

INFLUENCE OF WORK DISCIPLINE, WORK MOTIVATION AND COMPENSATION TO PERFORMANCE TEACHER IN TOJO DISTRICT, TOJO UNA-UNA DISTRICT

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Abstract

Study This aim For prove in a way empirical influence discipline work motivation, and compensation on teacher performance in Tojo District, Tojo Una-Una Regency. This study uses a quantitative approach. The population in study This is Teacher SENIOR HIGH SCHOOL in Subdistrict Tojo Regency Tojo Una-Una. Technique taking sample use technique census (sample saturated), so that all members of the population are used as research samples. Data collection was conducted using a questionnaire compiled on a Likert scale with a rating range of 1–5. The data obtained were analyzed using multiple linear regression analysis with the help of the IBM SPSS program. The results of the study indicate that work discipline, work motivation, and compensation partially have a positive and significant effect on teacher performance. Furthermore, these three independent variables simultaneously significantly influence teacher performance in Tojo District, Tojo Una-Una Regency. The findings of this study indicate that improving teacher performance can be achieved through strengthening work discipline, increasing work motivation, and providing fair and appropriate compensation .

Keyword: *discipline Work, work motivation, compensation, teacher performance .*

1. INTRODUCTION

1.1 Research Background

Human resources are a fundamental element in organizational success, including in the education sector, a pillar of national development. As professional educators, teachers play a strategic role in determining the quality of educational outcomes and the nation's competitiveness in the era of globalization (Kurniasih, 2020). Optimal teacher performance impacts not only students' academic achievement but also the character and competency development of the nation's next generation. However, the reality on the ground shows that teacher performance in various regions, including Tojo District, Tojo Una-Una Regency, still faces various structural and managerial challenges that require critical examination. The fundamental problems identified in the context of teacher performance in Tojo District are closely related to three main dimensions: work discipline, work motivation, and compensation. Teacher attendance data from 2025 at SMAN 1 Tojo shows worrying fluctuations in attendance rates, with average attendance only ranging from 65.0%–73.9% per month. The phenomena of tardiness, unexcused absences, and early departures still occur consistently, indicating weak work discipline among educational officials at the school level. This condition is exacerbated by an ineffective monitoring and enforcement system, creating a work culture that is less than conducive to performance improvement. In addition to discipline issues, teacher work motivation is also a crucial issue that requires serious attention. Initial observations indicate that some teachers have not yet implemented innovative and adaptive learning methods to address developments in educational technology. Not all teachers demonstrate enthusiasm for developing professional competencies through training or further study. Furthermore, the system of appreciation and recognition for teacher performance remains sporadic and unstructured, potentially reducing both intrinsic and extrinsic motivation in

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carrying out professional duties. As emphasized by Robbins and Judge (2017), motivation is a process that explains an individual's intensity, direction, and persistence in achieving goals. Therefore, low work motivation will directly impact the quality of performance. The third, equally important dimension is compensation. In the context of educational human resource management, compensation encompasses not only base salary but also allowances, incentives, health insurance, and other forms of non-financial rewards. Compensation that is disproportionate to teachers' workload and responsibilities can trigger job dissatisfaction, decrease loyalty, and ultimately negatively impact performance (Hasibuan, 2019). In Tojo District, complaints related to late allowance payments, unclear incentive systems, and a lack of work support facilities are field findings that require systematic follow-up.

These three factors—work discipline, work motivation, and compensation—are synergistically related in shaping teacher performance. Poor discipline can weaken motivation, inadequate compensation can diminish it, and weak motivation can reduce the effectiveness of available compensation. Therefore, a partial approach to addressing teacher performance issues tends to be ineffective. A holistic strategy is needed that simultaneously considers the interaction of these three variables. Although various previous studies have examined the influence of discipline, motivation, and compensation on employee performance in various sectors, studies specifically examining high school teachers in rural areas such as Tojo District are still very limited. This is despite the unique characteristics of educational organizations in remote areas, both in terms of resource availability, work culture, and socio-cultural dynamics that influence teacher work behavior. This study aims to fill this gap in the literature by empirically examining the relationship between work discipline, work motivation, and compensation on teacher performance in a specific context.

1.2 Research Objectives and Benefits

This study aims to: (1) test the partial influence of work discipline, work motivation, and compensation on the performance of high school teachers in Tojo District, Tojo Una-Una Regency; and (2) test the simultaneous influence of these three independent variables on teacher performance. Theoretically, this study contributes to the development of educational human resource management literature, particularly in the context of teacher performance management in rural areas. The results can serve as a reference for further research examining similar topics with different variables or locations. Practically, the findings are expected to serve as a basis for evaluating and improving teacher human resource management policies by schools, education offices, and relevant policymakers. Practical implications include recommendations for strengthening work discipline systems, strategies for increasing teacher motivation, and refining fair and sustainable compensation systems.

2. METHOD

2.1 Research Design

This study uses a quantitative approach with an associative design to test the causal relationship between variables (Sugiyono, 2017). The independent variables consist of work discipline (X_1), work motivation (X_2), and compensation (X_3), while the dependent variable is teacher performance (Y).

2.2 Population and Sample

The study population was all 45 high school teachers in Tojo District, Tojo Una-Una Regency. The sampling technique used *saturated sampling*, so the entire population was used as the research sample (Sugiyono, 2020). Thus, the number of respondents in this study was 45 teachers.

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2.3 Operational Definition and Measurement of Variables

Table 1. Operational Definitions of Research Variables

Variables	Operational Definition	Indicator	Scale
Work Discipline (X ₁)	Teacher compliance with regulations and work norms that apply at school	(1) Punctuality in attendance, (2) Completion of assignments on time, (3) Compliance with rules, (4) Participation in school activities, (5) Time management, (6) Periodic evaluation	Likert 1-5
Work Motivation (X ₂)	Internal and external motivations that influence teachers' enthusiasm and commitment in carrying out their duties	(1) Physical needs, (2) Safety, (3) Social relationships, (4) Esteem, (5) Self-actualization	Likert 1-5
Compensation (X ₃)	All forms of financial and non-financial rewards received by teachers for their work contributions	(1) Salary, (2) Bonus, (3) Incentive, (4) Insurance, (5) Holiday allowance	Likert 1-5
Teacher Performance (Y)	The results of teachers' work in carrying out professional duties are measured based on established standards.	(1) Learning planning, (2) Learning implementation, (3) Assessment of learning outcomes, (4) Interpersonal relationships, (5) Professional development, (6) Work responsibilities	Likert 1-5

Source: Researcher Processed Data (2026)

2.4 Data Collection Techniques

Primary data was collected through a closed questionnaire distributed using Google Forms to all respondents. The research instrument used a Likert scale of 1–5 with the following criteria: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1). Secondary data was obtained from the Central Statistics Agency of Tojo Una-Una Regency and school administrative documents.

2.5 Instrument Validity and Reliability Test

The validity of the research instrument was tested using *Corrected Item-Total Correlation*. An item is declared valid if it has a correlation coefficient >0.30 (Ghozali, 2018). The reliability test used *Cronbach's Alpha* with a minimum limit of 0.60. The test results showed that all statement items in the four variables had correlation values >0.30 and *Cronbach's Alpha* >0.60, so the instrument was declared valid and reliable.

2.6 Data Analysis

The data was analyzed using multiple linear regression with the equation:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Before hypothesis testing, classical assumption tests were conducted, including: (1) normality test with Kolmogorov-Smirnov, (2) multicollinearity test with VIF and *tolerance*, and (3) heteroscedasticity test with Glejser test. Hypothesis testing used t-test for partial effects, F-test for simultaneous effects, and coefficient of determination (R²) to measure the contribution of independent variables. All analyses were conducted with the help of IBM SPSS 25.

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3. RESULTS AND DISCUSSION

3.1 Respondent Characteristics

Table 2. Respondent Characteristics Based on Gender, Age, and Education

Characteristics	Category	Amount	Percentage (%)
Gender	Man	23	51.1
	Woman	22	48.9
	Total	45	100.0
Age	< 25 years	5	11.1
	26–35 years	12	26.7
	36–45 years	15	33.3
	46–55 years	9	20.0
	> 55 years	4	8.9
	Total	45	100.0
Last education	Bachelor degree)	41	91.1
	Postgraduate (S2/S3)	4	8.9
	Total	45	100.0

Source: SPSS Processed Data (2026)

Based on Table 2, the study respondents were predominantly teachers aged 36–45 years (33.3%) with a bachelor's degree (91.1%). The gender composition was relatively balanced between males (51.1%) and females (48.9%). This distribution reflects the profile of high school teachers in Tojo District, who are of productive age and have adequate educational backgrounds.

3.2 Results of the Classical Assumption Test

Normality Test: The results of the Kolmogorov-Smirnov test show a significance value of 0.200 (>0.05), so the residual data is normally distributed.

Multicollinearity Test: All independent variables have a *tolerance value* >0.10 and VIF <10 (X₁: VIF=1.412; X₂: VIF=1.372; X₃: VIF=1.239), so there is no multicollinearity.

Heteroscedasticity Test: Glejser test shows the significance value of all variables >0.05 (X₁: 0.473; X₂: 0.413; X₃: 0.800), so there is no heteroscedasticity.

3.3 Multiple Linear Regression Results

Table 3. Multiple Linear Regression Test Results

Variables	B (Unstandardized)	Beta (Standardized)	t-count	Sig.	Information
Constant	-1,046	–	-0.413	0.681	–
Work Discipline (X ₁)	0.424	0.478	4,735	0,000	Significant Positive
Work Motivation (X ₂)	0.275	0.203	2,044	0.047	Significant Positive
Compensation (X ₃)	0.463	0.377	3,991	0,000	Significant Positive

Source: SPSS Processed Data (2026)

The regression equation obtained is:

$$Y = -1.046 + 0.424X_1 + 0.275X_2 + 0.463X_3 + \varepsilon$$

3.4 Hypothesis Test Results

t-Test (Partial Effect):

1. Work discipline has a positive and significant effect on teacher performance (t=4.735 > t-table=1.683; p=0.000 < 0.05). Hypothesis 1 is accepted.

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2. Work motivation has a positive and significant effect on teacher performance ($t=2.044 > t\text{-table}=1.683$; $p=0.047 < 0.05$). Hypothesis 2 is accepted.
3. Compensation has a positive and significant effect on teacher performance ($t=3.991 > t\text{-table}=1.683$; $p=0.000 < 0.05$). Hypothesis 3 is accepted.

F-Test (Simultaneous Effect): The calculated F-value of 32.540 $>$ F-table 3.23 with a significance of 0.000 (<0.05), indicates that the three independent variables together have a significant effect on teacher performance.

Coefficient of Determination: The Adjusted R^2 value of 0.439 means that 43.9% of the variation in teacher performance can be explained by work discipline, work motivation, and compensation. The remaining 56.1% is influenced by other factors outside the research model.

3.5 Discussion

The Influence of Work Discipline on Teacher Performance

The results of the study indicate that work discipline has a positive and significant effect on teacher performance ($\beta=0.424$; $p=0.000$). This finding aligns with Hasibuan's (2019) theory, which states that work discipline reflects a person's awareness and willingness to comply with organizational regulations. Teachers with high levels of discipline—reflected in punctuality, adherence to school rules, and responsibility in completing assignments—tend to demonstrate more optimal performance. The regression coefficient of 0.424 indicates that every one-unit increase in work discipline scores will increase teacher performance by 0.424 units, assuming other variables remain constant.

The Influence of Work Motivation on Teacher Performance

Work motivation also has a positive and significant effect on teacher performance ($\beta=0.275$; $p=0.047$). These results support Robbins and Judge's (2017) view that motivation is a process that explains an individual's intensity, direction, and persistence in achieving goals. Teachers who are motivated—whether by intrinsic factors such as the desire to achieve or extrinsic factors such as recognition and rewards—tend to demonstrate better work enthusiasm, commitment, and quality of learning. Although the motivation coefficient (0.275) is lower than that of work discipline and compensation, its influence remains significant and relevant in performance improvement strategies.

The Effect of Compensation on Teacher Performance

Compensation has a positive and significant effect on teacher performance ($\beta=0.463$; $p=0.000$), with the largest coefficient among the three independent variables. This finding confirms Dessler's (2020) theory that compensation is a strategic organizational tool for attracting, retaining, and motivating workers. Teachers who perceive their compensation as fair and adequate—whether in the form of salary, benefits, incentives, or support facilities—tend to demonstrate higher loyalty, commitment, and performance. The coefficient of 0.463 indicates that compensation is the most dominant predictor in this research model.

Simultaneous Effect of Three Variables

The three independent variables simultaneously significantly influenced teacher performance, contributing 43.9% to the explanatory power. This finding indicates that teacher performance is not influenced by a single factor, but rather the result of a complex interaction between work discipline, motivation, and the compensation system implemented. Therefore, efforts to improve performance require a holistic approach that addresses all three aspects in an integrated manner.

4. CONCLUSION

Based on the research results and discussion, it can be concluded that:

1. Work discipline has a positive and significant impact on the performance of high school teachers in Tojo District, Tojo Una-Una Regency. Consistent implementation of work discipline—through adherence to working hours, school rules, and professional responsibilities—is an important foundation for improving teacher performance.

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2. Work motivation has a positive and significant impact on teacher performance. Increasing motivation, whether through competency development, recognition of achievements, or creating a conducive work environment, contributes to optimizing teacher performance.
3. Compensation has a positive and significant impact on teacher performance, with the most dominant influence. A fair, transparent, and adequate compensation system is a key factor in maintaining teacher morale and loyalty.
4. Work discipline, work motivation, and compensation simultaneously significantly influence teacher performance, contributing 43.9% to the explanation. An integrated approach that strengthens these three dimensions is needed to sustainably improve teacher performance.

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