



## The Effect of Compensation and Work Culture on The Performance of Honorary Teacher Vocational School, Serang City, Banten Province

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### Abstract:

*The purpose of this study is to understand the Effect of Compensation And Work Culture On Teacher Performance. This is a quantitative research using a questionnaire method conducted at the vocational school (SMK) of Serang, Banten Province in 2019. Data were collected through participant observation using a questionnaire, observation, document study. Analysis and interpretation of the data shows that (1) The increase in compensation received by teachers of Serang City Vocational Schools in Banten Province causes an increase in the performance of these teachers. (2) A high work culture will improve the performance of vocational school (SMK) of Serang, Banten Province. (3) Increasing compensation will improve the work culture of Serang Vocational School in Banten Province. The findings lead to recommendations for the provincial government to increase the value of compensation for teachers in accordance with the UMP, principals in order to maintain and preserve a work culture of teachers who are in good condition, instilling an attitude of initiative from the teacher's person to always improve their knowledge, abilities, skills and skills in carrying out tasks*

**Keywords:** *compensation, work culture, performance*

### INTRODUCTION

Education plays an important role in terms of improving the quality of human resources. The success of development in education is one of the important factors that can influence the success of development in other fields. A nation that has superior human resources, will have the ability to utilize these other resources in an ethical manner. Conversely, the failure of development in the field of education will cause the low quality of human resources owned so that they are unable to compete with other nations in various fields increasingly complex, it is appropriate if given full that education is basically aimed at laying the foundations of faith and piety to God Almighty, having good character, being healthy, knowledgeable, capable, creative, independent, and becoming democratic and responsible citizens.

Departing from the aforementioned Law, the main focus of the education process is to produce people who have morality and knowledge so that they can intelligently filter and utilize existing

information and technology for the sake of improving the quality of self and the progress of society at large. face the challenge of how to analyze, utilize and develop the skills and abilities of teachers to ensure that the goals of educational organizations can be achieved. The organization must also ensure that all involved in it can get satisfaction with their work while making an effective contribution.

So properly all components involved in it must have the ability and meet the minimum standards of eligibility. One important component in education is the educator or teacher. With a heavy burden on his shoulders, namely creating moral, virtuous and intelligent human beings the teacher profession is now highly valued by the government, with policies that are very pro-teacher.

The teacher has a very important role and position. Teachers are educators who have the main tasks and functions to improve the quality of education in the place where they work. In order to be able to carry out their duties and functions to the fullest, a teacher is expected to have a high performance of his work.

Therefore the quality of the teacher is the main factor that must be met in order to be able to provide optimal services to their students. Qualified teachers will be able to explore and develop the potential of students to improve the quality of their humanity both in the aspects of science and technology and in the aspects of character. This is the mandate of Law No. 20 of 2003 concerning the National Education System which reads: Education is a conscious and planned effort to create an atmosphere of learning and learning process so that students effectively develop their potential to have religious spiritual strength, self-recognition, personality, intelligence, noble character, and skills that are it needs itself, society, nation and state.

Seeing the burden of duties and obligations of a mandated teacher and moral burdens that are assurance to every teacher to live up to his rights as a professional teacher. The intended guarantee is in the form of a welfare guarantee which is supported by adequate income, health insurance, guarantee to develop self-quality and guarantee security and comfort in carrying out their duties. Provisions regarding teacher guarantees have also been regulated in Law NO. 20 of 2003 concerning National Education System article 40 paragraph (1) which reads: Article 40 (1) Educators and education personnel are entitled to obtain: a. adequate and adequate income and social welfare guarantees; b. awards in accordance with duties and work performance; c. career development in accordance with the demands of quality development; d. legal protection in carrying out the duties and rights to the results of intellectual property; and e. the opportunity to use educational facilities, infrastructure and facilities to support the smooth implementation of tasks.

By providing adequate guarantees, it is expected to foster a positive work culture in the school environment and will ultimately produce optimal teacher performance. Work culture can be interpreted as attitudes, obedience, compliance, norms, ethics, which become the rules and apply in carrying out both physical and mental task activities to produce goods or services in an institution (organization). Expected work culture is a positive work culture, which forms work traditions, attitudes towards work and work behavior by promoting universal values, discipline, innovative, productive, and responsible.

But the values mentioned above are often ignored by the teacher. The conditions that are often found are the lack of honesty, lack of diligence at work, minimal creativity, low levels of discipline, low levels of responsibility and ability to work together.

Some media reported how concerned about the condition of the teacher's work culture. The radarbanten.co.id news site reported that in Serang District, many teachers are lazy and have technology illiteracy, which is suspected to have caused a low Teacher Competency Test (UKG) score. The average UKG score in 2016 gained 53 percent, and from 400 UKG participants only 60 participants passed the certification.

Based on the Regional Education Balance Sheet of Banten Province in 2017 that the data on the results of the SMK teacher competency test was 56.23, where the value was still below the national SMK teacher competency test standard score of 58.30.

Based on the Education Quality Improvement Recommendations issued by the LPMP Banten Province, the 2015 UKG UKGG results from the average value of the pedagogical competency test for vocational teachers in Banten Province are 55.07 and the average value of the professional competency test is 56.72.

From these 2 (two) dimensions we can know that pedagogical competence is lower than professional competence. This can be interpreted that the ability of teachers in learning is not optimal. Teacher optimization in this case will result in the low competence of students.

Other data based on the Education and Culture Office of Banten Province shows that the average results of the performance assessment of honorary teacher performance in SMK Negeri Serang City Banten Province in 2017 is 70.48 with a sufficient category.

From this data, we can see that the performance of honorary teachers in Serang City Vocational School is only at the level of sufficient category assessment. This happens because there are still many honorer teachers who teach more than one place. The number of teaching hours that must be met by the teacher sometimes becomes an obstacle so the teacher does not have time to make a teaching plan before teaching in class. Another factor is the fatigue felt by the teacher, this causes the giving of exam questions by the teacher to be monotonous. Optimal performance of a teacher is needed in the learning process so that good quality students are realized.

With the low performance of honorary teachers, various efforts need to be made to improve this. Based on several theories there are several things that affect performance, but this study only limited to two variables, namely compensation and work culture (both are independent variables) and performance as the dependent variable.

From the research of Erick Putra Wijaya (2016: 83-88) concluded that:

1. Compensation has an influence on employee performance in the company, so it can be said that when compensation is added, employee performance will increase.
2. Organizational culture has an influence on employee performance in the company, so it can be said that the development of organizational culture can improve employee performance.
3. Compensation and organizational culture have an influence on employee performance in the company, so it can be said that by adding compensation and developing organizational culture can improve employee performance.

Then research from Mita Afnita, Mahlia Muis, Fauziah Umar (2014: 172-179) concluded that the Organizational Culture Variables and Compensation together had a significant effect on employee performance, compensation satisfaction, Organizational Culture had a significant effect on the performance of employees of PT. Use Chemistry.

So, in an effort to achieve educational goals, teachers become one of the main keys. Good collaboration between teacher and students and other supporting instruments are needed. Teachers are required to perform well in order to create competent and efficient quality graduate students. Teacher performance is absolutely necessary in the business, without performance there are no achievements.

## **THEORY STUDY**

### **1. Performance**

Performance in Indonesian is also called work performance. Work performance or performance is interpreted as an expression of ability based on knowledge, attitudes, skills, and motivation in producing something.

According to Gibson et al. (2012: 374), "*Job performance is the outcomes of jobs that relate to the objectives of the organization such as quality, efficiency, and other criteria of effectiveness*", namely performance is the result of work related to organizational goals such as quality, efficiency, and other effectiveness criteria.

In line with this Robin, judge (2017: 614) said that there are three main behaviors in performance. "Three major types of behavior that constitute performance at work":

- 1) Task performance is the combination of effectiveness and efficiency at doing your core job tasks (A combination of effectiveness and efficiency in doing your core tasks). Task performance. Performance of the duties and responsibilities that contribute to the production of a good or service, or to administrative tasks. These include most of the tasks in a conventional job description. (Performance of tasks and responsibilities that contribute to the production of goods / services, or administrative tasks, including most of the conventional job description tasks).
- 2) Citizenship performance of actions that contribute to the psychological environment of the organization, such as helping others when not required, supporting organizational objectives, treating coworkers with respect, making constructive suggestions, and saying positive things about the workplace. (performance that contributes to the psychological environment of the organization, such as helping others when not needed, supporting organizational goals, treating coworkers with respect, giving constructive advice, and saying positive things about the workplace).

- 3) Counterproductivity. Behavior that actively damages the organization, including stealing, damaging company property, acting aggressively toward coworkers, and taking avoidable absences. (Behaviors that actively damage the organization, including stealing, damaging company property, acting aggressively towards coworkers, and taking absences that can be avoided)

From what has been described above, it can be synthesized that what is meant by performance is the performance that can be achieved by individuals in accordance with their duties and responsibilities in an effort to achieve organizational goals with indicators: 1) Quality of work, 2) Accuracy in the use of work time, 3) Skills , 4) Teamwork.

## **2 Compensation**

According to Mathis and Jackson (2010: 360): *In order to remain competitive, companies need to develop reward packages that satisfy people. These reward packages, commonly known as total rewards, include all the monetary and non monetary rewards provided by a company to attract, motivated, and retain employees.* To keep the company competitive, companies need to develop a series of prizes to satisfy their employees. This gift package is called a total reward, including financial and non-financial rewards provided by companies to attract, motivate and retain employees.

Dessler (2017: 382) explains employee compensation: *Employee compensation includes all forms of pay or rewards going to employees and arising from their employment. It has two main components, direct financial payments (wages, salaries, incentives, commissions, and bonuses) and indirect financial payments (financial benefits like employer-paid insurance and vacations)* That what is meant by employee compensation are all forms of payment of awards given to employees arising from their work Compensation has two main components, direct financial payments (wages, salaries, incentives, commissions, and bonuses) and indirect financial payments (financial benefits such as insurance paid by employers and holidays).

Based on the description above, then it can be synthesized that compensation is the total of all rewards given by the organization or company to employees as a remuneration and a positive contribution to the organization with indicators: 1). Salary, 2). Allowances, 3). Incentives, 4). Work Facilities.

## **3 Work Culture**

According to Suparyadi (2015: 465), work culture is the values that are owned by individuals or groups of people both as individuals and as part of an organization, which forms attitudes and encourages these individuals to always behave in particular ways of working

while understanding the work culture according to Sudaryo , Aribowo, Sofiati (2018: 115): Work culture is a set of assumptions or belief systems, values and norms developed in organizations that serve as guidelines for behavior for members of their members to overcome the problem of adaptation, external and internal integration. A work culture vehicle is productivity in the form of work behavior that is reflected, among others, hard work, perseverance, discipline, productive, responsibility, motivation, benefits, creative, dynamic, consistent, consistent, responsive, independent, getting better.

Based on some of the descriptions above, it can be synthesized that work culture is a value or norm that is owned by someone in carrying out their duties and obligations that shape attitudes and encourage certain behaviors in working with indicators: 1). Self development, 2). Discipline, 3). Responsibility, 4). Cooperation, 5). Mutual respect.

From the description and study of relevant concepts and research above, the following research hypotheses can be formulated: (1) Compensation has a direct positive effect on performance, (2) Work culture has a direct positive effect on performance; (3) Compensation has a direct positive effect on work culture.

## **RESEARCH METHODS**

This research was conducted using a survey method with a path analysis approach to examine the direct effect of compensation and work culture on performance. The population in this study was the honorary teacher of SMK Negeri Serang, Banten Province. The sampling technique used is *simple*

*random sampling*. Affordable population of 276 honorary teachers of State Vocational Schools in Serang City, Banten Province. Counting the number of samples using the formula *Slovin*, from the calculation results, it is known that the size of the sample is 163 honorary teachers and a trial of 30 respondents. The validity of this instrument was measured using the correlation *Pearson Product Moment* between item scores and total scores. The validity of the instrument is determined by comparing the  $r_{count}$  with the  $r_{table}$ . If  $r_{arithmetic} \geq r_{table}$ , then the item is declared valid and will then be used for data collection, conversely if  $r_{arithmetic} \leq r_{table}$ , then the item is declared invalid. The validity of this study uses *r-critical* 0.361 ( $n = 163$ ,  $\alpha 0.05$ ). Analysis to calculate reliability using the formula *Alpha Cronbach*, which compares the  $r_{count}$  with  $r_{table}$  scores. The instrument is declared reliable if  $r_{count} > r_{table}$  at the level of confidence  $\alpha = 0.05$ . The reliability level of the performance instrument is obtained = 0.924.  $r_{it}$  compensation = 0.924; and work culture  $r_{it} = 0.968$ . Analysis of the data used in this research is descriptive analysis and inferential analysis.

## RESULTS AND DISCUSSION

### Effect of Compensation on Performance

Based on the first hypothesis testing it can be concluded that there is a positive direct effect of compensation on performance with a correlation coefficient ( $r_{13}$ ) of 0.473 and a path coefficient ( $\rho_{31}$ ) of 0.198. This gives meaning that compensation has a direct positive effect on performance. The results of this study are in line with expert opinion, namely Colquitt, LePine, Wesson (2015: 192) explains: "*organizations use compensation practices to increase motivation. Those practices may include individual-focused elements (piece-rates, merit pay, lump-sum bonuses, recognition awards), unit-focused elements (gain sharing), or organization-focused elements (profit sharing)*". Organizations use compensation practices to increase motivation. These practices can include elements that focus on the individual (amount per unit, wage per unit, bonus lump-sum, recognition award), elements that focus on the unit (profit sharing), or elements that focus on organization (profit sharing).

Meanwhile Kasmir (2018: 253) explains that compensation has a relationship or influence on employees in various ways. This means that if compensation is increased, then other factors will also increase. Vice versa if the compensation does not meet employee expectations it will also influence other variables. One of the variables that influence the relationship and influence on compensation is performance.

Based on the opinion above, it can be concluded that the compensation received by the honorary teacher of SMK Negeri Serang City affects the performance of the honorary teacher concerned.

### Effect of Work Culture on Performance

Based on the second hypothesis testing it can be concluded that there is a positive direct effect of Work Culture on Performance with a correlation coefficient ( $r_{23}$ ) of 0.694 and a path coefficient ( $\rho_{32}$ ) of 0.604. This gives the meaning that work culture has a direct positive effect on the performance of honorary teachers of SMK Negeri Serang, Banten Province. The results of this study are in line with expert opinion, including Sudaryo, Aribowo, Sofiati (2018: 108) which states that organizations that have a strong work culture will be able to obtain better results. This is because the employees already know and understand "what work must be done and how to complete the work". The benefits of work culture for agencies directly influence the increasing cooperation between individuals, between groups and between work units; Increased coordination as a result of good cooperation between individuals, between groups and between work units; The effectiveness of integration, synchronization, harmony and dynamics that occur in organizations; Smooth communication and work relations; Foster participatory leadership; Eliminating psychological and cultural barriers; The creation of a pleasant work atmosphere, so as to encourage employee creativity.

Based on the opinion above, it can be concluded that the work culture of the honorary teacher of SMK Negeri Serang City influences the performance of the honorary teacher concerned.

### Effect of Compensation on Work Culture

Based on testing the third hypothesis it can be concluded that there is a positive direct effect of compensation on work culture with a correlation coefficient ( $r_{12}$ ) of 0.456 and a path coefficient ( $\rho_{21}$ ) of

0.456. This gives meaning that compensation has a direct positive effect on work culture. The results of this study are in line with expert opinion, according to Dessler (2017: 382): *The compensation plan should first advance the firm's strategic aims-management should produce an aligned reward strategy. This means creating a compensation package that produces the employee behavior of the firm needs to achieve its competitive strategy. Put another way, the reward should provide a clear pathway between each reward and specific business goals. We will see that many employers formulate a total rewards strategy to support their strategic aims. Total rewards encompass traditional pay, incentives and benefits, but also rewards such as more challenging jobs (job design), career development, and recognition.* The compensation plan must first advance the company's strategic objectives, management must produce an aligned reward strategy. This means that compensation must result in employee behavior that the company needs to achieve its competitive strategy. In other words, rewards must provide a clear path between each gift and certain business goals. We will see that many entrepreneurs formulate a total reward strategy to support their strategic goals. Total rewards include traditional wages, incentives, and benefits, but also rewards such as more challenging work (job design), career development, and recognition.

Based on the opinion above, it can be concluded that the compensation received by the honorary teacher of Serang City Vocational School affects the work culture of the teacher concerned.

Table 1. Summary of Results of Hypothesis Testing Proposed

Hypothesis	Statistical Hypotheses	Decisions	Conclusions
Compensation positive direct effect on the Performance of	H0: $\beta_{31} \leq 0$ H1: $\beta_{31} > 0$	H0 rejected	direct Influential Positive
Work Culture positive direct effect on the Performance of	H0: $\beta_{32} \leq 0$ H1: $\beta_{32} > 0$	H0 rejected	influential positive direct
Compensation positive direct impact on the work culture	H0: $\beta_{21} \leq 0$ H1: $\beta_{21} > 0$	H0 rejected	direct influential positive

## CONCLUSION

### Conclusions:

1. Compensation has a direct positive effect on performance. The increase in compensation received by honorary teachers of SMK Negeri Serang, Banten Province has led to an increase in performance for these honorary teachers. Based on the calculation of the path coefficient obtained direct effect of compensation on the performance  $\rho_{31} = 0.198$ . While  $t_{count} = 3.20$ ; while the value of  $t$  table at the significance level  $\alpha (0.05) = 1.64$ . Because of  $t_{count} > t_{table}$ ,  $H_0$  is rejected,  $H_1$  is accepted.
2. Work culture has a direct positive effect on performance. A high work culture will improve the honorary performance of SMK Negeri Serang, Banten Province. Based on the calculation of the path coefficient obtained direct influence of work culture on performance  $\rho_{32} = 0.604$ . While  $t_{count} = 9.74$ ; while the value of  $t$  table at the significance level  $\alpha (0.05) = 1.64$ . Because of  $t_{count} > t_{table}$ ,  $H_0$  is rejected,  $H_1$  is accepted.

- 3 Compensation has a direct positive effect on work culture. The increase in compensation will improve the honorary work culture of SMK Negeri Serang City Banten Province. Based on the calculation of the path coefficient obtained direct effect of compensation on work culture  $\rho_{21} = 0.456$ . While the value of  $t_{count} = 6.50$ ; while the value of  $t_{table}$  at the significance level  $\alpha (0.05) = 1.64$ . Because of  $t_{count} > t_{table}$ ,  $H_0$  is rejected,  $H_1$  is accepted.

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