

# Optimizing Teacher Productivity: The Impact of Work Discipline and Compensation

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## Abstract:

This study explores teacher productivity influenced by work discipline and compensation variables. This study investigates how work discipline and compensation affect teacher productivity partially and simultaneously and determines which variables have a dominant influence. The method used is qualitative research with a causality approach, which involves analyzing the causal relationship between the variables studied. Data were collected through questionnaires filled out by 39 teacher respondents. Data were analyzed using classical assumption tests, hypothesis tests, partial tests, and simultaneous tests. The study's results indicate that work discipline and compensation dominate teacher work productivity, with compensation having a more significant impact. This is reflected in the value of fair compensation, which can increase teacher motivation and attract new talents. These findings underline the importance of fair compensation in increasing teacher productivity and the need to emphasize work discipline to achieve optimal results in the context of education.

**Keywords:** *Work Productivity, Work Discipline, Compensation*

## Abstrak:

Penelitian ini bertujuan untuk mengeksplorasi produktivitas guru yang dipengaruhi oleh variabel disiplin kerja dan kompensasi. Penelitian ini menyelidiki bagaimana disiplin kerja dan kompensasi memengaruhi produktivitas guru secara parsial dan simultan, serta menentukan variabel mana yang memiliki pengaruh dominan. Metode yang digunakan adalah penelitian kualitatif dengan pendekatan kausalitas, yang melibatkan analisis hubungan sebab akibat antara variabel yang diteliti. Data dikumpulkan melalui kuesioner yang diisi oleh 39 responden guru. Data dianalisis menggunakan uji asumsi klasik, uji hipotesis, uji parsial, dan uji simultan. Hasil penelitian menunjukkan bahwa disiplin kerja dan kompensasi memiliki pengaruh dominan terhadap produktivitas kerja guru, dengan kompensasi memberikan pengaruh yang lebih signifikan. Hal ini tercermin dari nilai keadilan kompensasi yang dapat meningkatkan motivasi guru dan menarik talenta baru. Temuan ini menggarisbawahi pentingnya kompensasi yang adil dalam meningkatkan produktivitas guru, serta perlunya penekanan pada disiplin kerja untuk mencapai hasil yang optimal dalam konteks pendidikan.

**Kata Kunci:** *Produktivitas Kerja, Disiplin Kerja, Kompensasi*

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## INTRODUCTION

Teacher work productivity has a dominant role in a school or madrasah, so teacher productivity needs to be increased. The problem of madrasah teacher productivity, as quoted from CNN Indonesia, the Ministry of Religion noted that there are 52 thousand teachers who are members of Madrasahs who do not have bachelor's or bachelor's qualifications (Padmacinta, 2021). In 2023, Indonesia will still experience a teacher crisis for madrasahs. Meanwhile, in Tasikmalaya, madrasa teachers protested against their working hours because it would interfere with their work productivity (Amiruddin, 2023). One of the reasons for the low productivity of teachers is the work discipline of teachers in Madrasah (Suprihatin et al., 2022; Ulfah et al., 2023). Apart from work discipline, teacher productivity is also influenced by compensation collected from several sources. Teacher salaries are still meager and of concern, especially in private madrasahs (Kultsum et al., 2022; Sandi, 2023; Hashmi et al., 2023). This natural phenomenon in the field is not new; it has become a particular highlight for stakeholders. However, it has not been able to address problems in madrasah significantly to increase teacher work productivity, so concrete steps need to be taken with more in-depth analysis.

Teacher work productivity includes attitudes and mentalities that encourage teachers to continuously improve the quality of their work from day to day (Asmarani et al., 2021; Utami & Vioreza, 2021). This study shows that teacher work productivity results from individual abilities, results achieved, work enthusiasm, self-development, quality, and efficiency (Madin et al., 2022; Wiyono et al., 2022; Murwaningsih, 2024). These indicators help assess teacher performance and progress in teaching tasks (Cañadas, 2023; Max et al., 2022; Lyublinskaya et al., 2022). Work discipline has long been identified as a critical factor influencing teacher work productivity. Research by Ariani et al. (2020) shows that good work discipline significantly increases teacher productivity. Likewise, Azainil et al. (2021) and Albuni et al. (2022) confirm that consistent work discipline positively affects teaching effectiveness and teacher performance. However, the results of this study indicate that although work discipline plays an important role, its effect on teacher work productivity is not as strong as compensation. This is in line with the findings by Bandura (1991) in self-regulation theory, where although work discipline is essential to achieve goals, external factors such as compensation can significantly impact motivation and productivity in the long run.

Compensation is a significant primary motivator in increasing teacher work productivity. Research by Gani et al. (2022) shows that fair and adequate compensation can increase employee loyalty and work motivation, increasing productivity. This is also supported by Sakawati et al. (2023), which revealed that employee loyalty positively affects their performance. The results of this study confirm that compensation has a dominant effect on teacher productivity compared to work discipline. Fair compensation increases job satisfaction and provides a sense of appreciation that increases teacher motivation and commitment. This study aligns with the findings by Sorn et al. (2023) and

Sypniewska et al. (2023), which state that competitive compensation can significantly impact work productivity by increasing satisfaction and long-term engagement.

Compensation is a reward that a person gets physically and non-physically the results of services obtained by an employee in the form of money or goods, either directly or indirectly (Clément-Guillot et al., 2018). Research conducted by Gani et al. (2022) showed that compensation impacts teacher or employee loyalty, while the research conducted by Widayati et al. (2020) showed that Employee loyalty influences teacher performance. To increase teacher productivity, fair principles, and decent and reasonable principles are needed (Kenny et al., 2022; Marras et al., 2022).

This research aims to analyze research variables and look for research gaps in previous studies. To get this, the researcher asked two research questions: the first is, how do work discipline and compensation influence teacher productivity partially or simultaneously, and the second is, which variable has the dominant influence on teacher productivity? This question will be asked of respondents who are deemed to understand the variables and problems raised in this research. Based on the description in the previous section, a hypothesis can be drawn which will be tested in the next section; the first is that work discipline and compensation have a significant effect on teacher work productivity partially and simultaneously; the second hypothesis is that compensation has a more dominant influence on teacher work productivity.

To fill the research gap, future studies can explore the combined impact of compensation and work discipline on teacher productivity. More detailed research on how different compensations affect intrinsic motivation and long-term productivity could provide additional insights. In addition, examining the influence of non-material factors, such as professional recognition and self-development opportunities, is also essential to gain a more comprehensive picture of teacher motivation and productivity.

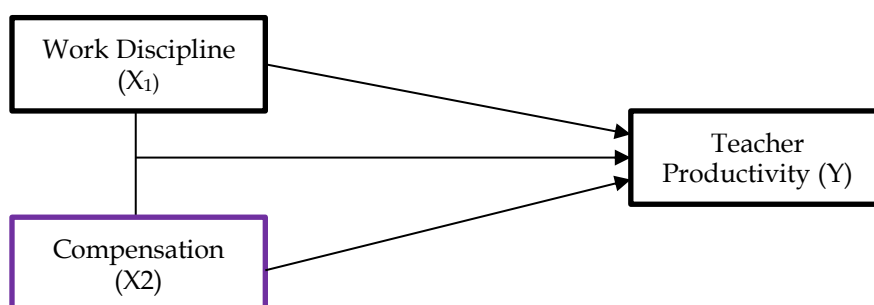
## RESEARCH METHODS

This research was conducted at the Ma'arif Nahdlatul Ulama Foundation, Talang Prigen, Pasuruan. This location was chosen because it is in a relatively small area but has educational institutions ranging from Madrasah Ibtidaiyah to Madrasah Aliyah, all of which have been well accredited. In addition, they are seeing the characteristics or culture of teachers in rural areas who are loyal, even though they have an excellent educational background. This research uses quantitative research with a causality approach, which will explain the causes and effects of each variable measured in this research (Fotheringham, 1997; Groeneveld et al., 2015). The causal method is the right choice to understand the cause-and-effect effects between variables because it can provide deep insight into how one variable affects another.

This research variable consists of independent variables: work discipline (X1) and compensation (X2). The dependent variable in this research is teacher work productivity (Y). The population in this study was all teachers at the Ma'arif Nahdlatul Ulama Talang Prigen Foundation, Pasuruan, then selected to be the

sample using the census method; the census method takes samples from the entire population (Mudjiyanto, 2018); this is because the number of teachers under the auspices of the Foundation is less than 100, so this method is used to be able to photograph the actual situation. The number of samples was 39 people.

The primary data used in this research was obtained directly from respondents. This research used a questionnaire to collect data directly from respondents. The questions in this questionnaire are measured using a 1-5 Likert scale (Boone & Boone, 2012). The scale states that the value 1 is the smallest and 5 is the highest. The data analysis technique used to test the validity of the entire questionnaire uses correlation coefficients, while the reliability test uses Cronbach's alpha. Meanwhile, to carry out hypothesis testing using multiple linear regression with the following regression equation formula:  $Y = a + X_1\beta_1 + X_2\beta_2 + e$ . The following is the framework for thinking in this research.



**Figure 1. Framework of Thinking**

## RESULTS AND DISCUSSIONS

Based on field data, the characteristics of respondents based on age were obtained for 39 respondents which are presented in table 1 below:

**Table 1. Characteristics of Respondents Based on Age**

No	Age	Total	Percentage
1	20 - 40	21	53,85
2	> 40 year	18	46,15
<b>Total</b>		<b>39</b>	<b>100</b>

Source: Respondent Questionnaire, 2024.

The ages of respondents who participated in the survey ranged from 20 to 40 years, with the number reaching 21 people (53.85%), while those aged 40 years and over were 18 people (46.15%). Most respondents are in the productive age range, namely 20s to 40s. This shows that employees at the Ma'arif Nahdlatul Ulama Talang Prigen Foundation, Pasuruan, are mostly still in their productive age and tend to remain active in their work, to the general assumption in society that productivity generally remains high at ages under 50.

Respondent characteristics were also found based on education level, as shown in Table 2 below.

**Table 2. Characteristics of Respondents Based on Education Level**

No	Education Level	Total	Percentage
1	D2/D3	2	5,13
2	S1	35	89,74
3	S2	2	5,13
<b>Total</b>		<b>39</b>	<b>100</b>

Source: Respondent Questionnaire, 2024.

Data shows that the number of undergraduate education levels is much greater than other levels of education. With 35 respondents (around 89.74%), most respondents have a bachelor's level education. Although Bachelor's level education dominates, there is little participation in D2/D3 and Master's education. There were only two respondents in that category, each accounting for only around 5.13% of the total. This indicates that the number of respondents with this level of education could be higher in the sample taken. Given the low percentage of Master's level education, there may be a need to encourage or provide incentives for more employees or respondents to continue their education to a higher level. This can help in enhancing their professional qualifications and abilities.

After confirming the validity of the data collected, it was proven that the eight statements that had been tested were valid because the calculated r-value exceeded the table r value (0.316). Thus, the statements submitted in the research questionnaire regarding work discipline, compensation, and work productivity can be used to measure research variables, both as independent and dependent variables. Details of the validity test can be presented in Table 3, which contains the work discipline test results.

**Table 3. Recapitulation of Work Discipline Validity Test Results**

		R Count
<b>item1</b>	Pearson Correlation	<b>.673**</b>
<b>item2</b>	Pearson Correlation	<b>.860**</b>
<b>item3</b>	Pearson Correlation	<b>.840**</b>
<b>item4</b>	Pearson Correlation	<b>.951**</b>
<b>item5</b>	Pearson Correlation	<b>.945**</b>
<b>item6</b>	Pearson Correlation	<b>.921**</b>
<b>item7</b>	Pearson Correlation	<b>.850**</b>
<b>item8</b>	<b>Pearson Correlation</b>	<b>.820**</b>

Source: SPSS Processed Results, 2024.

The results of the validity test carried out on the work discipline variable (X1) on eight statement items whose calculated r is greater than r table (0.316) show that all of them are valid, so they can be passed on to respondents

**Table 4. Summary of Compensation Validity Test Results**

		R Count
<b>item1</b>	Pearson Correlation	<b>.507**</b>
<b>item2</b>	Pearson Correlation	<b>.567**</b>
<b>item3</b>	Pearson Correlation	<b>.715**</b>
<b>item4</b>	Pearson Correlation	<b>.715**</b>
<b>item5</b>	Pearson Correlation	<b>.647**</b>

item6	Pearson Correlation	0.259
item7	Pearson Correlation	.777**
item8	Pearson Correlation	.503**
item9	Pearson Correlation	.633**
VAR00002	Pearson Correlation	1

Source: SPSS Processed Results, 2024.

The results of validity testing carried out on the compensation variable (X2) above are from 9 statement items where the calculated r is greater than the table r (0.316) so that it can be stated that everything is valid, and can be forwarded to correspondence

**Table 5. Recapitulation of Teacher Productivity Validity Test Results**

		<b>r Count</b>
item1	Pearson Correlation	.872**
item2	Pearson Correlation	.850**
item3	Pearson Correlation	.870**
item4	Pearson Correlation	.886**
item5	Pearson Correlation	.698**
item6	Pearson Correlation	.794**
item7	Pearson Correlation	.876**
item8	Pearson Correlation	.543**
item9	Pearson Correlation	.771**
item10	Pearson Correlation	.732**
item11	Pearson Correlation	.886**

The results of the validity testing carried out on the work productivity variable (Y) above from the 11 statement items where the calculated r is greater than the r table (0.316) can be stated to be all valid, and can be passed on to respondents.

The results of the reliability test for the work discipline, compensation and teacher productivity instrument items can be seen in the following table:

**Table 6. Reliability Test Results Data**

<b>Item-Total Statistics</b>	Scale Mean if	Scale	Corrected	Cronbach's
	Item Deleted	Variance if	Item-Total	Alpha if Item
		Item Deleted	Correlation	Deleted
<b>Work Discipline</b>	90.8352	43.560	.477	.843
<b>Compensation</b>	85.8718	43.278	.836	.562
<b>Teacher Productivity</b>	76.4103	29.727	.652	.690

Source: Processed primary data, 2024

Reliability test results for all variables: work discipline, reliability test of 0.843 (greater than 0.60 meaning reliability), Islamic work ethic, reliability test results of 0.562 (greater than 0.60), indicating teacher productivity of 0.690. That is, greater than 0.60. The reliability test on the variables of work discipline, compensation and teacher productivity was concluded to be reliable.



To reveal the influence of the hypothesized variables, this research was carried out using multiple linear regression analysis and the help of the SPSS Version 23 program. It consists of two independent variables, namely work discipline and compensation, and one dependent variable, namely teacher productivity. The results of the data processing underlying this research model can be seen in the following partial test results subtable

**Table 7. Multiple Linear Regression Calculation Results**

Coefficients <sup>a</sup>					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
	1 (Constant)	4.474	6.363		
Work Discipline	.099	.136	.082	.727	.472
Compensation	1.429	.186	.868	7.672	.000

The results of partial hypothesis testing (t) show that the influence of the work discipline variable on teacher productivity is 0.082, significant at a real level of 0.472 with  $t_{table} = 2.028$ , while  $t_{count} = 0.727$ . We can conclude that  $t_{count} < t_{table}$ , which is minus, this shows that there is an influence or contribution negative and insignificant influence of work discipline on teacher productivity. Therefore, the hypothesis which states that work discipline has a positive and significant effect on teacher productivity is not proven true or the hypothesis is rejected.

The results of testing the second hypothesis in this research are that compensation has a positive and significant effect on teacher productivity. To determine the effect of compensation (X2) on teacher productivity (Y), multiple regression analysis was used. Meanwhile, to test its significance, the t or partial test is used.

The results of the subtest (t) show that compensation has a positive and significant effect on teacher productivity of 0.868 (86.8%) and is significant at the substantive level of 0.000 with  $t_{count} = 7.672$  and  $t_{table} = 2.028$ , which is clear. It is concluded that  $t_{count} > t_{table}$ . This shows that the positive and significant contribution of compensation variables to teacher productivity at the Ma'Arif Nahdlatul Ulama Talang Prigen Foundation, Pasuruan is 0.868 or 86.6% of the influence of compensation on teacher productivity. Therefore, the hypothesis that compensation has a positive and significant influence on teacher productivity is proven to be true.

The results of the coefficient of determination test using SPSS version 23 are presented in the following table. This test aims to measure the influence of work discipline and compensation on teacher productivity simultaneously.

**Table 6. Model Summary**

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	.825 <sup>a</sup>	.681	.663		2.49422

a. Predictors: (Constant), Work discipline, Compensation.

Coefficient of determination  $R^2 = 0.663$  or 66.3%. Meanwhile, 66.3% of the dependent variable or model teacher productivity can be explained by independent variables, namely work discipline and compensation, while the remaining 33.7% can be explained by other factors not tested in this research. It can be interpreted as being influenced by variables.

### **Work Discipline and Compensation Have a Significant Influence on Teacher Work Productivity**

Work discipline in the Social cognitive theory of self-regulation theory developed by (Bandura, 1991); in social cognitive theory, human behavior is motivated and regulated to a large extent by the ongoing exercise of self-influence. The main self-regulatory mechanisms operate through three main subfunctions. Based on this, in implementing work discipline, employees are required to comply. Employees must comply with all company regulations established by work rules and guidelines. This aims to create a comfortable and smooth working atmosphere.

Work discipline includes regularity, punctuality, consistency, and commitment to work tasks. In social cognitive theory, as proposed by Bandura (1991), work discipline results from ongoing self-regulation. Teachers with high work discipline tend to have an organized work pattern, avoid wasting time, and focus on achieving their educational goals. They are more likely to comply with the rules and procedures set by the school or educational institution, creating a structured and efficient work environment. Thus, high work discipline allows teachers to maximize their time and resources, positively contributing to productivity.

Compensation is often a primary motivator for individuals in employment. Competitive salaries can increase job satisfaction and motivate teachers to work harder and be more productive. In contrast, work discipline may be viewed more as an obligation to be fulfilled and has less motivational effect than financial compensation. Adequate compensation directly affects teachers' quality of life. With adequate salaries, teachers can meet basic needs, feel financially secure, and have lower stress levels, contributing to higher productivity.

Compensation affects not only short-term motivation but also long-term motivation. Teachers who feel appreciated through reasonable compensation tend to be more committed and loyal to the institution, increasing their productivity. These results support research conducted by Sorn et al. (2023) and Sypniewska et al. (2023). They found that fair and competitive compensation greatly influences employee motivation and productivity. In addition, research conducted by Elisa et al. (2022) and Persada et al. (2023) revealed that compensation provided based on work increased individual productivity.

To be more effective, schools or educational institutions can develop official guidelines explaining teachers' work discipline expectations. These guidelines must be clear and understandable to all parties and outline the consequences of disciplinary violations. It provides training and coaching to teachers about the importance of work discipline and ways to improve it. This can include time management, self-organization, and other productivity techniques. Implement a regular monitoring and evaluation system to monitor teachers' work discipline



levels. This can be done through classroom observations, performance assessments, or teacher satisfaction surveys. Give awards or recognition to teachers who demonstrate high work discipline. This can increase motivation and strengthen a positive work culture in schools. Build a work culture based on community, where teachers feel mutually responsible for each other in maintaining work discipline. This can create a supportive and motivating environment to increase productivity together.

### **Compensation Has a More Dominant Influence on Teacher Work Productivity**

Fair and adequate compensation can motivate teachers to work harder and more efficiently. When teachers feel they are financially rewarded for their efforts, they tend to be more motivated to give their best. Adequate compensation can provide teachers with financial stability, which in turn can reduce financial stress. Teachers who do not have to worry about their basic needs can focus entirely on their educational tasks. Appropriate compensation is also a form of professional recognition for the work carried out by teachers. This can increase feelings of pride and job satisfaction, which in turn can increase motivation and productivity.

Competitive compensation can attract new talent to the teaching profession and retain experienced teachers. If compensation is inadequate, teachers may seek opportunities elsewhere that offer better rewards. Adequate compensation can also give teachers greater access to training and professional development. This can help improve their skills and knowledge, improving the quality of teaching and overall productivity.

In the future, to have a dominant influence on work discipline, it is necessary to build a work culture that prioritizes values such as responsibility, discipline, dedication, and professionalism, which can help improve teacher work discipline. This can involve clear communication of job expectations, rewards for good performance, and fair handling of disciplinary infractions. Implementing a fair and transparent performance appraisal system can encourage teachers to prioritize the productivity and quality of their work. This can include performance measurements based on achieving set goals, regular feedback, and customized professional development plans. Training and support to develop time management skills can help teachers optimize their time use and increase productivity. This can include time planning techniques, setting priorities, and avoiding wasting time.

In this section, Fishbach and Woolley (2022), who in his research found that providing financial incentives or compensation can reduce a person's intrinsic motivation, especially when the work was previously driven by internal motivation. In this context, teachers who initially worked because of their love of teaching may become less motivated when their attention is diverted to financial compensation. In addition, this study also refutes what was found by (Fishbach & Woolley, 2022). Financial incentives often undermine intrinsic motivation and reduce long-term productivity. He said excessive compensation can lead employees to focus only on financial rewards, ignoring absolute job satisfaction and engagement. In education, this means that teachers motivated by money may focus less on the quality of teaching and more on achieving financial targets.

Creating a supportive work environment, including adequate facilities, peer support, and access to necessary resources, can help teachers stay focused and organized. Apart from financial compensation, non-material rewards such as public recognition, appreciation from colleagues, or opportunities for career development can also be strong incentives to improve work discipline and productivity. It is essential to have clear and consistent policies regarding disciplinary infractions and appropriate consequences. This includes implementing school rules that apply pretty and without bias.

## CONCLUSION

This study concludes that work discipline and compensation significantly influence teacher work productivity. Based on Bandura's self-regulation theory, high work discipline helps teachers work regularly and efficiently and focus on educational goals. On the other hand, fair and capable compensation is a significant motivator that increases job satisfaction, financial stability, and long-term commitment, all of which positively impact productivity. These findings indicate that the right combination of work discipline and compensation can improve teacher performance and productivity. Non-material rewards and consistent policies against disciplinary infractions are also needed to ensure teachers remain focused on their educational mission. With this holistic approach, it is hoped that there will be a significant improvement in the quality of teaching and student learning outcomes.

Practically, this research can be used as a reference by managers of educational institutions because compensation is a part of human resource management that must be taken into account; meanwhile, theoretically, it can add to the body of knowledge in the field of educational human resources. It can be used as a reference by researchers in the future. This research also has limitations that need to be refined in the future, namely the population size and sample used on a small scale, so it needs to be tested again.

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