced with prerequisite tests, including tests for normality, linearity, multicollinearity, and heteroskedasticity, to ensure the feasibility of the regression model. The main statistical analysis technique employed was Multiple Linear Regression Analysis. Hypothesis testing was conducted via:

- Partial Test (t-test): To determine the individual influence of each independent variable (X1 and X2).
- Simultaneous Test (F-test): To determine the combined influence of Compensation and Motivation on Teacher Performance.

The level of significance (α) established for hypothesis testing was 0.05 (5%). The magnitude of the independent variables' contribution will be measured using the Coefficient of Determination (R^2). Quantitative data analysis was performed using multiple linear regression analysis on 51 teachers at MTs Al-Mukhlisin and MTs As-Solehhiyah. Generally, the descriptive statistical results

indicated that the variables Compensation (X1), Motivation (X2), and Teacher Performance (Y) were in the high or good category. This finding suggests that respondents generally perceive the received compensation and the level of work motivation as adequate, which is reflected in the good performance level observed in both institutions. To ensure that each research variable is measured accurately and aligned with the objectives of the analysis, all dimensions and indicators used in the research instruments are systematically outlined in the operationalization table.

Table 2
Operationalization of Variables

Variable	Indicator (Dimension)	Theoretical Explanation	Sample Questionnaire Item (Item)
Compensation X1	Financial Compensation	All rewards in monetary form or measurable in money.	
	Basic Salary & Allowances	The basic salary received by me is in accordance with the workload given by the *madrasah*.	
	Incentives/Bonus	Monetary rewards outside routine salary (e.g., performance-based pay, holiday allowance, teaching bonus).	The *madrasah* provides adequate incentives or bonuses for the work achievements I attain.
	Social Security/Welfare	Non-cash guarantees with monetary value (e.g., health insurance, pension funds).	I feel that the *madrasah* provides adequate social welfare guarantees (such as insurance).
	Non-Financial Compensation	Intrinsic and extrinsic rewards that are non-monetary (e.g., work environment and the work itself).	
	Work Environment	The physical and social conditions where the teacher works.	I feel the work environment in this *madrasah* is comfortable, clean, and supports the teaching process.
	Work Relationship (Relations)	The quality of relationships among colleagues, with the principal, and with the foundation.	The relationship between myself, fellow teachers, and the principal is harmonious and supportive.
	Awards & Recognition	Informal or formal appreciation for work results and dedication.	The *madrasah* provides proper recognition or awards for my contribution and dedication.
Motivation X2	(McClelland's Achievement Motivation Theory)		
	Need for Achievement (n-Ach)	Desire to meet standards of excellence, do better, and take responsibility for solutions.	I always strive to complete teaching tasks with better results than before.
	Need for Affiliation (n-Aff)	Desire to establish friendly and close social relationships with others.	I feel comfortable and motivated working in a solid and friendly team at the *madrasah*.
	Need for Power (n-Pow)	Desire to control the work environment, influence others, and gain a higher position.	I am motivated when given the opportunity to lead or provide input in decision-making at school.

Variable	Indicator (Dimension)	Theoretical Explanation	Sample Questionnaire Item (Item)
	Autonomy and Challenge	Desire to work without close supervision and face challenging work.	I enjoy teaching tasks that provide new challenges and encourage my creativity.
	Feedback	Desire to know the results of work quickly and clearly.	I am motivated when the *madrasah*principal provides clear and constructive evaluation of my performance.
Performance Y		(Teacher Performance)	
	Quality of Learning (Pedagogical)	Teacher's ability to plan, implement, and evaluate learning.	I always create innovative Lesson Plans (RPP) before starting learning activities.
	Responsibility (Professional)	Timeliness, attendance, completion of administrative tasks, and work ethic.	I always arrive and leave according to the time set by the *madrasah*.
	Communication & Relations (Social)	Teacher's ability to communicate and interact effectively with students, colleagues, and parents.	I am able to establish effective and solution-oriented communication with parents/guardians regarding student development.
	Mastery of Material (Competence)	Depth and breadth of the teacher's knowledge of the subject matter and self-development ability.	I actively participate in training or workshops to enhance my mastery of subject matter and competence.
	Creativity and Innovation	Teacher's ability to generate new methods or ideas in teaching.	I use a variety of teaching methods to make students more interested in learning.

Source: Primary Data Processed (2020)

Thus, the data collected through these questionnaire instruments serve as a valid empirical foundation for describing in detail the level of teacher performance in the field, prior to examining its relationship with compensation and motivation variables in the regression analysis for hypothesis testing. Validity in this study was assessed by comparing the calculated r-value (the correlation between each questionnaire item and the total construct score) with the critical r-table value at a 5% significance level.

The validity test was conducted on all questionnaire items for the variables Compensation (X1), Motivation (X2), and Teacher Performance (Y), using a set of pilot samples (or the entire sample in the case of a small population). The results show that the calculated r-values for all items across the three variables exceed the r-table value (0.266), indicating that each item meets the validity criterion. Furthermore, the instruments were declared reliable, as the obtained Cronbach's Alpha coefficients exceeded the threshold value of 0.70 (Nunnally, 1978). The reliability coefficients are presented as follows:

Table 3
Result of Variable Reliabilty Testing

Variable	Number of Items	Cronbach's Alpha Value. (α)	Description
Compensation (X1)	16	.816	Reliable
Motivation (X2)	18	.816	Reliable
Teacher Performance (Y)	28	.940	Reliable

Source: Primary Data Processed (2020)

Before conducting the multiple regression analysis, a series of classical assumption tests were implemented to ensure that the regression model used is the Best Linear Unbiased Estimator (BLUE). The results of the Normality Test demonstrated that the data were normally distributed, evidenced by the significance value (e.g., in the Kolmogorov-Smirnov test) being greater than the α threshold of 0.05.

Table 4
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		51
Normal Parameters[a,b]	Mean	.000000
	Std. Deviation	8.69265815
Most Extreme Differences	Absolute	.086
	Positive	.086
	Negative	-.061
Test Statistic		.086
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.
Source: Primary Data Processed (2020)

Based on the normality test presented above, the significance value is 0.200, which is greater than 0.05. Therefore, it can be concluded that the residual values are normally distributed. Furthermore, the Multicollinearity Test confirmed that no high correlation exists among the independent variables, as all variables reported a Tolerance value greater than 0.10 and a Variance Inflation Factor (VIF) less than 10.

Table 5
Multicollinearity Test

Coefficients[a]								
		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	1.539	6.693		.230	.819		
	Compensation	.568	.148	.434	3.845	.000	.551	1.814
	Motivayion	.244	.060	.457	4.045	.000	.551	1.814

a. Dependent Variable: Teacher Performance
Source: Primary Data Processed (2020)

Finally, the Heteroscedasticity Test indicated that the regression model is free from heteroscedasticity, evidenced either by a scatter plot where data points do not form any particular pattern or by a significance value (e.g., in the Glesjer test) greater than 0.05. These successful tests confirm that the regression model is statistically appropriate and reliable for hypothesis testing.

Table 6
Heteroscedasticity Test

Coefficients[a]							
	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
Model	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1 (Constant)	2.091	4.010		.521	.605		
Compensation	.046	.088	.102	.525	.602	.551	1.814
Motivation	-.015	.036	-.081	-.420	.676	.551	1.814

a. Dependent Variable: RES2
Source: Primary Data Processed (2020)

The test results indicate that the distribution of points does not form any specific pattern, and the significance values for the Performance variable (0.602 > 0.05) and the Motivation variable (0.676 > 0.05) both exceed the 0.05 threshold. This indicates that heteroscedasticity is not present. The T-test was conducted to determine the partial influence of each independent variable on the dependent variable.

Table 7
Partial Hypothesis Testing

Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	T	Sig.
1 (Constant)	1.539	6.693		.230	.819
COMPENSATION	.568	.148	.434	3.845	.000
MOTIVATION	.244	.060	.457	4.045	.000

Source: Primary Data Processed (2020)

The influence of Compensation (X1) is indicated by its t-value of 3.845 with a significance level of 0.000. Since the t-value is greater than the t-table value (2.011) and the significance value is below 0.05, the first partial hypothesis is accepted. The influence of Motivation (X2) is shown by its t-value of 4.045 with a significance level of 0.000. Because the t-value exceeds the t-table value (2.011) and the significance value is less than 0.05, the second partial hypothesis is accepted.

Simultaneous Hypothesis Testing (F-Test)

The F-test is used to examine the significance of the simultaneous influence of Compensation and Motivation on Teacher Performance. The results show that the calculated F-value is 47.161 with a significance level of 0.000. Since the F-value is greater than the F-table value (3.19) and the significance value is less than 0.05, the simultaneous hypothesis is accepted: Compensation and Motivation jointly have a significant influence on Teacher Performance.

Table 8
Anova Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1721.110	2	860.555	47.161	.000[b]
	Residual	875.870	48	18.247		
	Total	2596.980	50			

a. Dependent Variable : Teacher Performance
b. Predictors (Constant), Motivation, Compensation
Source: Primary Data Processed (2020)

The coefficient of determination is used to measure the extent to which the model is able to explain the variance of the dependent variable. The R^2 value of 0.663, or 66.3%, indicates that 66.3% of the variation in teacher performance can be explained by the compensation and motivation variables, while the remaining 33.7% is influenced by other variables outside the scope of this research model. The statistical test results presented above clearly validate the research hypotheses, both partially and simultaneously. To provide a comprehensive interpretation in accordance with the principles of scientific merit, the subsequent discussion will focus on a deeper analysis of the respondents' answers for each indicator and questionnaire item used in this study. This indicator-level analysis aims to identify which dimensions of the variables contribute most strongly in empirical terms and therefore warrant closer attention, ensuring that the discussion is not speculative but grounded in microscopic field data.

The F-value is 47.161 with a significance value of 0.000. Since the F-value (47.161) is greater than the F-table (e.g., 3.19 at df1=2 and df2= 48 and α=0.05) and the significance value (0.000) is less than 0.05, the simultaneous hypothesis is accepted. Compensation and Motivation together have a significant influence on Teacher Performance. The coefficient of determination (R^2) is 0.663 (or 66.3%). This means that the variation in Teacher Performance (Y) can be explained by the independent variables, Compensation (X1) and Motivation (X2), by 66.3%. The remaining 33.7% of the variation in Teacher Performance is explained by other factors not included in this research model. This high percentage confirms the strong collective importance of compensation and motivation in determining the performance effectiveness of *madrasah* teachers.

The statistical test results presented clearly validate the research hypotheses, both partially and simultaneously. To provide a comprehensive interpretation that aligns with scientific merit, the subsequent discussion will focus on a further analysis of the respondents' answers on each indicator and item of the questionnaire instrument used. This indicator analysis aims to identify which variable dimensions exhibit the strongest empirical contribution and most warrant attention, ensuring that the results of the discussion are not speculative but are rooted in microscopic field data.

RESULTS AND DISCUSSION

Interpretation of the Influence of Compensation on Teacher Performance

The statistical evidence presented in the previous section robustly confirms that compensation and motivation are key predictors of teacher performance. However, these quantitative findings present an interesting paradox when viewed against the reality of the research site. Given that the financial compensation is minimal, the significant positive influence found in the statistical test suggests that the 'mechanism' of this influence is not driven by monetary value, but rather by other dimensions. This section discusses the results of the partial hypothesis testing demonstrate that compensation has a positive and significant influence on teacher performance, confirmed by a t-value of 3.845 and a significance value of 0.000.

An in-depth interpretation of this finding, particularly within the *madrasah* context, reveals a strong emphasis on the role of non-financial compensation. Elements such as a supportive work environment and positive collegial relations are identified as critical determinants. This phenomenon aligns with Herzberg's Two-Factor Theory, where non-financial elements serve as Hygiene Factors that are essential for establishing basic job satisfaction and for retaining teachers (Marwansyah, 2016). In contrast to studies conducted in the profit sector, the findings here suggest that financial compensation is predominantly perceived as an entitlement or *maintenance* factor that merely balances the workload. Superior performance, however, is driven more by intrinsic and psychological motivational factors. Consequently, this result reinforces the viewpoint in education and non-profit sector literature which argues that psychological satisfaction and management support have a stronger predictive power over teacher performance than the magnitude of salary alone.

Interpretation of the Influence of Motivation on Teacher Performance

Motivation is also proven to make a positive and significant contribution to teacher performance, confirmed by a t-value of 4.045 and a significance value of 0.000. Theoretically, motivation acts as the psychological energy that directs teachers to demonstrate higher persistence, initiative, and responsibility in carrying out their duties. This finding affirms that the higher a teacher's level of motivation, the higher their performance, which is consistent with Vroom’s Expectancy Theory. Under this theory, motivated teachers will exert high effort because they believe that such effort will lead to valuable outcomes. Strong motivation causes teachers to work persistently and minimize fieldwork problems, such as absenteeism or the late submission of Lesson Plans (RPP).

This finding is also consistent with the Goal Setting Theory and the principles of Self-Determination Theory (SDT). The external support provided by the *madrasah* (through constructive supervision and regular training) successfully fosters the teachers' intrinsic motivation—the drive that comes from feelings of *mastery*, *autonomy*, and *purpose* in teaching. When teachers feel supported in achieving mastery of material and possess autonomy in the classroom, their performance increases sustainably. This result aligns with previous research (Golung, 2013; Komara and Nelliwati, 2014) which found a positive relationship between Motivation and Performance. However, this study provides a crucial contribution. In the context of Motivation's influence, this

research serves as a correction to the findings of Anisa Amalia (2015), which concluded that Motivation had no significant influence. The strong significance discovered in this study (especially with the robust t-value) strengthens the argument that the motivational factor remains fundamental, and indeed dominant, in the context of foundation-based schools (*madrasah*). This finding suggests that within the *madrasah* setting, intrinsic factors and the psychological environment have a stronger driving force than the magnitude of compensation alone.

Analysis of the Synergy between Compensation and Motivation in Improving Teacher Performance

Simultaneously, Compensation and Motivation are proven to have a significant influence on Teacher Performance, which is strongly supported by the F-value of 47.161 and a significance value of 0.000. The combined contribution of these two variables is highly dominant, capable of explaining 66.3% of the variation in teacher performance (R^2=0.663). This high percentage confirms that optimal teacher performance is achieved when the *madrasah* provides both financial support perceived as fair and adequate psychological encouragement.

This significant combined contribution aligns with the principles of Human Resource Management, which views performance as a multiplicative function rather than merely an additive one of various factors. Adequate compensation (especially non-financial components) creates a stable foundation of job satisfaction, which then enables high motivation to be actualized into productive work behavior. Conversely, without one of these factors, optimal performance will be difficult to achieve. Therefore, the contribution magnitude of 66.3% strengthens the view of scholars like Handoko (2008), who emphasize the necessity of an integrated system approach in managing human resources within educational institutions. This makes Compensation and Motivation the primary determinants that must be optimized to guarantee productivity and the achievement of the *madrasah*'s vision.

CONCLUSION

This quantitative study confirms the positive and significant influence of both Compensation and Motivation on Teacher Performance at *Madrasah Tsanawiyah* Al-Mukhlisin and As-Solehhiyah in Bandung Regency. The simultaneous analysis is particularly compelling, with a high coefficient of determination (R^2=0.663), establishing that these two variables are the dominant determinants of teacher work effectiveness in the *madrasah* context. Compensation significantly influences performance, but its effect is largely driven by non-financial factors (e.g., supportive environment and relations). This suggests that compensation primarily acts as a Hygiene Factor to establish basic job satisfaction and retention, aligning with Herzberg's theory. Motivation also has a strong, significant influence (t-value=4.045). In this foundation-based school context, motivation functions as the intrinsic driver for initiative, professional responsibility, and the pursuit of mastery, confirming its dominant role over financial incentives. The study concludes that optimal performance is a multiplicative function of balanced institutional support. The primary implication

is the necessity for *madrasah* management to adopt a holistic Human Resource Management approach. Performance improvement strategies must prioritize strengthening the supportive work climate through Non-Financial Compensation (e.g., recognition, effective communication) to successfully foster and sustain intrinsic motivation. Proactive measures, such as constructive supervision, creating a flexible work environment, and providing regular competence-based training, are recommended to enhance both teacher dedication and overall performance effectiveness.

REFERENCE

Andjarwati, T. (2015). Motivasi dari sudut pandang teori hirarki kebutuhan Maslow, teori dua faktor Herzberg, teori X Y McGregor, dan teori motivasi prestasi McClelland. *JMM17 Jurnal Ilmu Ekonomi & Manajemen, 1*.

Anwar Prabu Mangkunegara, A. A. (2006). *Evaluasi kinerja sumber daya manusia*. Refika Aditama.

Arifin, M., & Barnawi. (2012). *Kinerja guru profesional*. Ar-Ruzz Media.

Arikunto, S. (2011). *Prosedur penelitian suatu pendekatan*. PT Rineka Cipta.

Bangun, W. (2012). *Manajemen sumber daya manusia*. Erlangga.

Barizi, A., & Idris, M. (2010). *Menjadi guru unggul*. Arruzmedia.

Bohlander, G. W., & Snell, S. A. (2013). *Principles of human resource management*. South-Western Cengage Learning.

Buchari, M. (1994). *Pendidikan dalam pembangunan*. PT Tiara Wacana.

Darmawan, A., & Sutrisn, E. (2014). Motivasi kerja, sertifikasi, kesejahteraan, dan kinerja guru. *Persona: Jurnal Psikologi Indonesia, 3*.

Felix, N., Christian, D. J., & Essomme, I. (2016). Managerial compensation and firm performance in Cameroon microfinance institutions. *International Journal of Scientific Research, 5*.

Ghozali, I. (2005). *Aplikasi analisis multivariate dengan SPSS*. Badan Penerbit UNDIP.

Habibi, B. (n.d.). *Budaya organisasi, kompensasi, dan kompetensi pedagogik serta pengaruhnya terhadap kinerja guru*. FKIP Universitas Pancasakti Tegal.

Handoko, (2013). *Manajemen*. BPFE Yogyakarta.

Harahap, S. S. (2008). *Analisis kritis atas laporan keuangan*. PT Raja Grafindo Persada.

Hasibuan, M. (2012). *Manajemen sumber daya manusia*. PT Bumi Aksara.

Hasibuan, M. (2016). *Manajemen sumber daya manusia*. Bumi Aksara.

Hasibuan, M. S. P. (2000). *Manajemen sumber daya manusia* (Edisi revisi). Bumi Aksara.

Jamil, S. (2013). *Guru profesional: Pedoman kinerja, kualifikasi, & kompetensi guru*. Ar-Ruzz Media.

Luthans, F. (2006). *Perilaku organisasi* (V. A. Yuwono, Trans.). ANDI.

Maineldi, A., Hendriani, S., & Daulay, I. N. (2014). Pengaruh kompensasi dan lingkungan kerja terhadap loyalitas guru PT Jatim Perkasa Kebun Banjar Balam Indragiri Hulu. *JOM FEKON, 1*(2).

Maineldi, A., Hendriani, S., & Daulay, I. N. (2014). Pengaruh kompensasi dan lingkungan kerja terhadap loyalitas karyawan PT Jatim Perkasa Kebun Banjar Balam Indragiri Hulu. *JOM FEKON, 1*(2).

Martoyo, S. (2007). *Manajemen sumber daya manusia* (Edisi ke-5). BPFE.
Marwansyah. (2012). *Manajemen sumber daya manusia*. Alfabeta.
Mathis, R. L., & Jackson, J. H. (2002). *Manajemen sumber daya manusia* (Edisi II). Salemba Empat.
Moeheriono. (2012). *Pengukuran kinerja berbasis kompetensi*. Rajawali Pers.
Mulyasa, E. (2004). *Menjadi kepala sekolah profesional dalam konteks menyukseskan MBS dan KBK*. PT Remaja Rosdakarya.
Nawawi, H. (2011). *Manajemen sumber daya manusia untuk bisnis yang kompetitif*. Gadjah Mada University Press.
Payong, M. R. (2011). *Sertifikasi profesi guru*. PT Indeks Permata Puri Media.
Priansa, D. J. (2014). *Perencanaan dan pengembangan sumber daya manusia*. Alfabeta.
Prihantoro, A. (n.d.). Peningkatan kinerja sumber daya manusia melalui motivasi, disiplin, lingkungan kerja, dan komitmen. STAI Mathali'ul Falah.
Rachmawati, I. K. (2008). *Manajemen sumber daya manusia*. Andi Offset.
Riduwan, & Akdon. (2011). *Rumus dan data dalam analisis statistika*. Alfabeta.
Rivai, V., & Sagala, J. (2011). *Manajemen sumber daya manusia untuk perusahaan: Dari teori ke praktik*. Rajawali Press.
Saondi, O., & Suherman, A. (2010). *Etika profesi keguruan*. Refika Aditama.
Sedarmayanti. (2007). *Manajemen sumber daya manusia*. PT Refika Aditama.
Sedarmayanti. (2013). *Manajemen sumber daya manusia*. Refika Aditama.
Setiawan, F., & Kartika Dewi, A. (2014). Pengaruh kompensasi dan lingkungan kerja terhadap kinerja karyawan pada CV. Berkat Anugrah. *E-Jurnal Manajemen Universitas Udayana*.
Sofia, H. (2005). *Perkembangan belajar pada anak usia dini*. Departemen Pendidikan Nasional.
Sofyandi, H. (2008). *Manajemen sumber daya manusia*. Graha Ilmu.
Solihin, M. (2013). *Etika profesi keguruan*. STAIN Jember Press.
Sugiyono. (2014). *Metode penelitian kombinasi* (6th ed.). Alfabeta.
Sumardi, H. R. (2019). The effect of compensation, empowerment and competency toward performance of lecture in Wiralodra University of Indramayu. *International Journal for Educational and Vocational Studies, 1*(8).
Syah, M. (2003). *Psikologi belajar*. Rajawali Pers.
Thoha, M. (2017). Manajemen peningkatan mutu ketenagaan dan sumber daya manusia (GURU) di Madrasah Aliyah Negeri Pamekasan. *Manageria: Jurnal Manajemen Pendidikan Islam, 2*(1).
Undang-Undang Guru dan Dosen. (2005). http://hukum.unsrat.ac.id/uu/uu_guru_dosen.html
Undang-Undang tentang Hak Asasi Manusia Tahun 2000 Pasal 38 Hak atas Kesejahteraan ayat 3.
Usman, M. U. (2006). *Menjadi guru profesional*. PT Remaja Rosdakarya.
Warini, N. I. (2016). Kompensasi dan komitmen organisasional untuk meningkatkan kinerja guru. *Jurnal Pendidikan Manajemen Perkantoran, 1*(1).
Wibowo. (2007). *Manajemen kinerja*. Rajawali Pers.
Wukir. (2013). *Manajemen sumber daya manusia dalam organisasi sekolah*. Multi Presindo.