

Analysis of the Effect of Work Discipline, Quality Standards And Financial Compensation for Teacher Performance

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ABSTRACT

This study aims to study the effect of work discipline, quality standards and financial compensation on teacher performance. The three independent variables in this study are work discipline (X1), quality standards (X2) and financial compensation (X3), while the dependent variable is teacher performance (Y). There were 25 respondents from a total of 50 populations. Multiple regression analysis method is the right method used in this study. The goal is to identify current issues and convey attitudes that are consistent with known facts. The research findings show that simultaneously the existence of work discipline, quality standards and financial compensation can significantly worsen teacher performance with the results $F_{count} > F_{table}$ ($65.443 > 2.72$) or in a percentage of 71.6%.

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1. INTRODUCTION

Research on teachers as educators is a research topic that is not finished for research (Sirait, 2021). The teacher as an educator is a determinant of success in education (Ramadhani & Muhroji, 2022). The teacher as an educator is a very heavy mandate to carry out (W, 2022). It is said to be difficult, because teachers must be able to guide and direct their students in a positive and better direction, from all aspects that exist in students both in terms of cognitive, affective and psychomotor (Mukhlis, 2019). The teacher is the person who plans and implements the learning process, evaluates and guides students to achieve their goals and have good character (Budiman, 2021). Therefore, the teacher's work quality standard is in planning to evaluating and using student learning outcomes (Widyanto, 2021), positively correlated with the quality of graduates in schools (Hamdani, 2017). Teachers who have positive managerial performance which is reflected effectively in the teaching and learning process will certainly have a major impact on the learning outcomes achieved by their students (Gemnafle & Batlolona, 2021).

The teacher's career is a systematic development and progress that has been achieved by teachers in their profession. Teacher professional and career development is oriented towards improving the competence and professional quality standards of teachers in teaching (Munawir et al., 2022). Policies for developing teacher professional competence come from the government through PKG, and educator certification, as well as policies for school principals by providing supervision and facilitating teachers (Iqbal, 2018). Planning for the development of teacher professional quality standards by mapping teachers according to their development needs, planning programs according to needs. Implementation of teacher professional competency development through upgrading, training, supervision, etc (Dalyono, 2019). Thus, teachers have the competence as expected by laws and government regulations by being active in self-actualization, namely being able to develop a learning atmosphere to be more attractive and encourage students to learn to develop their own professionalism (Darmiatun & Nurhafizah, 2019).

The quality of education is determined by various factors, but the most important and dominant is the professional quality of a teacher (Sustainable, 2021). Professional teachers at least have a commitment to students and the learning process, master in depth the subject matter they will teach, as well as the way it is delivered to students, are responsible for monitoring student learning outcomes through various evaluation techniques (IB, 2022), able to think systematically about what is done, make reflections and corrections, learn from experience and take into account its impact on the teaching and learning process, and should be part of the learning community in their professional environment, into broad and professional interactions. So it can be concluded that the quality of education is determined by the quality of teachers (Purnomo, 2019).

The Seri Charity Foundation Catholic College of Cahaya Medan Private High School is an institution that focuses on the field of education in order to produce a generation of people who are characterized, qualified, and ready to face the needs of the Indonesian nation in the future. Law Number 20 of 2003 concerning the National Education System and Government Regulation Number 19 of 2005 concerning National Education Standards state that teachers are professional, qualified and competent educators. The main requirement for qualified teachers is to have academic qualifications with a minimum undergraduate qualification (Arifa, 2020). Improving academic qualifications is a key to success in increasing teacher professionalism. Without an increase in academic qualifications, it is unlikely that teachers will be professional. Teachers must also have 4 competencies, namely pedagogic competence, professional competence, social competence and personality (moral) competence (Suendarti & Lestari, 2020). Professional teachers are teachers who have the competencies required to carry out educational and teaching tasks. The quality of education is largely determined by the quality of teachers (Lafendry, 2020). From the variables of work discipline, quality standards and financial compensation it can be seen that teacher performance has the main task of educating, teaching, guiding, directing, training, assessing and evaluating students through formal education in accordance with Law Number 16 of 2007 concerning Qualification Standards and Teacher Competence and Law Number 14 of 2005 article 1 paragraph 1 concerning Teachers and Lecturers.

Performance is the result of work in quality and quantity that is achieved by a person in his ability to carry out tasks in accordance with the responsibilities given to him (Satria, 2021). Teacher performance is the result of completing responsibilities in the learning process. Teacher performance is influenced by several factors, both from within the teacher and from outside. One of the influencing factors is professional competence (Herwansah & Susanto, 2021). A teacher's competitive advantage will be achieved if management can manage the heart of school activities by encouraging its human resources, because basically the teacher is an important component for schools to create quality competitiveness (Febyolla Presilawati, 2016).

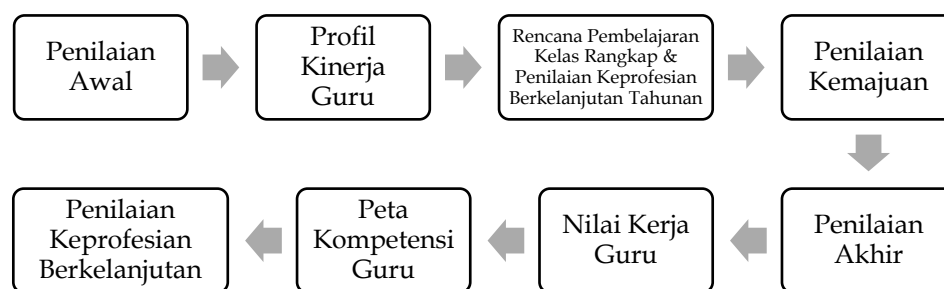


Figure 1. Stages of Teacher Performance Evaluation at SMA Cahaya Medan

Quality standards are agreements that have been mutually agreed upon by a group of people or organizations and have been documented consisting of technical specifications and accurate criteria that are used as regulations, guidelines or certain definitions to guarantee the quality of services that have been stated and mutually agreed upon. Teacher quality standards are in the form of a set of rules that have been made and standardized with the aim of being able to provide the best service to students.

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Providing guarantees to students that the quality of education is in accordance with what was promised thereby increasing student confidence and protecting students from low quality educational services. Quality standards are needed, especially in the current era of globalization, which requires educational institutions to be observant in reading market demands and must adjust the quality of educators or teachers produced so that they can be competent both at the national and international levels. Education is very important for the nation. Good quality education will produce a quality generation and is the key to building and improving the country (Harwanti & Rumiati, 2021).

Another factor that affects the decline in the performance of teachers to work professionally is related to the large number of welfare thresholds provided by the school or the financial compensation received as well as the lack of motivation given to increase the teacher's career. Low motivation and compensation results in low student learning outcomes. Teachers who are lazy in teaching result in students also doing the same thing, resulting in low quality education and less quality (Rina et al., 2020). Teacher work is an achievement resulting from the teacher carrying out the tasks that have been delegated to him, with special emphasis on knowledge, efficiency, proficiency and skills, as well as perseverance and hard work. Everyone who is currently or has previously paid attention to a school has the intention of receiving feedback as deemed appropriate by the school as a means of expressing appreciation for its work, as well as a means of supplying the resources needed to meet basic needs. The demands on teacher duties and responsibilities will be met, so that psychological and social conditions as well as remuneration compensation can increase (Farmawati et al., 2018).

Any form of compensation or remuneration received by employees as a result of their work is called compensation; it has two components. Compensation is the single most effective tool for increasing motivation and, in addition, serves as a strategic tool for business planning to maximize human capital (Shamra, 2016). Compensation is a form of payment or compensation provided by the organization to its employees, either in the form of financial support, equipment or other benefits so that they feel valued while working. Compensation is the only implementation of the population management function (Nugraha & Tjahjawati, 2018). Thaief, Baharuddin, Priyono, & Idrus, (2015) states that the purpose of giving awards includes guaranteeing employee livelihoods, increasing performance, increasing self-esteem, strengthening work relationships, preventing leaving/resigning from the company, increasing work discipline, facilitating the company to achieve its goals. , implement the applicable laws and regulations.

Teacher compensation takes the form of payment and is expected to be provided in payment for services rendered, whether it is provided in the form of fixed payments or variable payments. Any compensation becomes a motivator for teachers to improve student achievement in class. Appropriate and targeted compensation systems exist to protect the integrity of teachers. All forms of the highest compensation given to teachers can improve their performance. By accepting the compensation offered, employees will be able to work hard and be open-minded to carry out their duties in a way that is meaningful to them. A potentially powerful martial artist (Febyolla Presilawati, 2016).

Giving discipline can also be used to increase teacher productivity (Pongantung et al., 2018). DWork discipline is an attitude and behavior that shows employee obedience to organizational regulations (Helmi, 2011). The application of discipline functions as self-mastery, attitude, responsibility for teachers, and forms individual values and norms. In addition, various laws or regulations that have been adopted by a particular educational organization have a very important goal in building discipline so that teachers or other members of the educational community can comply with the law in question. Usually it is expected that a rule or norm will be followed when a violation occurs. The sanction in question can be in the form of a verbal or written warning, suspension, demotion, or even dismissal, depending on the level of importance of the violation committed by a teacher or other educational figure. This must be done so that teachers or education staff work with discipline and take full responsibility for their work (Rinaldi, 2022).

2. METHOD

Based on the results of quantitative analysis of the variables X1 (work discipline), X2 (quality standards), and X3 (financial compensation), this study uses the method of regression analysis in its *Analysis of the Effect of Work Discipline, Quality Standards And Financial Compensation for Teacher Performance, Susan Grace V Nainggolan, et.al*

analysis. The aim is to describe theories that can be applied to or related to the phenomenon being studied and the problem characteristics that exist today. Population is a term used to describe all types of academic objects with the ability to study and then analyze the results (Syafnidawaty, 2020). The population can consist of people or other types of living things (Riadi, 2020). In this study, the majority were 50 teachers from Cahaya Medan Private High School. The sample used for this study is the Slovin Ashari Population Formula (1996), $n = 81.909 (82)$ (Yadewani & Wijaya, 2017). The necessary data must be understood so that it can be used effectively and efficiently. This includes understanding what kind of data is required, how it will be used, where it will be stored, and how it will be combined with other data (Purwanti & Kurniawan, 2022).

Descriptive statistics are statistics that are used to analyze data by explaining the description of data that has been collected as is or original without intending to make generally accepted conclusions, usually in descriptive statistics it provides an overview of general data based on min, median, mode, standard division and variance. Utilizing the Validity Test with the Reliability Test is a Data Quality Test (Sugiyono, 2018).

3. RESULTS AND DISCUSSIONS

Table 1. Multiple Linear Regression Analysis

Model	Non Standard Coefficients		Coefficient Standard	t	Si
	B	std. Error	Betas		
(Constant)	2,208	3,772		0.585	. 5
					60
Work Discipline (X1)	0.034	0.109	0.025	0.313	. 7
					55
Quality Standard (X2)	0.645	0.104	0.637	6,212	. 0
					00
Financial Compensation (X3)	0.270	0.132	0.226	2045	. 0
					44

1. Based on the regression coefficient for work discipline, $b_1 = 0.034$, if the value is discipline increased by one then the teacher's performance value will also increase by 0.034.
2. Based on the regression coefficient of the quality standard $b_2 = 0.645$, it can be concluded that if the value of the quality standard increases by one, then the teacher's performance value will also increase by around 0.645.
3. Based on the regression coefficient of financial compensation $b_2 = 0.270$ it can be interpreted that if financial compensation increased by one then the teacher's performance value will also increase by around 0.270.

The following test of the coefficient of determination of R Square financial compensation on teacher performance (X3 and Y) is presented in table 2.

Table 2. R Square Coefficient Test Results X1, X2, X3 Model Summary and YB

Model	RR Box	R. customized Box	std. Error Estimation
1	0.846 0.716	0.705	3,386

- a. Predictors: (Constant), Financial Compensation (X3), Work Discipline (X1), Quality Standards (X2)
- b. Dependent Variable: Teacher Performance (Y)

From the table above it can be seen that the adjusted R square value of 0.716 indicates the variables X1 (work discipline), X2 (quality standards), and X3 (financial compensation) of 71.6%, 28.4%, and 22.4 respectively %, affects the variable Y (teacher performance), this is also caused by other unknown factors.

Table 3. Statistical Test Results t

Coefficient	Not standardized		Standard		Si
	Coefficient	std. Error	Betas	t g.	
Model	B				
(Constant)	2,208	3,772		0.585	.560
Work Discipline (X1)	0.034	0.109	0.025	0.313	.755
Quality Standard (X2)	0.645	0.104	0.637	6,212	.000
Financial Compensation (X3)	0.270	0.132	0.226	2045	.044

Dependent variable: Teacher performance (Y)

There is an influence of Work Discipline (X1), Quality Standards (X2), and Financial Compensation (X3) on Teacher Performance (Y), with an Fcount of around 65,443 and a significance of around 0,000. $F_{count} > F_{table}$, $65.443 > 2.41$, and the significance of each is less than 5% ($0.000 < 0.05$) which means that the independent variables consist of work discipline (X1), quality standards (X2), and financial compensation (X3) simultaneously has a positive and significant effect on the teacher's performance variable (Y). While the Adjusted R Square value of 0.716 indicates that the variables Y (Teacher Performance) and X1 (Work Discipline), X2 (Quality Standards), and X3 (Financial Compensation) each amount to 71.6%, the remaining 28.4% is influenced by factors other than the variance in the variable Y (Performance).

4. CONCLUSION

Using the study results as a guide, the following can be derived: Discipline has a significant effect on teacher performance with a larger F_{table} ($5,798 > 1,664$) or a proportion of 29.6%, while the remaining 70.4% is explained by different variables. A teacher's quality standard greatly influences teacher performance with larger F_{table} results ($13,506 > 1,664$) or as a percentage, amounting to 69.5%, while the remaining 30.5% is explained by other variables. Financial compensation has a significant effect on teacher performance with larger F_{table} results ($10,318 > 1.664$) or 57.1% in proportion, while the remaining 42.9% is explained by different variables. Work Discipline, Quality Standards,

From the results of this research it is suggested that the SMA Cahaya Medan institution as soon as possible create a program that emphasizes collaboration between teachers, both in the form of workshops and outbound assignments, because collaboration between teachers in efforts to increase teacher competence is not yet perfect. Then take an approach by way of intensive communication which is expected to be able to overcome indiscipline problems; more open space for communication to teachers who are considered indiscipline all this time. Future research is expected to include research variables that have not been included in this study, such as teacher motivation, comfortable work environment, gender perspective, leadership style, and other related topics.

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