

THE EFFECT OF PRINCIPAL DISCIPLINE AND COMPENSATION ON TEACHER PERFORMANCE RESULTS IN MADRASAH

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Abstract :

This study aims to determine the significant effect of principal discipline and compensation on the performance results of all MTs teachers in Teluk Pandan District. This type of research is quantitative and associated with a population of 123 teachers, and the research sample is 94 teachers. The data collection technique uses a questionnaire. Simple and multiple linear regression analyses then analyzed the data. The results showed that the effect of principal discipline and compensation on teacher performance was 54.9%, while other factors influenced the remaining 45.1%. So it can be concluded that the better the principal's leadership and compensation, the higher the teacher's performance results.

Abstrak:

Penelitian ini bertujuan untuk mengetahui pengaruh signifikan kedisiplinan kepala sekolah dan kompensasi terhadap hasil kinerja guru se-MTs di Kecamatan Teluk Pandan. Jenis penelitian ini kuantitatif asosiatif dengan jumlah populasi sebanyak 123 guru dan sampel penelitian 94 guru. Teknik pengumpulan datanya menggunakan angket. Data kemudian dianalisis dengan analisis regresi linear sederhana dan analisis regresi linear berganda. Hasil penelitian menunjukkan bahwa pengaruh kedisiplinan kepala sekolah dan kompensasi terhadap kinerja guru sebesar 54,9 % sementara sisanya 45,1 % dipengaruhi oleh faktor lain. Maka dapat disimpulkan semakin baik kepemimpinan kepala sekolah dan kompensasi maka semakin meningkat pula hasil kinerja guru.

INTRODUCTION

One of the influential forces in managing schools that play a responsible role in dealing with change is the leader, the principal, one of which is how to be disciplined (Sari et al., 2021). School success studies show that the principal is the person who determines the focus and atmosphere of the school so that in an institution, a discipline is created that must be upheld (Onia & Elkhder, 2021; Salim & Hasanah, 2021). In an agency, leadership is a factor that determines whether or not the goals of an agency are achieved; with good leadership, the management process will run smoothly, and employees are passionate about

carrying out their duties (Muali et al., 2021; Wahid et al., 2022). Work enthusiasm, work productivity, and the management process of an agency will be good if the type, method, or leadership style applied is to the conditions properly (Ulum, 2019; Radyasasmita & Suryaningsih, 2022). Therefore, the ability of a leader to influence others by provoking the growth of positive feelings in the people he leads to achieving the desired goal is a necessity. (Ibn Umar, 2018).

Discipline to lead an educational institution in its role as a leader, the principal must be able to pay attention to the welfare of the people who work so that teacher performance is consistently maintained (Saebani, 2019; Elly & Soraya, 2020). Efforts to improve performance are usually carried out by providing incentives, motivation, capacity building, and good leadership. Meanwhile, teacher performance can be enhanced if the compensation is given on time, and the school management can find out what is expected and when these expectations can be met against the results of their performance (Avilla, 2018).

Compensation is a financial or non-financial given by the organization as a reward for the results of one's work (Hasing & Sulkarnain, 2019). Compensation is everything that employees receive in return for their work (Garaika, 2020). Compensation is essential for employees because the amount reflects the value of their position among the employees themselves, their families, and society (Vannisa; Nainggolan, 2021). Appropriate compensation can affect a person's discipline. With remuneration, employees will be able to meet their physical needs, social status, and egoistic status to obtain job satisfaction (Pratama, 2020).

Compensation plays a role in improving the discipline of teachers and staff. The compensation system is a method of remuneration in which the determination of the number of services is based on the existing regulations in the organization. Teacher performance is not always in good condition (Sutanto, 2018). Performance is influenced by several factors, including the ability and skills to manage and create a comfortable classroom atmosphere, facilities' availability, leadership motivation, compensation system, the volume of work given, and cooperation with co-workers (Anwar, 2018).

Teacher performance is a result of an achievement obtained by a teacher in carrying out their duties and achieving the standard of success that the school has determined (Mahmud & Sanusi, 2021). Teacher performance is also the result reached by the teacher in carrying out the tasks assigned to him based on skills, experience, and sincerity, as well as the use of time (Aryani et al., 2021).

This research is in line with several previous studies, such as by Saputra et al. (2021), which state that the democratic leadership of the principal is the main thing and greatly influences teachers' performance in carrying out teaching and learning activities in schools. Seeing the importance of the results of teacher performance in determining the success of the teaching and learning process, the researchers are interested in researching things that affect teacher performance seen from two critical directions, including the influence that

comes from the principal's discipline and comes from compensation (Tohet et al., 2022). Principal occupation and settlement have an essential role in improving teacher performance outcomes to improve the quality of education. Thus, the researcher is interested in focusing his study on the influence of principal discipline and compensation on the performance results of MTs teachers in Teluk Pandan District, Pesawaran Regency, Lampung Province?.

RESEARCH METHODS

This study uses associative quantitative research, namely research with a survey method that uses a questionnaire (questionnaire) as a data collection tool. (Sugiyono, 2013). This research was conducted in MTs in Teluk Pandan District. MTs Sunan Muria, MTs Miftahul Huda, MTs Haqqul Yaqin, MTs Sholawatul Falah, MTs Darur Ridho, MTs Mathlaul Anwar Seribu, MTs Al-Falah, MTs Matalaul Anwar Tanjung Agung, MTs Mathlaul Anwar Pematang. This research will be conducted for approximately one month (30 days). The population in this study was 123 teachers and a sample of 94 teachers.

The data collection technique in this study was through a questionnaire using a Likert scale in the form of positive and negative statement items distributed to respondents. This study uses a closed questionnaire, namely a questionnaire that is presented in such a way that respondents are asked to choose an answer that suits their characteristics by giving a checklist. The data analysis techniques in this study include normality test (to test whether the data is normally distributed or not), homogeneity test (test to test whether the information is homogeneous or not), and hypothesis testing with simple linear regression analysis (to determine the effect of one independent variable on the dependent variable) and multiple linear regression analysis (to determine the impact of two independent variables on the dependent variable) using IBM SPSS Statistics 23.

RESULTS AND DISCUSSION

Data obtained through research questionnaires distributed to 94 teachers in MTs throughout Teluk Pandan District were first tested for validity and reliability. Data or information can be said to be valid by the actual situation. The reliability aims to determine and show the extent to which the measurement results remain consistent when measured several times with the same measuring instrument.

All indicators contained in the variables X1 (discipline of the principal), X2 compensation) and Y (the results of teacher performance) are declared valid because the r-count is greater than the r-table. In addition, the calculation of Cronbach's Alpha is more significant than 0.60, so it can be concluded that the measuring instrument in the variables X1 (school principal's discipline), X2 (compensation), and Y (teacher performance results) is declared reliable.

a. Normality test

The normality test aims to determine whether the residual value is normally distributed.

Table 1: Normality Test Results

One-Sample Kolmogorov-Smirnov Test			
			Unstandardized Residual
N			94
Normal Parameters ^{a,b}		Mean	.0000000
		Std. Deviation	11.05058647
Most Extreme Differences	Extreme	Absolute	.109
		Positive	.109
		Negative	-.075
Kolmogorov Smirnov			.109
Asymp. Sig. (2-tailed)			.196

a. Test distribution is Normal.

b. Calculated from data.

Based on the Kolmogorov-Smirnov normality test table above, it is known that the significance value obtained is 0.196 greater than 0.05, so it can be concluded that the residual value is normally distributed.

b. Homogeneity Test

A homogeneity test is a test conducted to find that two or more sample data groups come from populations with the same variance (homogeneous).

Table 2: Homogeneity Test Results

Test of Homogeneity of Variances			
Levene Statistic	df1	df2	Sig.
.195	2	279	.823

Based on the homogeneity test table above, it can be seen that the significance value is 0.823, which is greater than 0.05, so it can be concluded that the data distribution is homogeneous.

c. Hypothesis testing

Hypothesis testing was carried out in two ways: simple linear regression analysis and multiple linear regression analysis. Simple linear regression analysis was used to test and determine the effect of one independent variable on the dependent variable. Meanwhile, multiple linear regression analysis aims to determine whether or not there is an influence between two or more independent variables (X) on the dependent variable (Y).

Table 3: Results of t-test X1 against Y

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized	Sig.
		B	Std. Error	Coefficients	
1	(Constant)	92.728	23.002		4.031
	Kedisiplinan	.721	.089	.645	8.099

a. Dependent Variable: Performance Results

Based on the table above, it is known that the p-value (Sig.) of the X1 variable of the principal's discipline is 0.000, which is smaller than 0.05. The value of tcount is greater than ttable, which is 8099, which is greater than 1,986. These results conclude that the first hypothesis is accepted, namely the X1 variable of the principal's discipline has a significant effect on the Y variable of teacher performance results.

Table 4: Results of the Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.645 ^a	.416	.410	12.640

a. Predictors: (Constant), Discipline

When viewed from the magnitude of the coefficient of determination contained in the table of 0.416, these results indicate that the contribution or contribution of the X1 influence of the principal's discipline on Y the effects of teacher performance is 41.6%. In comparison, the remaining 58.4% is the contribution of the variables other variables not included in the study.

Table 5: Results of t-test X2 against Y

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	150.013	17.741		8.456	.000
	Kompensasi	2.098	.288	.604	7.276	.000

a. Dependent Variable: Performance Results

Based on the table above, it is known that the p-value (Sig.) of the compensation X2 variable is 0.000, which is smaller than 0.05. The value of tcount is greater than ttable which is 7,276 which is greater than 1,986. These results conclude that the second hypothesis is accepted, namely the X2 compensation variable Y, namely the result of teacher performance.

Table 6: Results of the Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.604 ^a	.365	.358	13.181

a. Predictors: (Constant), Compensation

As for when viewed from the value of the coefficient of determination contained in the table of 0.365. These results indicate that the contribution or contribution of the X2 compensation effect on Y the results of teacher performance is 36.5% while the remaining 63.5% is the contribution of other variables not included in the study.

Table 7: X1 and X2 t-test results against Y

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	56.395	21.507		2.622	.010

Discipline	.529	.087	.474	6.088	.000
Compensation	1.398	.270	.403	5.176	.000

a. Dependent Variable: Performance Results

Based on the table above, it can be seen that the p-value (Sig.) of the principal discipline X1 variable is 0.000 and X2 compensation is 0.000 less than 0.05. The value of tcount is greater than ttable, namely the discipline value of the principal of 6,088 and the compensation value of 5,176, which is greater than tsebut-table of 1,986.

Table 8: ANOVA X1 and X2 Test Results against Y

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	13822.507	2	6911.253	55.379	.000
	Residual	11356.738	91	124.799		
	Total	25179.245	93			

a. Dependent Variable: Performance Results

b. Predictors: (Constant), Compensation, Discipline

Based on the table above, it is known that the value of Fcount is greater than Ftable, which is 55,379 which is greater than Ftable 3,095. These results conclude that the third hypothesis is accepted, namely the X1 principal's discipline variable and X2 compensation have a significant effect on the Y variable, namely the teacher's performance results.

**Table 9: Coefficient of Determination Results
Model Summary**

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.741 ^a	.549	.539	11.171

a. Predictors: (Constant), Compensation, Discipline

When viewed from the value of the coefficient of determination contained in the table of 0.549, these results indicate that the contribution or contribution of the X1 influence of the principal's discipline and X2 of compensation to Y the effects of teacher performance is 54.9%. The remaining 45.1% contributes to other variables not included in the study.

The results of this test are in line with several previous studies, including the results of research by Elly & Soraya (2020); Royani et al. (2020); Rina et al. (2020), who suggested that the principal's discipline and compensation together had a significant effect on teacher performance. In the research of Herosita (2017), Kartini et al. (2020), and Makkuradde et al. (2021) stated that there is a positive and significant effect of compensation and discipline on teacher performance. The higher the payment and domain of the principal, the more influential it is on teacher performance.

The results of this test are supported by the opinion of Kholid (2022), Rachman (2020); Nasukah et al. (2020); Purwanto et al. (2020), who say that three factors influence personal performance, namely individual factors,

psychological factors, and organizational factors. Compensation and discipline are included in the psychological factors that affect a person's performance. If disciplined and reasonable compensation will positively impact teacher performance results because teachers will work voluntarily to increase teacher work productivity (Putri & Surya Abadi, 2021; Syifani, 2020). If the teacher is managed and cared for properly, it will produce high performance.

CONCLUSION

Based on the data from research and discussion on the effect of principal discipline and compensation on teacher performance outcomes in MTS in Teluk Pandan District, it can be concluded as follows; First, there is a significant effect of principal discipline on the performance of MTS teachers in Teluk Pandan District. This conclusion is evidenced by the p-value (Sig.) of the X1 variable of the principal's discipline, which is 0.000 less than 0.05. The result of the t-count is more significant than the t-table, which is 8099, greater than 1,986. These results provide the conclusion that the first hypothesis is accepted. The value of the coefficient of determination obtained is 0.416; this result shows that the contribution or contribution of the X1 influence of the principal's discipline on Y the effects of teacher performance is 41.6%, while the remaining 58.4% is a contribution from other variables that are not included in the research. Second, there is a significant effect of compensation on the performance results of MTs teachers in Teluk Pandan District. This conclusion is evidenced by the p-value (Sig.) of the compensation X2 variable, which is 0.000 less than 0.05. The result of the t-count is more significant than the t-table, which is 7,276, greater than 1,986. These results provide the conclusion that the second hypothesis is accepted. The value of the coefficient of determination obtained is 0.365; this result shows that the contribution or contribution of the X2 compensation effect on Y the results of teacher performance is 36.5%, while the remaining 63.5% is a contribution from other variables not included in the study. . Third, there is a significant effect of principal discipline and compensation on the performance results of MTS teachers in Teluk Pandan sub-district. This conclusion is evidenced by the p-value (Sig.) of the X1 variable of the principal's discipline, 0.000, and X2 compensation, which is 0.000, which is smaller than 0.05. The result of the t-count is greater than the t-table. Namely, the principal's discipline value is 6,088, and the compensation value is 5,176, which is greater than the t-table, which is 1,986. It is also known that the result of the F-count is greater than the F-table, which is 55,379, which is greater than the F-table of 3,095. These results provide the conclusion that the third hypothesis is accepted. The value of the coefficient of determination obtained is 0.549; these results indicate that the contribution or contribution of the X1 influence of the principal's discipline and X2 of compensation to Y the effects of teacher performance is 54.9% while the remaining 45.1% is the contribution of other variables that not included in the study.

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