


# The Effect Of Compensation And Division Of Work On The Performance Of Integrated Islamic School Teachers In The Institution Under The Auspices Of The Amal Insan Mulia Foundation In Kulon Progo, With Motivation As An Intervening Variable

Puji Astuti<sup>1</sup>, Nazifah Husainah<sup>2</sup>, Hasanah<sup>3</sup>

<sup>1,2,3</sup>Faculty of Economics and Business, University of Muhammadiyah Jakarta, Indonesia

Article Info	ABSTRACT
<b>Keywords:</b> Compensation, Division of Work, Motivation Performance	The main factor supporting educational success is the teacher who has the main task of teaching. The compensation provided by the Foundation has a positive effect on improving teacher performance, as well as the division of work and motivation. The three variables are thought to be interconnected. Teachers are able to carry out their duties and responsibilities if these aspects can be fulfilled. Foundations play an important role in this matter. The research method was chosen using a quantitative method with a sample of Integrated Islamic School teachers at the Insan Mulia Charitable Foundation with data processing using smart PLS. The results obtained from this research are that compensation and division of work influence motivation and performance, and motivation has a significant influence on performance. Good compensation will have a positive influence on the performance of Integrated Islamic School Teachers at the Insan Mulia Kulon Progo Charitable Foundation. Teacher performance will be maximized with appropriate division of tasks. Motivation provided by superiors and colleagues can influence teacher performance because it is an encouragement to work better.
This is an open access article under the <a href="https://creativecommons.org/licenses/by-nc/4.0/">CC BY-NC</a> license 	<b>Corresponding Author:</b> Puji Astuti University of Muhammadiyah Jakarta <a href="mailto:pudjiastutiy99@gmail.com">pudjiastutiy99@gmail.com</a>

## INTRODUCTION

One of the organizations that makes a significant contribution to improving the quality of human resources is the field of education. This position is related to efforts to produce the next generation of human resources that can be relied on by the country. One that is now the main choice for parents who want to send their children to school is an Islamic school.

In addition to having unique learning methods, Integrated Islamic Schools also offer Full Day and Boarding School programs. In addition to having advantages in the field of Tahfidz, of course with creative and professional teachers. Human resource management according to Wayne Mondy R. in the book quoted by Sudaryo Yoyo et al. (2018: 4), is the use of several people to achieve company goals. In an educational institution, the people who work there are even more important to the success of the project than sophisticated machines and facilities.

Teacher effectiveness has a significant influence on student learning outcomes in educational institutions. It is undeniable that work professionalism greatly affects the quality of education, because if teachers do not work optimally and do not understand what their intentions are in working according to the vision and mission of the School, of course good things will not be obtained.

In Marwansyah (2012: 229), Levinson stated that "Performance is a person's achievement/achievement regarding the tasks given to him/her." Good teaching will provide good academic results and spiritual benefits as well. Teachers are the main source of student learning, they must share knowledge with students. The main task of teachers as stipulated in Law Number 14 of 2005 as a profession whose main task is to educate, teach, lead, guide, train, assess and evaluate students in early childhood education through formal education, basic education, and secondary education.

Improving human resources in the field of education is greatly influenced by the role of teachers. Management must be able to create situations and conditions that can foster a sense of belonging, loyalty, solidarity, security, a sense of being accepted and appreciated, and a sense of success in teachers, which can ultimately create a sense of attachment. and develop optimal work enthusiasm to improve the quality of human resources in the field of education.

If the organizational culture of such conditions has been embedded and can be accepted by all teachers, it is certain that love for the institution will be inherent in each individual. According to Krietner and Kinick, Zuk (2016:33), organizational culture is a form of assumption that is implicitly accepted by a group that determines how the group feels, thinks, and responds to its diverse environment.

Teachers will feel meaningful by always being given motivation from their superiors and colleagues. Because this motivation plays an important role as a financial need to feel appreciated in carrying out tasks. According to Mathis and Jackson in Wilson Bangun (2012, p. 312) Motivation is a desire in a person that makes him act, someone acts for something in order to achieve a goal. Motivation greatly affects employee performance. In general, employee work productivity will be high if the organization supports the implementation of their duties. Good job support affects the performance of these tasks.

**Table 1.** Recapitulation of Teacher Attendance

Years	Total Numbers of Teachers	Information			Total
		Sick	Permission	Alpha	
2021	129	13	12	0	25
2022	128	9	11	0	20
2023	130	12	10	0	22

Source: HRD administrative data of the Insan Mulia Charity Foundation 2024

The presence of teachers whose absence percentage each year does not exceed 30% of the number of teachers, makes the author want to know more clearly whether the existence of motivation from superiors or other parties affects their performance.

From interview data with the head of the Insan Mulia Charity Foundation, Mrs. Sri Wahyuni, S.Pt, Monday, February 5, 2024 at 09.05-10.00 WIB, information was obtained that the performance of teachers in Islamic schools under the auspices of the Insan Mulia Charity Foundation in the last 3 years has shown signs of development. With student achievement data being one of the results of maximum teacher performance. The existence of driving teachers who are recognized by the office and provide benefits to the institution is also an output of teacher success. Indeed, there are only 35 certified teachers out of 130 teachers, but this does not reduce the loyalty of teachers at Islamic Schools under the auspices of the Insan Mulia Charity Foundation.

**Table 2.** Teacher Work Quality

Years	Total Numbers of Teachers	Information	
		Making RPP on time (person)	Timely report creation (person)
2021	129	97	102
2022	128	101	98
2023	130	109	99

Source: HRD administrative data of the Insan Mulia Charity Foundation 2024

Seeing the performance of teachers who meet standards and are willing to develop themselves for the quality of their performance, one alternative carried out by the head of the institution or the Foundation to maintain performance is compensation. Compensation is needed to motivate teachers to work harder in the hope of improving their performance, because compensation is also part of the relationship between the madrasah and its human resources, namely teachers. Giving awards to teachers can also improve teacher welfare and affect teacher performance (Ekawati, 2018:1).

The compensation given depends on the ability of the foundation. If the financial ability is good, the compensation is also good, and vice versa. One of the compensations given by the Insan Mulia Charity Foundation to teachers in its auspices is a salary increase in 1 term of office.

**Table 3.** Recipients of Salary Increase Compensation

Years	Teacher salary increase		Salary Increase Point
	Total number of teachers	Percentage of Salary Increase	
2021	10 people	15 % basic salary	Completing a double job as a Homeroom Teacher and Deputy Principal
	3 people	10% basic salary	Achieving the target of learning the Qur'an
2022	7 people	10 % basic salary	Creating timely learning media
	23 people	10 % basic salary	Complete the module on time
2023	2 people	15 % basic salary	Managing accreditation administration equipment

Source: HRD administrative data of the Insan Mulia Charity Foundation 2024

Related to the quality of teachers in their performance, of course the workload should not exceed their capacity and abilities, because if this happens, it is likely that the teacher will not focus on carrying out their responsibilities. In an effort to improve and maintain the school's contribution, it is necessary to have a division of labor to measure a person according to their ability to do all kinds of work. Therefore, the division of labor means that work functions must be defined and grouped more effectively to achieve organizational goals (Zonakoe 2011; 11). The division of tasks should be carried out carefully and with consideration.

The teacher's ability must be measured according to the division of labor to achieve the results expected by the school. If we look deeper, teachers are not only responsible for the technical burden, but also for maintaining the condition of students and their guardians, in addition to their own school burden.

Based on the background above, this study aims to: (1) determine and analyze the effect of compensation and motivation on the Integrated Islamic School Teachers under the auspices of the Insan Mulia Charity Foundation, Kulon Progo. (2) to know and analyze the influence of division of labor on the motivation of Teachers of Integrated Islamic Schools under the auspices of the Insan Mulia Foundation, Kulon Progo. (3) to know and analyze the influence of compensation on the performance of Teachers of Integrated Islamic Schools under the auspices of the Insan Mulia Foundation, Kulon Progo. (4) to know and analyze the influence of division of labor on the performance of Teachers of Integrated Islamic Schools under the auspices of the Insan Mulia Foundation, Kulon Progo. (5) to know and analyze the influence of motivation on the performance of Teachers of Integrated Islamic Schools under the auspices of the Insan Mulia Foundation, Kulon Progo. (6) to know and analyze the influence of compensation on performance through motivation of Teachers of Integrated Islamic Schools under the auspices of the Insan Mulia Foundation, Kulon Progo. (7) to know and analyze the influence of division of labor on performance through motivation of Teachers of Integrated Islamic Schools under the auspices of the Insan Mulia Foundation, Kulon Progo.

### **Hypothesis**

From the framework of thought presented, the hypothesis of this research plan is:

- H<sub>1</sub>: It is suspected that compensation will affect the motivation of Teachers of Integrated Islamic Schools at the institution under the auspices of the Insan Mulia Foundation, Kulon Progo.
- H<sub>2</sub>: It is suspected that the division of work or tasks will affect the motivation of Integrated Islamic School Teachers at the institution under the auspices of the Insan Mulia Foundation Kulon Progo.
- H<sub>3</sub>: It is suspected that compensation will affect the performance of Integrated Islamic School Teachers at the institution under the auspices of the Insan Mulia Foundation Kulon Progo.
- H<sub>4</sub>: It is suspected that the division of work affects the performance of Integrated Islamic School Teachers at the institution under the auspices of the Insan Mulia Foundation Kulon Progo.

- H<sub>5</sub>: It is suspected that motivation will affect the performance of Integrated Islamic School Teachers at the institution under the auspices of the Insan Mulia Foundation Kulon Progo.
- H<sub>6</sub>: It is suspected that compensation will affect performance through the motivation of Integrated Islamic School Teachers at the institution under the auspices of the Insan Mulia Foundation Kulon Progo.
- H<sub>7</sub>: It is suspected that the division of work will affect performance through the motivation of Integrated Islamic School Teachers at the institution under the auspices of the Insan Mulia Foundation Kulon Progo.

## METHODS

Quantitative research methods combined with well-defined strategies can be used. Information is collected using this graphical method to verify theories or answer questions about public perceptions of a topic or issue. Based on the level of explanation, this study uses three different types of research: associative, comparative, and descriptive research. This study uses an associative research methodology, which seeks to establish a correlation between independent and dependent variables to build a theory that explains the signs and symptoms of a particular phenomenon.

The primary data source used in this study is information obtained through the distribution of questionnaires to 130 teachers at the Integrated Islamic School managed by the Insan Mulia Kulon Progo Amal Foundation. While the secondary data source used in this study is the Teachers at the Integrated Islamic School managed by the Insan Mulia Kulon Progo Amal Foundation as the secondary data source used in this study.

This research was conducted at the Integrated Islamic School of teachers at the Integrated Islamic School under the auspices of the Amal Insan Mulia Foundation Kulon Progo from February to June 2024. The population of this study was all teachers of the Integrated Islamic School of teachers at the Integrated Islamic School under the auspices of the Amal Insan Mulia Foundation Kulon Progo totaling 130 people.

There are 130 teachers at the Amal Insan Mulia Foundation, so it is necessary to calculate the number of samples to be used using the Slovin formula with the number of respondents being 130 teachers. The primary data in this study were obtained through interviews conducted by researchers with informants. The following are the primary data used in this study:

- a. CSR activity report
- b. Sustainability report
- c. Annual report

Books, journals, articles that are closely related to the research problem and other reference sources are used as secondary data sources in this study. Data analysis in the study used an instrument test. This study will use a research instrument (questionnaire) to conduct validity and reliability tests, which are designed to determine whether the questionnaire distributed is valid and reliable.

The hypothesis test of this study uses multiple linear regression analysis. Imam Ghozali (2013:97) stated that the coefficient of determination ( $R^2$ ), the t statistic value (partial), and the F statistic value (simultaneous) can all be used to measure how accurate the regression function is. Simultaneous tests and partial tests are used in this hypothesis test.

## RESULTS AND DISCUSSION

### Research Results

#### General Description of Respondents

The respondents in this study were teachers at educational institutions under the auspices of the Amal Insan Mulia Foundation who received a questionnaire with a google form based on employee status, gender and age. It was carried out in 5 Integrated Islamic Schools under the auspices of the Amal Insan Mulia Foundation Kulon Progo, namely SMP IT Ibnu Mas'ud, SDIT Ibnu Mas'ud, MI Ibnu Mas'ud, TKIT Ibnu Mas'ud and TKIT Insan Mulia totaling 130 people. The data collected included the condition of teacher performance over the past 3 years and the number of students as a consideration that the school has professional teachers so that it influences parents' interest in sending their sons and daughters to school.

#### Based on Employee Status

**Table 4.** Teacher Respondents based on Employee Status

NO	School	STATUS		SERTIFICATION
		GTY	GTT	
1.	SMP IT Ibnu Mas'ud	26	2	3
2.	SDIT Ibnu Mas'ud	36	5	8
3.	MI Ibnu Mas'ud	16	5	0
4.	TKIT Ibnu Mas'ud	19	2	5
5.	TKIT Insan Mulia	17	2	3
TOTAL		114	16	19

Source: HRD Yayasan Amal Insan Mulia

Based on table 4, the teacher respondents at the Integrated Islamic School under the auspices of the Yayasan Amal Insan Mulia who have the status of Permanent Teachers (GTY) are 124 people or 95% of the total number of teachers. Meanwhile, those with the status of Non-Permanent Teachers are 16 people or 5% of the total number of teachers.

#### Based on Gender

**Table 5.** Teacher Respondents by Gender

No	School	Gender	
		M	F
1.	SMP IT Ibnu Mas'ud	7	21
2.	SDIT Ibnu Mas'ud	6	35
3.	MI Ibnu Mas'ud	3	18
4.	TKIT Ibnu Mas'ud	0	21
5.	TKIT Insan Mulia	0	19
Total		16	114

Source: HRD Yayasan Amal Insan Mulia

Based on table 5, the male respondents of teachers at the Integrated Islamic School under the auspices of the Yayasan Amal Insan Mulia are 16 people or 12% of the total number of teachers and the female respondents are 114 people or 88% of the total number of teachers.

#### Based on Age

**Table 6.** Teacher Respondents Based On

NC	School	Age	Total (People)
1.	SMP IT Ibnu Mas'ud	25-35th	26
		36-45th	2
		45-55th	0
2.	SDIT Ibnu Mas'ud	25-35th	20
		36-45th	19
		45-55th	2
3.	MI Ibnu Mas'ud	25-35th	20
		36-45th	1
		45-55th	0
4.	TKIT Ibnu Mas'ud	25-35th	3
		36-45th	10
		45-55th	8
5	TKIT Insan Mulia	25-35th	10
		36-45th	7
		45-55th	2
Total			130

Source: HRD Yayasan Amal Insan Mulia

#### Instrument Testing

#### Instrument Testing on Performance

#### PLS-SEM Model Development

PLS-SEM is used to develop and test theories by measuring the relationship between latent variables. This helps researchers understand complex relationship structures and evaluate the validity of theoretical models. PLS-SEM can handle data that is not normally distributed, has a small sample size, or has a complex data structure. This makes PLS-SEM flexible and can be used in various research situations.

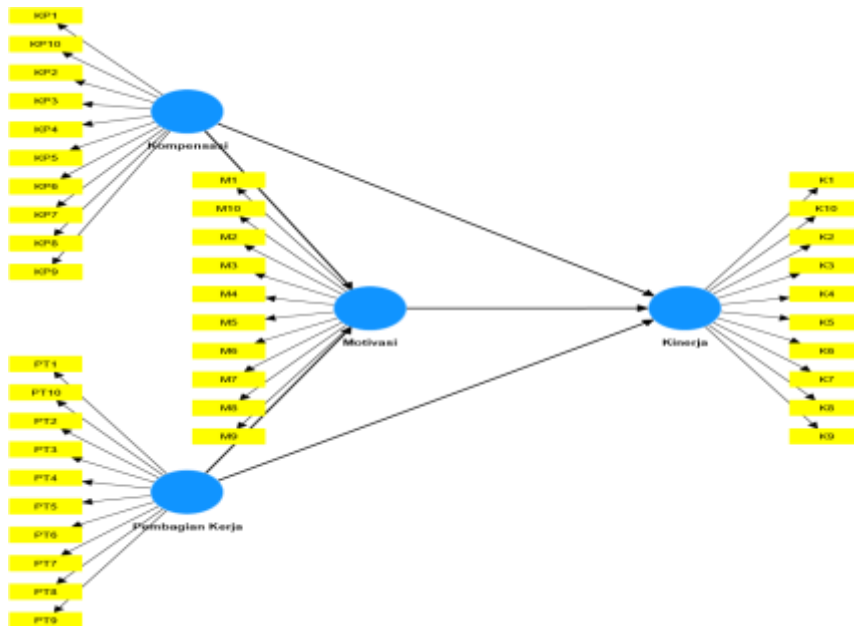


Figure 1. Figure of Causal Relationship Model Between Variables

In the development stage of this research model, the following experimental stages were carried out to determine the best model:

Table 7. Construct Reliability and Validity Test

Matrix	Cronbach's Alpha	Composite Reliability (rho_a)	Composite reliability (rho_c)	Average Variance Extracted (AVE)
Performance	0.926	0.929	0.938	0.601
Compensation	0.924	0.926	0.936	0.595
Motivation	0.926	0.930	0.938	0.602
Work Distribution	0.930	0.936	0.941	0.614

Source: Data processed with Smart pls4, 13 July 2024

It can be seen from the Construct Reliability and Validity test that each variable meets the minimum test quantity requirements of Cronbach's Alpha, Composite Reliability and Average Variance Extracted (AVE). With a Cronbach's Alpha value of 0.7 while the Average Variance Extracted (AVE) is 0.5. Based on the results shown above, each variable meets the test requirements. Construct Reliability and Validity.



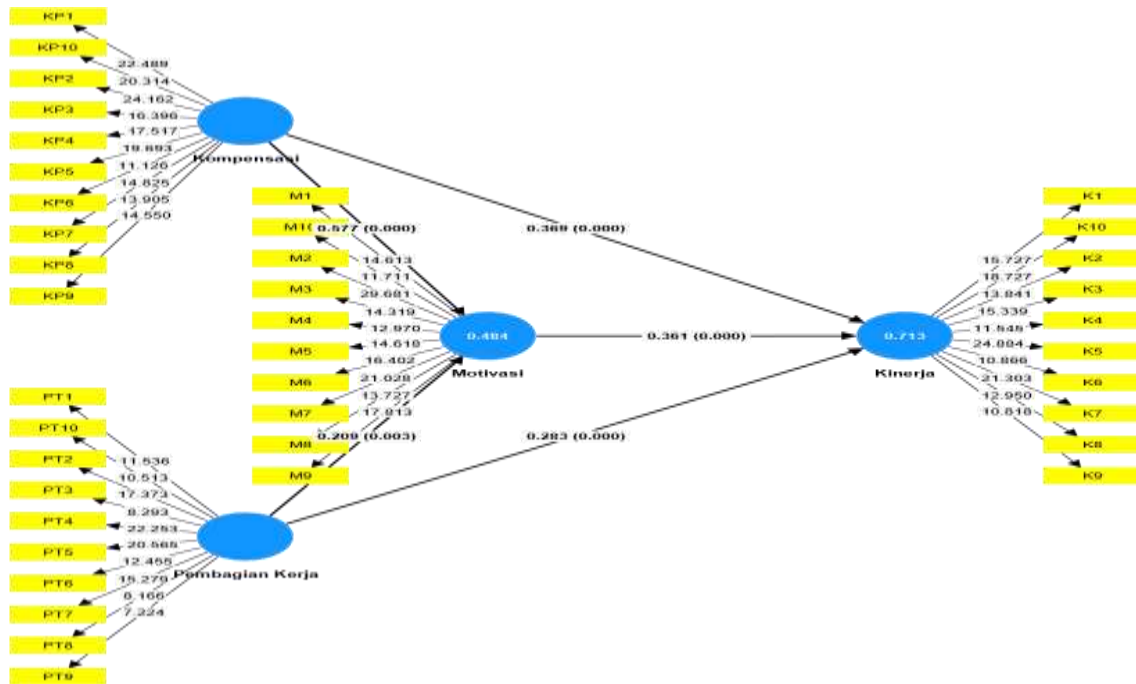


Figure 2. Causal Relationship Model Between Variables

### Outer Model Test

Outer model analysis is used to see the correlation between latent variables or can be expressed as the outer model explaining how each analysis relates to other variables. Outer model analysis is carried out to ensure that the measurement model used is suitable to be used as a measurement standard (valid and reliable).

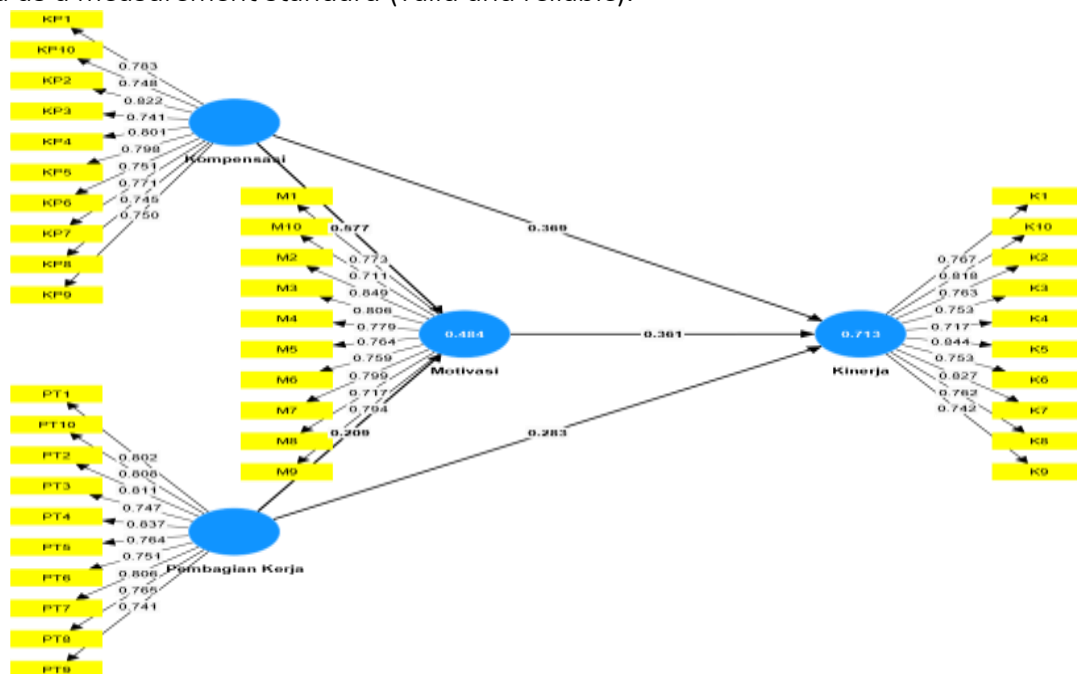


Figure 3. Causal Relationship Model Between Variables

### Convergent Validity Test

The validity of a construct is known through the convergent validity value. Because the convergent validity value is the factor loading value on the latent variable with its indicators. The Factor loading value above 0.5 (Original Sample value) is said to be valid because the indicators have met the requirements and the probability value (P values) is below) 0.05. The display of the validity test results is as shown in the following table:

**Table 8.** Convergent Validity Test Results

Mean, STDEV, T Values, p Values	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Stastics ( O/STDEV )	P Values
Compesantion -> Performance	0.577	0.580	0.059	9.856	0.000
Compensation -> Motivation	0.577	0.582	0.067	8.558	0.000
Motivation -> Performance	0.361	0.354	0.092	3.900	0.000
Work Distribution -> Performance	0.358	0.360	0.056	6.393	0.000
Work Distribution -> Motivation	0.209	0.213	0.070	3.006	0.000

Source: Data processed with Smart pls4,13 July 2024

Table 8, shows that the results of the outer loading test calculation tested with SmartPLS have valid results for the indicators of the four variables. This statement was obtained because the factor value (in the Original Sample column) is more than 0.5.

### Reliability Test (Composite Reliability and Cronbach Alpha)

The results of the analysis of the composite reliability and Cronbach alpha tests are as follows:

**Table 9.** Reliability Test Results and AVE Values

Matrix	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Kinerja	0.926	0.929	0.938	0.601
Kompensasi	0.924	0.926	0.936	0.595
Motivasi	0.926	0.930	0.938	0.602
Pembagian Kerja	0.930	0.936	0.941	0.614

Source: Data processed with Smart pls4,13 July 2024

### Construct Validity (AVE) Test

The AVE output value obtained can be seen in table 4.5 above. The AVE value is used to determine the validity value of a construct. A variable is declared valid if the AVE value is

above 0.5. It can be seen that all related variables have good construct validity because they have an AVE value > 0.5.

### Discriminant Validity Test

Elements to assess how a construct has appropriate discriminants or not through discriminant validity, namely the cross loading value. Discriminant validity can be seen in the following ways:

- a. Seeing the Cross Loading value

The Cross Loading value is a method used to evaluate discriminant validity. Each indicator in a block can be recognized as a constructor in that column if all indicators have a higher correlation coefficient in each construct compared to the indicators in the construct block in other columns

- b. Comparing the AVE root value

Furthermore, discriminant validity is assessed by comparing the AVE root value of each construct with the correlation it has with other constructs in the model. Each construct contains a good discriminant validity value if the AVE square root value is higher than the correlation value between the related construct and other constructs in the model.

**Table 10. Cross Loading Value Results**

Matriks	Kinerja	Kompensasi	Motivasi	Pembagian Kerja
K1	0.767	0.465	0.521	0.468
K10	0.818	0.613	0.672	0.543
K2	0.763	0.504	0.643	0.483
K3	0.753	0.597	0.475	0.488
K4	0.717	0.624	0.477	0.434
K5	0.844	0.625	0.682	0.442
K6	0.753	0.564	0.541	0.400
K7	0.827	0.654	0.650	0.498
K8	0.762	0.549	0.517	0.488
K9	0.742	0.499	0.518	0.525
KP1	0.543	0.783	0.533	0.388
KP10	0.676	0.748	0.568	0.477
KP2	0.553	0.822	0.455	0.308
KP3	0.535	0.741	0.488	0.326
KP4	0.597	0.801	0.539	0.346
KP5	0.677	0.798	0.564	0.356
KP6	0.535	0.751	0.547	0.316
KP7	0.484	0.771	0.443	0.323
KP8	0.486	0.745	0.504	0.223
KP9	0.541	0.750	0.490	0.330
M1	0.434	0.521	0.773	0.247
M10	0.657	0.416	0.711	0.417
M2	0.555	0.582	0.849	0.367

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K5	0.844	0.625	0.682	0.442
K6	0.753	0.564	0.541	0.400
K7	0.827	0.654	0.650	0.498
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KP6	0.535	0.751	0.547	0.316
KP7	0.484	0.771	0.443	0.323
KP8	0.486	0.745	0.504	0.223
KP9	0.541	0.750	0.490	0.330
M1	0.434	0.521	0.773	0.247
M10	0.657	0.416	0.711	0.417
M2	0.555	0.582	0.849	0.367

Source: Data processed with Smartpls 4.13 July 2024

**Table 11.** Results of AVE Root Values and Correlations Between Constructs

Matrix	Performance	Compensation	Motivation	Work Distribution
Performance	0.776			
Compensation	0.737	0.771		
Motivation	0.740	0.670	0.776	
Work Distribution	0.615	0.445	0.466	0.784

Source: Data processed with Smart pls4,13 July 2024

From output number 1, namely Discriminant Validity (Cross Loading), it can be seen that the correlation coefficient value in the construct block in the other columns is smaller than the average correlation coefficient value of the indicator with each construct. Furthermore, discriminant validity is assessed by comparing the AVE root value of each construct with the correlation between constructs. Output number 2 displays the AVE root value, namely Discriminant Validity in the Fornell Lacker Criterion column. Here's how to find the AVE root value:

- Compensation: 0.776
- Division of Labor: 0.771
- Motivation: 0.774
- Performance: 0.784

Based on the Convergent Validity and Reliability tests which produce valid items and variables, and the discriminant validity analysis using Cross Loading gives good results, the SEM PLS test can now be carried out.

### Inner Model Test

The inner model is also called the structural model evaluated to conduct a correlation test between the constructs, significance values, and R-square of the research model. Utilizing R-square and T and the significance of the structural path parameter coefficients, the model is evaluated.

#### a. R-square Test

The findings of the R-square output as can be observed in table 4.8.

**Table 12.** Results of R-square Values

R-Square		
Overview		
	R-Square	R-Square Adjusted
Performance	0.713	0.704
Motivation	0.484	0.473

Source: Data processed with Smart pls4,13 July 2024

Based on the table above, it shows that the R-square value of the intervening variable is 0.484. The adjusted R-square value of 0.473 means that the variability of the motivation construct is 48.4% while the remaining 52.6% is explained by other variables in the study.

#### b. Hypothesis Testing

Whether the independent variable has a significant impact on the dependent variable through the intervening variable will be examined in this hypothesis testing step. The path coefficient, which shows the parameter coefficient and the significant t-statistic value, is used to test the proposed hypothesis. The significance of the estimated parameters can provide a detailed picture of the correlation between research variables. The cutoff point of less than 0.05 is used to determine whether the proposed hypothesis is accepted or rejected. The output of the structural model test estimate is shown in the table below.

#### c. Simultaneous Test (F)

The basis for decision making is based on significance value if the Propility value (P values) < 0.05 then the hypothesis is accepted (significant influence) and if the Propility value (Pb values) > 0.05 then the Hypothesis is rejected (insignificant influence).

**Table 13.** Hypothesis Testing based on Path Coefficient

Mean, STDEV, T values, p values					
	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ( O/STDEV )	P values
Kompensasi -> Kinerja	0.369	0.375	0.084	4.390	0.000
Kompensasi -> Motivasi	0.577	0.582	0.067	8.558	0.000

Mean, STDEV, T values, p values						
	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ( O/STDEV )	P values	
Motivasi -> Kinerja	0.361	0.354	0.092	3.900	0.000	
Pembagian Kerja -> Kinerja	0.283	0.284	0.060	4.721	0.000	
Pembagian Kerja -> Motivasi	0.209	0.213	0.070	3.006	0.003	

Source: Data processed with Smart pls4,13 July 2024

The results obtained from the data presented in table 14:

1. Performance is significantly influenced by compensation. The P value <0.05 (0.000) shows this, and the hypothesis is accepted. Based on the coefficient value of the original sample column of 0.369, there is a fairly large positive effect; This means that performance will increase by 0.369 units for every one-unit increase in compensation.
  2. Compensation has a significant effect on motivation. With P Values <0.05 (0.000), it can be said that the hypothesis is accepted. The magnitude of the coefficient value (original sample column) is 0.577, which means that if compensation increases by one unit, performance will also increase by 0.577 units. and has a significant positive effect.
  3. Performance is significantly influenced by motivation. The P value <0.05 (0.000) shows this, and the hypothesis is accepted. The coefficient value of the original sample column of 0.361 indicates a fairly large positive influence. This shows that for every one unit increase in compensation, performance will also increase by 0.361 units.
  4. Division of labor has a significant effect on performance. This can be seen from the P Values <0.05 (0.000), so the hypothesis is accepted. The coefficient value (original sample column) of 0.283 means that it has a significant positive effect, namely that if compensation increases by one unit, performance will also increase by 0.282 units.
  5. Division of labor has a significant effect on motivation. This can be seen from the P Values <0.05 (0.003), so the hypothesis is accepted. The coefficient value (original sample column) of 0.209 means that it has a significant positive effect, namely that if compensation increases by one unit, performance will also increase by 0.209 units.
- d. Partial Test (t)
- Based on table 14, the hypothesis results are obtained that the probability value is 0-less than 0.05. This shows that each independent variable has a significant effect on its own dependent variable.

## Discussion

The following comments can be given in relation to the results of data processing and statistical data analysis carried out using PLS-SEM:

### **The Effect of Compensation on Performance**

Based on the results of this study, it was found that compensation has a significant positive effect on performance, this is reflected by the Loading Factor value of the compensation variable which is greater than the other Loading Factors, namely KP 3 of 0.822 with the indicator "bonus according to expectations". Compensation is one of the efforts given to reward good performance. And to maintain teacher loyalty to the School.

The best thing for the Foundation and the School is to provide attention and rewards according to their performance, evaluate routinely and periodically to see the performance of the teachers. It is considered very influential, compensation should be given according to the schedule, for example at the end of the term of office and it is hoped that the teachers' performance will improve because they are interested in compensation.

### **Effect of Task Division on Performance**

Based on the results of this study, it was found that task division has a significant positive effect on performance, this is reflected by the compensation variable Loading Factor value which is greater than other Loading Factors, namely PT5 of 0.837 with the indicator "fairness of task division". In practice, schools with the approval of the Foundation provide fair tasks according to the abilities of each HR. If given a double job, it is attempted not to take up many hours that should be used for teaching needs and the needs of their students. Teachers who carry out tasks according to their abilities and working hours, are expected to improve their performance results. So that there is no organizational culture of "complaining" when pursuing the profession.

### **Effect of Motivation on Performance**

Based on the results of this study, it was found that motivation has a significant positive effect on performance, this is reflected by the compensation variable Loading Factor value which is greater than other Loading Factors, namely M2 of 0.849 with the indicator "superior as a model". The attitude of a superior who appreciates his subordinates can be said to be a strength for his subordinates to work well. A Principal who provides an example and pleasant treatment will make his teachers and employees become models to develop their abilities and provide a sense of loyalty to the school.

The best model for subordinates is their superiors, where when a superior behaves well in his various authorities to subordinates, and is happy to provide encouragement mentally and spiritually, it is certain that teachers and employees will be happy to carry out what is their responsibility.

## CONCLUSION

The purpose of this study was to determine the effect of compensation, task division and motivation as intervening variables on teacher performance. The results of the study, based on the analysis and discussion in the previous section:

1. The Effect of Compensation on Motivation

Based on the results of this study, it was found that compensation has a significant effect on performance. Appropriate and fair compensation is one of the motivations for teachers to improve their performance. Here it can be seen that a teacher whose performance is good and is noticed by his superiors by being given compensation will feel very appreciated and his financial needs are also met. Therefore, compensation should be given routinely to anyone who has performance according to the target.

2. The Effect of Task Division on Motivation

Based on this study, it was found that the division of tasks has a significant positive effect on motivation. A fair and even division of tasks according to ability makes teachers not feel burdened by excessive jobs. So that their performance can be maximized because of the sense of encouragement from the division of tasks that are not overloaded, because a teacher will feel happy with the organizational culture.

3. The Effect of Compensation on Performance

Based on this study, it was found that compensation has a significant positive effect on performance. A small but big benefit is giving bonuses to teachers for being able to carry out and complete their positions well and according to target. Teachers can improve their performance if they get what they deserve. Compensation becomes an influence on improving performance because this is a surprise that many teachers are waiting for.

4. The Effect of Task Division on Performance

Research findings show that different task assignments significantly improve performance. Fair and even task division allows teachers to complete daily tasks and work according to predetermined working hours. Other specific work that is imposed should not exceed capacity. Teachers are assigned to teach and take care of other needs related to students and create teaching materials. Additional work given should not exceed the teacher's ability or interfere with their main task of teaching.

5. The Effect of Motivation on Performance

Research suggests that motivation significantly improves performance. Teachers who are the main human resources in the world of education need supportive feedback or encouragement from colleagues and superiors. Teachers who feel comfortable with their environment may be more motivated in carrying out their mandate and responsibilities. Providing incentives, no matter how small, to teachers can have a significant impact on their performance. It is clear that higher performance correlates with a more comfortable workplace. Motivation can be given in various ways, such as Morning Inspiration activities once a week, reciting the Koran together, direct or indirect praise, with the hope that teachers who are motivated and accept good organizational culture conditions like this will perform well.



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