



## Improving Teacher Job Satisfaction Through Competence And Compensation of Elementary Teachers

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### ABSTRAK

Kompetensi dan kompensasi terhadap kepuasan kerja guru menjadi permasalahan klasik yang masih menarik untuk selalu dijadikan bahan kajian untuk penelitian dikarenakan masih mudah untuk ditemui di kehidupan sehari-hari. Penelitian ini memiliki tujuan mencari gap penelitian dengan penelitian terdahulu tentang kepuasan kerja guru melalui kompetensi dan kompensasi guru, dengan menggunakan 3 pertanyaan penelitian berikut, bagaimana pengaruh kompetensi terhadap kepuasan kerja guru, kedua bagaimana pendorong kompensasi terhadap kepuasan kerja guru dan ketiga bagaimana pengaruh kompetensi dan kompensasi guru secara bersama-sama. Pendekatan metode ini menggunakan kuantitatif dengan jumlah responden sebanyak 44 orang. Teknik pengumpulan data menggunakan kuesioner yang telah dilakukan uji validitas dan reliabilitas. Data yang diperoleh dilakukan uji asumsi klasik yang bertujuan untuk menganalisis normalitas data, linieritas data sebelum masuk pada bagian analisis data yang menggunakan regresi linier berganda. Hasil penelitian di dapatkan bahwa secara parsial dan simultan kompetensi dan kompensasi berpengaruh positif dan signifikan. Temuan menariknya yang menjadi novelty penelitian ini adalah kompetensi mendapatkan nilai yang lebih dominan jika dibandingkan dengan kompensasi.

### ABSTRACT

*This study has the aim of finding loopholes and digging up information about the problem of job satisfaction which is influenced by several factors including compensation and facilities, there are two problem formulations that limit the discussion so that it does not widen, namely analyzing teacher job satisfaction (Y) which is influenced by compensation (X1) and facilities (X2) partially, while the second question is to analyze teacher job satisfaction (Y) which is affected by compensation (X1) and facilities (X2) simultaneously. The research method used is quantitative using survey methods. The data used is primary data obtained directly from 32 respondents using a questionnaire. The questionnaire used has tested the validity and reliability tests. The research data analysis technique used multiple linear regression tests and carried out F tests and T tests. The results showed that compensation and facilities had a positive effect on teacher job satisfaction at Madrasah Ibtidaiyah Mambaul Khoir Talang partially or simultaneously. Stakeholders need to pay attention to the provision of compensation both financially and non-financially so as to increase teacher job satisfaction.*

## INTRODUCTION

Competence and compensation for teaching staff is still a fundamental problem for education in Indonesia as revealed by (Ansuri, 2021) because there is a dualism problem within the Foundation, many teaching staff have not been paid their salaries for 16 months. Problems about competence (Lumbanrau, 2021; Syarifudin Yunus, 2017). Teachers are the shapers of the nation's human resources who have high challenges in the future. Teacher job satisfaction based on the results of the teacher survey is still lacking (Aneswari, 2022). Teachers are assets of a nation that need to be maintained and empowered to the fullest. There

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have been many regulations regarding teacher competence and compensation, but until now there are still problems regarding this matter which can impact teacher satisfaction, so it is necessary to carry out an in-depth analysis of each problem.

Job satisfaction is the sum total of the positive influence (or feelings) each individual has on their job (Edy, 2011; Arif, M., & Abd Aziz, M. K. N. 2021)). According to (Purwanto & Sulaiman, 2023; Rosenblatt, 2001) Teacher competence is defined as a set of intelligent and responsible actions that a person has as a condition for being considered capable by society in carrying out tasks in accordance with a particular job. Teacher job satisfaction is influenced by teacher competence (Dr.Faheem Khan et al., 2022; Fütterer et al., 2023) Teacher competence has 4 main indicators including pedagogic competence, professional competence, personal competence and social competence (K. Anwar et al., 2022; Kartiko, 2023; Nur & Fatonah, 2022). (Sulastri et al., 2020) revealed that the professional competence of teachers can be improved through training and development. Research conducted by (Deswarta, 2017) get the result that competence and work motivation have an influence on lecturer job satisfaction both simultaneously and together. Meanwhile (Amir et al., 2014) that pedagogical competence influences teacher job satisfaction.

In addition to competence, teacher job satisfaction is also influenced by compensation. Compensation is everything received by employees which can be either material or non-material (Ari Kartiko, Sanusi Anwar, 2021). (Hakim & Muhdi, 2020) states that teacher job satisfaction is significantly influenced by compensation. Compensation has a salary indicator, namely the constant payment that is given by the school to teachers, bonuses are wages due to achievements earned, allowances are wages that are given when not doing work such as security allowances as a service to employees and retirement savings. Compensation is given for the purpose of fulfilling economic needs, increasing work productivity, advancing the organization and creating balance (Hasibuan, 2016), (Septawan, 2014) revealed that there are four stages, namely conducting job analysis, conducting job assessments, conducting surveys of various reward systems within the organization and determining the price of each job. Research conducted by (Barat & Prahiawan, 2021; Saryanto & Rahmat, 2021) Job satisfaction is positively and significantly influenced by teacher job satisfaction. Job satisfaction is also influenced by compensation as stated by (Seidy et al., 2018; Tanthowi, 2014).

This study aims to find gaps from previous researchers who have conducted similar research. This research asks three questions that will be answered by people who understand the theme of this research and will be described in the next section. The first question is how big is the influence of competence on the job satisfaction of XYZ Elementary School

teachers. This question was asked of respondents who have knowledge about teacher competence and job satisfaction. Second, what is the effect of compensation on the job satisfaction of XYZ Elementary School teachers, this question was also asked to respondents who understand teacher compensation and job satisfaction, and thirdly How do competence and compensation influence the job satisfaction of XYZ Elementary School teachers simultaneously (together).

Based on the research objectives in the previous section, it can be concluded temporarily or the first hypothesis is that job satisfaction is influenced by competencies consisting of pedagogic competencies, personality competencies, social competencies and professional competencies, this was described in research conducted by (Barat & Prahawan, 2021), The next hypothesis is that teacher job satisfaction is influenced by compensation with the dimensions of salary, bonuses, allowances and old age savings, this was revealed by (Hakim & Muhdi, 2020) in his research, and the last hypothesis is that teacher job satisfaction is influenced by competence and compensation variables simultaneously or simultaneously.

## RESEARCH METHOD

Based on the formulation of the problem and framework, it can be concluded that the design used in this study uses descriptive analysis and verification methods. according to (Sugiyono, 2017) that "Analytic descriptive method is a statistic that is used to analyze data by describing or describing the data that has been collected as it is. While verification is done to test the hypothesis by using statistical test tools (Umi, Narimawati., Sri Dewi, Anggadini., Linna, 2011) The author uses a multiple linear regression statistical test tool in this study. The data source used in this study is primary data, which is data obtained directly from the original source (without going through intermediaries) using survey methods. (S. Anwar, 2011). The primary data in this study is questionnaire data from SD XYZ teachers who were selected as respondents.

Population according (Hasanah, 2017; Rahmayanti, J. D., & Arif, M. 2021) is a generalization area consisting of objects/subjects that are applied with certain specified quantities and characteristics. The population in this study were teachers at SD XYZ which had a total of 44 teachers. According to (Gani, Kusumaningrum, Dewi, Kartiko, & Anuha, 2022) "If the subject is less than 100 people, it is better to take all of them so that the research is a population, then if the number of subjects is large, 10-20% or 25-30% or more can be taken. (Kartiko & Sirojuddin, 2020).

The research instrument used to collect research data is to distribute questionnaires to employees. While the questionnaire questions are made in multiple choice form where each question item consists of five alternative answers. Then the respondent's answer data is scored using a Likert scale system. In this case there are 5 classifications of answers given with the possibility of giving a score as follows, answer (A) is given a value of 5, answer (B) is given a value of 4, answer (C) is given a value of 3, answer (D) is given a value of 2 and answer (E) is given a value of 1.

To analyze the research data used descriptive and regression test. Descriptive is used to provide an overview of competence and compensation which will be presented in tabular form. Regression is used to find out or test whether there is a positive influence or not between competence and teacher job satisfaction. Before being tested for regression, the data was subjected to instrument testing through validity and reliability tests, after that classical assumption tests were carried out, through normality tests, linearity tests and heteroscedasticity tests. The linear equation is as follows:  $Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e$ .

Information

Y : Teacher job satisfaction

a : Constant

$\beta_1, \beta_2$  = Regression coefficient

X1 = Competency

X2 = Compensation

e = Error (error rate)

## RESULT

Based on the results of the respondents' answers, the average value of the teacher competency variable is obtained in Table 1 below.

**Table 1 The average value of competency variables**

Variable	Indicator	Indicator Average Value	Variable Average Value
Competence	Pedagogic Competence	4,11	4,07
	Professional Competence	4,28	
	Personality Competence	3,85	

	Social Competence	4,05	
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Source: Primary Data Processed, 2023

Based on table 1 above, it can be obtained that the average value of the teacher competency variable is 4.07, which means that the highest reflection of the competency variable is professional competence (4.11), followed by pedagogic competence (4.11), social competence (4.05) and personality competence (3.85).

The results of the respondents' answers obtained the average value of the compensation variable in table 2 below.

**Table 2. The average value of the compensation variable**

Variable	Indicator	Indicator Average Value	Variable Average Value
Compensation	Salary	3,32	3,38
	Incentive	3,33	
	Allowances	3,57	
	Old Age Savings	3,31	

Source: Primary data processed, 2023

Based on table 2, compensation is made up of allowances (3.57), incentives (3.33), salary (3.32) and old age savings (3.31) and obtains an average variable value of 3.38. These results indicate that respondents have a tendency to agree on statement items from each questionnaire indicator.

Based on the results of the respondents' answers, the average value of the teacher's job satisfaction variable is obtained in Table 2 below.

**Table 3 The average value of the teacher's job satisfaction variable**

Variable	Indicator	Indicator Average Value	Variable Average Value
Teacher Job Satisfaction	Work morale	4,11	4,08
	Discipline	4,28	
	Work performance	3,85	

Source: Primary data processed, 2023

Based on table 3 above, it can be obtained that the average value of the teacher's job satisfaction variable is 4.08, which means that the highest reflection of the teacher's job satisfaction variable is discipline (4.28), followed by work morale (4.11) and work performance (3.85)

Based on the results of the validity test on the whole of each question on the Competency (X1), Compensation (X2) and teacher job satisfaction variables obtained a greater value when compared to Rcount with an Rtable of 0.304. Based on the results of the reliability test, the overall results are as shown in table 4 below.

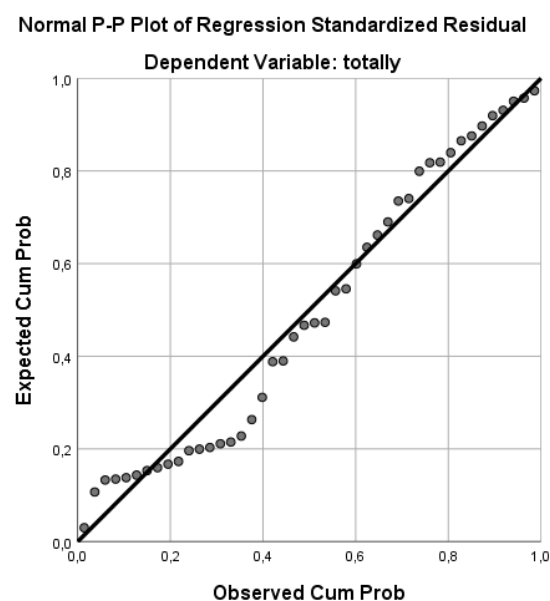
**Table 4 Reliability Test Results**

No	Variabel	Cronbach's	Keterangan
1	Kompetensi (X1)	0,889	Reliabilitas
2	Kompensasi (X2)	0,871	Reliabilitas
3	Kepuasan kerja guru (Y1)	0,775	Reliabilitas

Source: processed primary data, 2023

Based on table 1, each variable in this study has a Cronbach alpha coefficient  $> 0.60$ , competency 0.889, compensation 0.871 and teacher job satisfaction 0.775. which means if the measurement results for each research variable are declared reliable or have been tested for their validity and reliability, so they can be used in this study.

The classical assumption test is used for the prerequisites of multiple regression analysis, which consists of the normality test, the multicollinearity test, the autocorrelation test, and the heteroscedasticity test. The results of the data normality test can use observation on the distribution of point data in the Normal P-Plot of Regression Standardized Residual of the dependent variable, as presented in Figure 1 below..

**Figure 1 Normal P-P Plot**

Based on the picture above, a conclusion can be drawn that the data from each variable item has been normally distributed. For more details, it can be seen in the data normality test. In the picture above, it can also be seen that the points formed are spread around the diagonal line or normal line and the data the good one.

Before carrying out the hypothesis test using the f test and t test the data obtained from the respondents was carried out a linearity test, the results of the linearity test are presented in table 5.

**Table 5 Linearity Test Results**

Variabel	Deviation From Linearity	Keterangan
(X1).(Y1	0,788	Linier
(X2).(Y1	0,982	Linier

Source: Processed primary data, 2023.

Table 2 shows the results of the linearity test of the two variables with a greater value of 0.05. These results indicate that there is a linear relationship with the competency variable (X1) on teacher job satisfaction (Y2) and the compensation variable (X2) on teacher job satisfaction (Y). The next prerequisite test is the multicollinearity test which is presented in table 5 below.

**Table 5 Multicollinearity Test Results**

Coefficients <sup>a</sup>								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	61.220	8.147		7.613	.000		
	Kompetensi	.445	.118	.518	3.385	.000	.960	1.120
	Kompensasi	.337	.105	.489	2.274	.011	.875	1.136
a. Dependent Variable: Kepuasan kerja guru								

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Source: Processed primary data, 2023.

The results of the multicollinearity test calculations which are presented in solid table 3, it was found that the overall VIF value of the independent variables was less than 10.00 and the tolerance value of all independent variables was greater than 0.10, so that it could be concluded that all independent variables, there were no multicollinearity.

The steps after carrying out the prerequisite test, the next step is to test the hypothesis using multiple regression techniques and the results of the multiple linear regression analysis test are presented in Table 6 below.

**Table 6 Results of multiple linear analysis**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std.	Beta		
	(Constant)	61.22	8.147		7.61	.000
	Kompetensi	.445	.118	.518	3.38	.000
	Kompensasi	.337	.105	.489	2.27	.011

a. Dependent Variable: Kepuasan kerja guru

Source: Primary data processed, 2023.

Based on the results obtained in table 4, the results of the multiple linear analysis test of competence have an effect of 0.445, the product has an impact of 0.337 and a constant value of 61.220 is obtained so that the regression equation can be made as follows:

$$Y = a + \beta_1 X_1 + \beta_2 X_2 + e$$

$$= 61.220 + 0.445 + 0.337 + e$$

A constant value of 61.220 has a constant value meaning, if the competency variable (X1) and compensation (X2) then teacher job satisfaction is 61.220. The value of the promotion regression coefficient (competence X1) = 0.445 means that if there is an increase in promotion of 1%, then the value of teacher job satisfaction will increase by 0.445, this shows that the promotion variable has a positive contribution to decision making. Compensatory regression coefficient value (X2) = 0.337. This means that if each increase in compensation (X2) is 1%, decision making will also increase by 0.337. The meaning of these numbers shows that the competency variables provided have a positive contribution to teacher job satisfaction.

In order to see the relationship between competence and compensation variables on teacher job satisfaction simultaneously or together, calculations can be made using a summary model using the SPSS 25 statistical tool, taking into account the following R square (R2) value:

**Table 7 Determinant Coefficient Test Results**

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.257	.561	.63	5.314
a. Predictors: (Constant), kompetensi, kompensasi				

Processed primary data sources, 2023

The R square value obtained is 0.561, this figure is useful to see the effect of competence and compensation on teacher job satisfaction, namely 0.561 (56.1%) while the remaining 43.9% is also influenced by other variables not used in this study. In order to find out the correctness of the model, it is necessary to test the hypothesis or F test, using the F numbers found in the results table from SPSS 25 below:

**Table 8 Test Results F**

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	35.566	3	29.739	20.177	.000 <sup>b</sup>
	Residual	3420.01	115	11.862		
	Total	3455.58	118			
a. Dependent Variable: kepuasan kerja guru						
b. Predictors: (Constant), kompetensi, kompensasi						

Source: Primary data processed, 2023.

Based on the calculation results in the test using a significance level of  $\alpha = 0.05$  (0.5%), this significance is a standard significance measure commonly used in research. Based on



processed data from table 6 which shows that the number is at a significance of  $0.000 < 0.05$ , we can conclude that there is a significant impact of competence and compensation on teacher job satisfaction.

## DISCUSSION

### The influence of competence on teacher job satisfaction

Teacher competence is the skills and abilities that must be owned by a teacher to carry out and carry out the duties and functions properly and responsibly. The teacher as a learning agent (learning agent), namely the teacher acts as a facilitator, driver, motivator, inspirational, and learning engineer for students..(Nur & Fatonah, 2022) In the Law of the Republic of Indonesia number 14 of 2005 concerning Teachers and Lecturers, it states that a teacher is a professional educator whose main task is to educate, guide, teach, assess, train, and evaluate students starting from early childhood education, basic education, education secondary and formal education. The teacher as a learning agent (learning agent), namely the teacher acts as a facilitator, driver, motivator, inspirational, and learning engineer for students (RI, 2005).

Based on the results of hypothesis testing separately or partially, teacher competence has a positive and significant effect on teacher job satisfaction. this is evidenced by the results of the significance value in the multiple linear regression test which is smaller than the significance level of 0.05 and the Fcount value is greater than Ftable. The test results explain that the higher the teacher's competency, the greater the teacher's job satisfaction.

The results of this compensation explain that teacher competence will be able to increase teacher job satisfaction if this school pays attention to teacher competence which consists of professional competence (4.28), followed by pedagogic competence (4.11), social competence (4.05) respectively and personality competence (3.85). Meaning that it is necessary to increase the teacher's personal competence which is the lowest reflection. These personality competencies include norms based on religion, stable and emotionally stable personalities, as well as behaviors that can be used as role models by students. Next is an increase in social competence as shown by the ability to socialize with co-workers, being able to establish effective communication with the parents of students, besides that not only being able to get along with the parents of students but also communicating with the community and always upholding the norms and values of brotherhood. .

The professional competence of teachers in this school is very satisfying when viewed from the answers of the respondents, this can be seen from the ability to complete assignments on time, and correctly or being able to minimize errors. Furthermore, the teacher

is able to understand the subject matter that is taught broadly and deeply and has discipline in using time and the teacher is able to create work and learning methods by utilizing technology.

This research shows the results that teachers in this school have qualified competencies where teachers have a broad understanding of educational foundations, have a broad understanding of students, understand curriculum and syllabus development, are able to use technological aids and are able to conduct educational and dialogic learning. These results corroborate research conducted by (Amir et al., 2014) explained that the professional competence of teachers has a dominant effect on teacher job satisfaction. Research showing that

### **Effect of compensation on teacher job satisfaction**

Compensation is everything that employees receive as remuneration for their work. Timeliness of receiving salary and meeting minimum physical needs make employees feel satisfied at work. (Kartiko et al., 2020). Based on the hypothesis test proves that compensation has a significant effect on teacher job satisfaction. These results can be explained that XYZ school teachers will have job satisfaction which, if they have proper compensation, can be shown by salary, benefits, incentives and old age savings. compensation consisting of indicators of salary, benefits, incentives and rewards can foster employee loyalty, namely if the salary earned is paid on time and the salary received meets minimum physical needs. This is shown by the number of teachers who say that at XYZ Elementary School they are quite satisfied with the allowance they are currently receiving. In addition, the existence of teacher professional allowances given to teachers who already have educator competency certificates as a reward for teacher professionalism can increase teacher job satisfaction.

The results of this study get special attention in order to increase teacher job satisfaction on the need for old age savings. Old-age savings can be demonstrated by the existence of pension funds, pension funds in accordance with applicable regulations, the ability of old-age security that can prosper teachers at retirement and the availability of funds that provide compensation to teachers who experience disaster. In addition, teacher job satisfaction will increase if schools pay attention to incentive aspects. The incentive aspect includes additional income outside of salary, for example from extracurricular activities. Bonuses given by the school must be based on the principle of equality or fairness without differentiating social status at work or as objectively as possible, and the bonuses given are in line with the values expected by the teachers. The research results support this study conducted by (Aman-Ullah et

al., 2022; Dahmir, 2022) revealed that direct compensation has a strong impact on teacher job satisfaction

### **Competence and compensation affect teacher job satisfaction simultaneously**

The results of the hypothesis test show that competency and compensation simultaneously have a positive effect on teacher job satisfaction. This result is indicated by Adjusted R Square of 0.561, which means that for every increase in competency and compensation variables by 1, teacher job satisfaction will also increase by 56.1% assuming that other variables are considered constant. The results of this study reinforce previous research conducted by (Fengky et al., 2017).

Based on the whole discussion, the job satisfaction of XYZ Elementary School teachers can be carried out in a comprehensive and gradual increase in teacher job satisfaction, using the findings from the results of multiple regression analysis where the competency factor is greater after that followed by compensation.

## **CONCLUSION**

An important finding in this study is that simultaneously or together teacher job satisfaction is influenced by competence and compensation. While partially the interesting finding is that competence has a dominant and significant influence on teacher job satisfaction, then followed by the compensation received by the teacher. Theoretically the findings in this study can be used as a reference for future researchers who conduct similar research within the scope of human resources. This research still has drawbacks in the relatively small number of samples and from the same social status. The limitation of this research lies in the relatively short research time. In addition, the sample used is also relatively small and research methods can still be developed further by researchers in the future.

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