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At Junior High School Somba Opu  
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## **The Influence of Compensation, Motivation, and Commitment to Teacher Performance At Junior High School Somba Opu Sungguminasa, Gowa District**

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**Abstract:** Student achievement can be determined by the performance of professional teachers, so teachers must be able to improve their professional in responding to the challenges of the times so rapidly. The purpose of this study was to determine and analyze the effect of compensation, motivation, and commitment to teacher performance at Junior High School Somba Opu Sungguminasa, Gowa District, and to find out the dominant factors influencing. The study population was all teachers at at Junior High School Somba Opu Sungguminasa, Gowa District amounting to 32 people. Because the population is small or less than 100 people, the entire population is sampled (100% sample). The analytical method used is multiple linear regression analysis. The results showed that simultaneously and partially all independent variables consisting of compensation, motivation, and commitment had a positive and significant effect on the performance of Somba Opu Sungguminasa Junior High School teachers, Gowa District, where compensation was the most significant factor influencing.

**Keywords:** compensation, motivation, commitment, teacher performance

### **1. Introduction**

The current era of globalization is increasingly important for the role of education, because education is agreed by many experts to have a large role in providing quality human resources, who master knowledge and information technology that is good and highly competitive. But actually, education is not only a tool for building highly competitive human resources. But it is also expected to also determine the occurrence of various social changes (Daniel S. Lev in Zainuddin Maliki, 2008: 273).

Meanwhile the quality of Human Resources (HR) is positively correlated with the quality of education, the quality of education is often indicated by the existence of good conditions, fulfilling the requirements, of all components that must be contained in education, these components are inputs, processes, outputs, education personnel, facilities and infrastructure as well as costs. The quality of education is achieved if the input-output, teachers, facilities and infrastructure and costs meet certain requirements. Of the several components which have many roles are qualified teaching staff or teachers, who are able to answer challenges quickly and responsibly. The role of teachers will be increasingly felt in the midst of the limitations of educational facilities and infrastructure as is often experienced by developing countries.

A study conducted by Heynemen and Loxley in 1983 in 29 countries found that among the various inputs that determine the quality of education (indicated by student achievement) one-third are determined by the teacher. Complete results of this study are: in 16 developing countries, teachers contributed to learning achievement by 34%, while management by 22%, learning time by 18% and physical facilities by 26%. In 13 industrialized countries the contribution of teachers is 36%, management 23%, learning time 22% and physical facilities 19% (Dedi Supriadi, 1999: 178).

In line with the challenges of globalization, the roles and responsibilities of teachers are increasingly large and complex, so that requires teachers to always make various improvements and adjust their professional abilities. The teacher must be more dynamic and creative in developing the learning process of students. The existence of professional teachers is closely related to quality education, because quality education has forward linkage and backward linkage. Forward linkage in the form that quality education is the main condition for realizing an advanced, modern and prosperous national life. The history of the development and development of nations teaches us that advanced, modern, prosperous and prosperous nations are nations that have quality education systems and practices. Backward linkage in the form that quality education is very dependent on the presence of teachers quality, namely teachers who are professional, prosperous and dignified (Fasli Jalal, 2007).

Along with the times, the teaching profession that was once respected and occupying an important position in society has gradually experienced a shift. The factors that cause it are teacher morality that is not maintained, the lack of ability of the teaching profession, and economic levels that are classified as low. The level of welfare of teachers who are still not guaranteed to force teachers to look for odd jobs, thus weakening their concentration on improving their quality and capacity. Unwittingly the teaching profession is still something that is marginalized. On one side of society consider teachers like angels who are ready to help to change people from not knowing to knowing, from the illiterate to being able to read.

The problem of the teacher and the world of education is a problem that has never been an endless discourse, especially concerning his professionalism. The problem found in giving rewards to teachers is the lack of compensation or rewards in the form of benefits, both the functional allowance of teachers and in the form of incentives and the lack of equity in teacher education and training in an effort to increase teacher professionalism.

In addition to the issue of compensation, another factor that determines teacher performance is teacher motivation and commitment. According to Arni Hayati (2007), teacher attitudes toward work can be seen in the form of perceptions and satisfaction with work and in the form of work motivation displayed. Teachers who have a positive attitude towards work, of course, will display good perceptions and satisfaction with their work and high work motivation, which in turn will reflect a teacher who is able to work professionally and has high professional competence.

The emergence of good work motivation for teachers will give birth to good performance as well. There are many factors that can encourage the emergence of teacher work motivation. Schools as an organization in which there are teacher personnel, need to develop work motivation. Work motivation in question is a mental impulse that arises from within and outside the teacher to carry out the task. With high work motivation, teachers are categorized as having the driving force and power to mobilize their abilities and develop their power in carrying out the tasks for which they are responsible.

Motivation factor is very important in achieving teacher performance improvement. The implementation of work by teachers in government and private organizations basically takes place in the condition of the teacher as a human being, the inner and psychological

atmosphere of the teacher as an individual in the organization which is the working environment has a great influence on the performance of his work. Giving authority or delivery of duties must be carried out according to their respective roles or positions, and a high understanding of the goals of a job can provide relevant information on the job and motivation to increase work productivity.

This can be seen in the inner atmosphere and enthusiasm or enthusiasm of work which results in work activities as a contribution to the achievement of the goals of the organization where it works. The fact shows that in terms of psychological, passionate or excited and vice versa not passionate of an employee / teacher in carrying out his work is strongly influenced by his work motivation. Therefore, every government apparatus needs strong motivation to be willing to carry out work in an enthusiastic, passionate and dedicated manner so that it can meet the quality expected by the community and government by providing maximum work results.

One of the things that can affect a teacher's attitude regarding his self-development program, one of which is the teacher's commitment. Teacher commitment can also improve the quality of education, which is in line with the objectives of the teacher certification program. Teacher commitment is an internal interpretation of a teacher about how they absorb and interpret their work experience (Solomon, 2007). In general, commitment refers to one level of acceptance in the organization. Commitment explains the agreed outcome of a decision or solicits and makes a good effort to carry out that decision effectively (Yulk, 2002 in Solomon, 2007).

Teacher work performance will be optimal, if integrated with the school component, both with the principal, fellow teachers, employees and students. Given the important role of the teacher, teacher performance must always be controlled and improved. Unfortunately, in the culture of Indonesian society until now the work of teachers is still quite closed. Even teacher superiors such as school principals and supervisors are not easy to get data and observe the daily reality of teacher performance in front of students. The teacher tries to show the best performance, both in the aspects of planning and implementation of learning only when visited. Furthermore, the teacher will return to work as before, sometimes without careful preparation and without high enthusiasm and enthusiasm.

According to Veithzal Rivai (2009), "Performance is the real behavior displayed by everyone as work performance in accordance with their role". Performance is a form of behavior of a person or organization with achievement orientation. Teacher performance can be seen and measured based on the competency specifications that must be possessed by the teacher. Indicators of assessment of teacher performance are carried out on three learning activities in class, namely: Planning of learning activities, learning activities and evaluation of learning.

The phenomenon in the field, especially at Junior High School Somba Opu Sungguminasa, Gowa District, shows that there are still many teachers who do not have good performance. The facts can be seen from the teacher's own performance and the results achieved by students after the learning process. Teacher performance facts that can be seen include: 1) There are still many teachers who violate the discipline of time, namely being late to class. 2) Lack of teacher preparation in implementing the learning process such as the absence of a learning device in the form of a syllabus, Learning Implementation Plan (LIP). 3) There are still many teachers who do not understand the Contextual Teaching and Learning (CTL) learning system in accordance with the demands of the 2004 Education Unit Level Curriculum. While the results achieved by students after the learning process include: 1) There are still many students who have not achieve the Minimum Mastery Criteria (MMC) set

by the teacher in each subject. 2) The low level of student graduation on the National Examination. 3) The student's motivation for learning is still low.

Based on the explanation above, the writer is interested in further researching the Effect of Compensation, Motivation, and Commitment on the Performance of Somba Opu Sungguminasa Junior High School Teachers. Based on the background of the problem, the research problem is formulated as follows: (1) Does compensation, motivation, and commitment have a significant effect on teacher performance at Junior High School Somba Opu Sungguminasa, Gowa District?; (2) Which factors significantly influence the performance of teachers in Junior High School Somba Opu Sungguminasa, Gowa District?

## 2. Literature Review

According to Mulyasa (2007), teachers are the most decisive component in the overall education system, which must receive central, first and foremost attention. This figure will always be a strategic spotlight when talking about education problems, because teachers are always associated with any component in the education system. Teachers play a major role in the development of education, especially those that are held formally in schools. The teacher also determines the success of students, especially in relation to the learning process. Teachers are the most influential component in creating quality educational processes and outcomes. Therefore, any improvement efforts undertaken to improve the quality of education will not make a significant contribution without the support of professional and qualified teachers.

Huberman and Nias (in Teacher Commitment and Engagemant, 2007), which states that teacher commitment is one of the important factors that determine the success and continuity of education in the future. Fresko, et al (in Joffres & Haughey, 2001) added that teacher commitment is important in determining school effectiveness and teacher satisfaction. Pidarta (1995) in Saerozi (2005: 2), there are several factors that can affect the performance of teachers in carrying out their duties, namely: (a) school principal leadership (b) school climate (c) expectations and (d) school personnel confidence.

## 3. Methodology

This research was conducted at Somba Opu Sungguminasa Junior High School, Gowa Regency. The research took three months, from December 2013 to February 2014. The types of data used in this study are as follows: (1) Qualitative data, that is data in the form of information, explanations from the results of interviews, interviews, questionnaires or observations in the field that are not in the form of numbers and processed to support the explanation in the analysis. This type of data is obtained from primary sources; (2) Quantitative data, namely data in the form of figures obtained from secondary data sources, whether in the form of documents, scientific reports, or periodicals that are relevant to the problem being discussed.

Data sources in this study are:

1. Primary Data is data and direct information obtained from respondents through interviews or by using questionnaires related to research problems.
2. Secondary Data, i.e. data obtained from written material. The data is presented in the form of reports, usually in the form of figures that have been processed and tabulated in the form of annual reports prepared by the personnel department on teacher performance at Junior High School Somba Opu Sungguminasa, Gowa District, as well as other data sourced from supporting literature the problem discussed.

The research data collection methods used are:

1. Interview, this technique is data collection to obtain information through direct communication (face to face) with research subjects (source).
2. Questionnaire (questionnaire), namely the collection of data by the author through the distribution of questionnaires to teachers at Somba Opu Sungguminasa Junior High School in Gowa Regency that were sampled. This questionnaire contains questions about the identity of respondents and research variables to find complete information from the problems discussed.
3. Documentation techniques, these techniques are used to obtain a number of data through written documents about matters that are relevant to the needs of the author in this writing. Like data about organizational structure, staffing data (personnel) and so on.

The study population was all teachers at Junior High School Somba Opu Sungguminasa, Gowa District, amounting to 32 people. Because the population is small or less than 100 people, the entire population is sampled (100% sample). The analytical method used is multiple linear regression analysis.

#### 4. Results and Discussion

##### 4.1. Analysis of Research Results

##### 4.1.1. The coefficient of influence of multiple linear regression

In conducting regression analysis calculations, due to practical considerations, all data is processed using the SPSS 19.0 for Windows soft ware computer application. From calculations using the Full Regression Model, a summary of the analysis results is obtained as follows:

Table 1. Results of Multiple Linear Regression Coefficient Analysis with SPSS 19.0 for Windows:

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2,442	,362		6,750	,000
X <sub>1</sub>	,438	,070	,775	6,237	,000
X <sub>2</sub>	,151	,083	,084	3,614	,004
X <sub>3</sub>	,131	,089	,043	3,351	,008

a. Dependent Variable:

Based on the results of data processing as shown in Table 1, the Unstandardized Coefficients column obtained the multiple linear regression equation as follows:

$$Y = 2,442 + (0,438) X_1 + (0,151) X_2 + (0,131) X_3$$

Based on these equations can be described as follows:

- a. Constants (a) = 2,442. This shows a constant price, i.e. if the compensation variable (X<sub>1</sub>), motivation (X<sub>2</sub>) = 0, then the teacher performance at Junior High School Somba Opu Sungguminasa, Gowa District remains at 2,442.



- b. Coefficient  $X_1 (b_1) = 0.438$ . This shows that the compensation variable positively affects the teacher performance at Junior High School Somba Opu Sungguminasa, Gowa District, or in other words, if the compensation variable is increased by one unit, then the teacher performance at Junior High School Somba Opu Sungguminasa, Gowa District will increase by 0.438.
- c. Coefficient  $X_2 (b_2) = 0.151$ . This shows that the motivation variable has a positive effect on the teacher performance at Junior High School Somba Opu Sungguminasa, Gowa District, or in other words, if the motivation variable is increased by one unit, then the performance of Somba Opu Sungguminasa Junior High School teachers will increase by 0.151.
- d. Coefficient  $X_3 (b_3) = 0.131$ . This shows that the commitment variable positively influences the teacher performance at Junior High School Somba Opu Sungguminasa, Gowa District performance of Somba Opu Sungguminasa Junior High School teachers, or in other words, if the motivation variable is increased by one unit, the performance of Somba Opu Sungguminasa Junior High School teachers will increase by 0.131.

#### 4.1.2. Hypothesis Test

##### a. Partial Significant Test (t-Test)

This t-test aims to determine the effect of each independent variable individually (partial) on the dependent variable. The results of this test on the SPSS output can be seen in the coefficients table.

The testing criteria are as follows:

$H_0: b_1 = b_2 = 0$ , meaning that there is no positive and significant influence of the independent variable which consists of compensation, motivation, and commitment to the dependent variable, namely teacher performance.

$H_a: b_1 \neq b_2 \neq 0$ , meaning that there is a positive and significant influence of the independent variable which consists of compensation, motivation, and commitment to the dependent variable, namely teacher performance.

Furthermore, the t-calculated value will be compared with the t-table value. Decision making criteria:

$H_0$  is accepted if  $t\text{-count} < t\text{-table at } \alpha = 5\%$

$H_a$  is accepted if  $t\text{-count} > t\text{-table at } \alpha = 5\%$

Error rate ( $\alpha$ ) = 5% and degree of freedom (df) = (n-k)

n = number of samples, n = 32

k = number of variables used, k = 4

Then: degrees of freedom (df) =  $n - k = 32 - 4 = 28$

The t-test used was a two-way test, so the t-table used was  $t_{0.05 (28)} = 1,701$

Table 1 shows that:

- a) The compensation variable ( $X_1$ ) has a positive and significant effect on the performance of Somba Opu Sungguminasa Junior High School teachers. This can be seen from the significant value (0,000) below (much smaller) than 0.05 and the value of t-test  $6.237 > t\text{-table } 1.701$ .
- b) Motivational variable ( $X_2$ ) influences positively and significantly on the performance of Somba Opu Sungguminasa Junior High School teachers. This can be seen from the significant value (0.004) below (much smaller) than 0.05 and the t-test value  $3.614 > t\text{-table } 1.701$ .
- c) The commitment variable ( $X_3$ ) has a positive and significant effect on the performance of Somba Opu Sungguminasa Junior High School teachers in Gowa Regency. This can be

seen from the significant value (0.008) below (much smaller) than 0.05 and the t-test value  $3.614 > t\text{-table } 1.701$ .

b. Simultaneous Significant Test (F-Test)

The F-test is used to test whether each independent variable consisting of compensation, motivation, and commitment has a positive and significant effect on the dependent variable, namely teacher performance together.

The testing criteria in this study are:

$H_0: b_1 = b_2 = 0$ , meaning that there is no positive and significant influence of the independent variable on the dependent variable.

$H_a: b_1 \neq b_2 \neq 0$ , meaning that together there is a positive and significant influence of the independent variable on the dependent variable.

Furthermore, the F-calculated value will be compared with the F-table value. Decision making criteria:

$H_0$  is accepted if  $F\text{-count} < F\text{-table at } \alpha = 5\%$

$H_a$  is accepted if  $F\text{-count} > F\text{-table at } \alpha = 5\%$

To determine the value of F, it is necessary to have the numerator-free degree and the denominator-free degree, with the following formula:

$df(\text{numerator}) = k - 1$

$df(\text{denominator}) = n - k$

Information:

$n$  = number of study samples

$k$  = number of free and bound variables

In this study, it is known that the number of samples ( $n$ ) is 32 and the total number of variables ( $k$ ) is 4, so as to obtain:

1)  $df(\text{numerator}) = k - 1$   $df(\text{numerator}) = 4 - 1 = 3$

2)  $df(\text{denominator}) = n - k$   $df(\text{denominator}) = 32 - 4 = 28$

The calculated F-value will be obtained using SPSS 19.0 for Windows software, then it will be compared with the F-table value at the level of  $\alpha = 5\%$  ( $3:28$ ) = 2,947, with the following test criteria:

Table 2. Test Results F

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	3,021	3	1,007	23,548	,000 <sup>a</sup>
Residual	1,197	28	,043		
Total	4,219	31			

a. Predictors: (Constant), x3, x1, x2

b. Dependent Variable: y

In Table 2 you can see an F-count of 23,548 with a significance level of 0,000. Therefore, in both calculations,  $F\text{-count} > F\text{-table}$  ( $23.548 > 2.947$ ) and the significance level is  $0.000 < 0.05$ . This shows that  $H_0$  was rejected and  $H_a$  was accepted, which means that the independent variable consisting of compensation, motivation and commitment together had a positive and significant effect on the dependent variable, namely the the teacher performance at Junior High School Somba Opu Sungguminasa, Gowa District.



### c. Determinant Coefficient Testing ( $R^2$ )

The determinant coefficient ( $R^2$ ) basically measures how the model's ability to explain the dependent variable. The determinant coefficient ranges from 0 (zero) to 1 (one), ( $0 \leq R^2 \leq 1$ ). If  $R^2$  gets bigger, it can be said that the effect of the independent variable (X) is large on the dependent variable (Y). This means that the model used is getting stronger to explain the effect of the independent variable under study on the dependent variable. Conversely, if  $R^2$  decreases (near zero), it can be said that the effect of the independent variable ( $X_1$  and  $X_2$ ) on the dependent variable (Y) decreases. This means that the model used is not strong to explain the effect of the independent variable under study on the dependent variable.

Table 3. Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,846 <sup>a</sup>	,716	,686	,20680

a. Predictors: (Constant), x3, x1, x2

b. Dependent Variable: y

Based on Table 3 it can be seen that:

- $R = 0.846$  means the relationship between independent variables consisting of compensation, motivation, and commitment to the dependent variable (performance) of 84.6% means that the relationship is very close. The greater the value of R means the closer relationship.
- R Square of 0.716 which means that 71.6% of teacher performance can be explained by compensation, motivation, and commitment. While the remaining 28.4% can be explained by other factors not examined in this study.
- Std. Error of the Estimate (standard deviation) is 0.20680 which means the model is considered good because the smaller the standard deviation means the model will get better.

### 4.2. Discussion

Compensation, motivation, and commitment as important elements in organizations, are key in responding to changes and patterns of current competition. Fair compensation, high motivation, and a strong commitment will foster a great sense of responsibility in the teacher so as to be able to provide the most satisfying performance, achieve better goals, and in turn will make all the activities in the organization effective.

Based on the F-test the independent variables consisting of compensation, motivation, and commitment together had a positive and significant effect on the dependent variable, namely the the teacher performance at Junior High School Somba Opu Sungguminasa, Gowa District. These results are consistent as stated by Siswanto (2009: 273), namely compensation and motivation that contribute to the morale of the workforce, this usually results in the created climate seen by the workers as something balanced with their psychological fortune.

As a real impact, they are happy to involve themselves in their work. Workers rarely realize exactly why they feel free to fully involve themselves in their work. Usually this can show the fact that with compensation, motivation, and satisfying commitment, as with other workers, the work is also more enjoyable. This is because compensation is carried out

properly is an embodiment of effective leadership and effective leadership can contribute to teacher competency improvement and employee morale.

Based on the results of the t-test, the compensation variable ( $X_1$ ) had a positive and significant effect on the the teacher performance at Junior High School Somba Opu Sungguminasa, Gowa District. According to Schaffer (2008) compensation has an important role in influencing the workings of subordinates. Because compensation will be able to influence members to change attitudes, so they conform to the wishes of the leader. The results showed that compensation in the at Junior High School Somba Opu Sungguminasa, Gowa District provided improved teacher competency, if this compensation was continued to be applied by the leaders of the Somba Opu Sungguminasa, Gowa District, teacher competence would increase.

Motivational variable ( $X_2$ ) influences positively and significantly on the performance of Somba Opu Sungguminasa Junior High School teachers. This indicates that the at Junior High School Somba Opu Sungguminasa, teachers in Gowa District are quite satisfied with the leadership of the organization, so that teachers can improve their morale. The results of this study are also supported by the results of a previous study by Dame Elfrida (2009) with the results of a study which stated that partially the motivational variables significantly affected employee performance.

The commitment variable ( $X_3$ ) also has a positive and significant effect on the teacher performance at Junior High School Somba Opu Sungguminasa, Gowa District. These results indicate that commitment provides increased competency and teacher performance. If the commitment of this organization continues to be improved by the leaders of the Junior High School Somba Opu Sungguminasa, Gowa District, the performance of existing teachers will also continue to improve. The results of this study are consistent with what was stated by Reyes & Rosenholtz, in Solomon (2007) that teacher commitment is interpreted as teacher commitment is a determining factor that affects the teaching and learning process of students.

## 5. Conclusion

Based on the results of the analysis and discussion it can be concluded as follows: (1) Simultaneously and partially all independent variables consisting of compensation, motivation, and commitment have a positive and significant effect on the teacher performance at Junior High School Somba Opu Sungguminasa, Gowa District: (2) Among the three variables included as predictors of teacher performance it was found that the significant effect was the compensation variable. This can be seen from the standardized coefficient (beta) of compensation variable of 0.775 and t-value of 6.237.

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