



# ANALYZING THE INFLUENCE OF COMPENSATION AND WELFARE ON TEACHER MOTIVATION: A CASE STUDY AT SMP ISLAM MAARIF 02 MALANG

Rania Nuril Hikmah\*, Teguh Triwiyanto

State University of Malang, Jl. Semarang No. 5 Malang, East Java, Indonesia

\*Author of correspondence, Email: [rania.nuril.2301316@students.um.ac.id](mailto:rania.nuril.2301316@students.um.ac.id)

## Abstract

This study aims to analyze the impact of compensation and welfare on teachers' work motivation at SMP Islam Maarif 02 Malang. This research employed a qualitative descriptive approach using observation and in-depth interviews as data collection techniques. Informants included the Vice Principal of Curriculum, one subject teacher, and two students selected through purposive sampling. The findings indicate that compensation, especially for certified teachers, has a positive effect on work motivation. Adequate compensation enables teachers to enhance teaching skills and support learning with better facilities. However, for non-certified teachers, the compensation is still considered insufficient, which affects their work spirit. In addition, non-material aspects such as a supportive work environment and recognition in the form of appreciation also play an important role in improving teacher motivation. Therefore, policies to improve teacher welfare, both financial and non-financial, need to be taken seriously to enhance the overall quality of education.

**Keywords:** Compensation; Welfare; Teacher Motivation

## 1. Introduction

Human resources (HR) play a vital role in determining the effectiveness and success of an organization, both in the business world and the government sector. Organizational success greatly depends on the quality of its individuals, as they contribute energy, skills, and creativity to achieve common goals. Hartati (2005) states that an organization's performance is heavily influenced by the performance of its individuals. Thus, improving HR quality requires strategies such as training, education, proper compensation, and a supportive work environment.

In education, teachers hold a central role in guiding students toward optimal learning outcomes. They are responsible for meeting government-established competency standards and adapting to continuous advancements in knowledge and technology. Therefore, enhancing teacher welfare is crucial for supporting their performance. Welfare includes sufficient income, health insurance, professional development opportunities, and conducive working conditions (Law No. 20 of 2003).

Teachers in Indonesia still face numerous challenges, particularly regarding low welfare and suboptimal compensation systems. These factors influence their motivation and performance. Hakim and Muhdi (2019) affirm that teachers who receive adequate compensation have higher work motivation compared to those who receive less. Insufficient recognition reduces teachers' morale and contributes to high turnover rates in schools.

Compensation is one of the most important rewards for teachers, acknowledging their contributions (Handoko, 2001). Fair and proportional compensation enhances teachers'

commitment and loyalty. Rivai (2015) explains that compensation represents rewards for expertise, service, and loyalty. Proper compensation positively impacts motivation and performance, ultimately improving education quality.

Moreover, teacher welfare is shaped by comfortable work environments, adequate facilities, and positive relationships with colleagues and school leaders. These factors significantly influence motivation and productivity (Hasibuan, 2014). Rahmawati and Kuswinarno (2024) emphasize that adequate compensation and a healthy work environment increase teacher loyalty. Internal motivation is also shaped by basic needs, security, social belonging, recognition, and opportunities for self-actualization (Anikmah, 2008). Thus, improving teacher welfare, including appropriate compensation, fosters enthusiasm and better performance. However, compensation must align with teachers' workload.

Excessive workload leads to stress, fatigue, and decreased performance. Anggraini (2019) states that job satisfaction is linked to security and fulfillment of basic needs. Workloads must match teachers' physical and mental capacity. Azhar et al. (2021) define workload as the volume of work based on time norms. Educational institutions must ensure that workloads are not excessive to protect teacher well-being.

Overall, fair compensation, improved welfare, and balanced workload significantly influence teacher motivation and performance. Effective management of these factors will improve performance and educational quality. This study explores how compensation and welfare affect teacher motivation at SMP Islam Maarif 02 Malang, aiming to offer insights and strategies to enhance teacher welfare and performance.

## 2. Method

Contains the type of research, time and place of research, targets / targets, research subjects, procedures, instruments and data analysis techniques and other things related to the way of research that can be written in sub-subchapters, with sub-subheadings. This study employed a qualitative descriptive approach to systematically describe phenomena observed in the field (Maria Swiethenia Demangalu, 2022). Conducted at SMP Islam Maarif 02 Malang, the study aimed to analyze the effects of compensation and welfare on teacher motivation. Data collection methods included observation and in-depth interviews (Nasution, 2023).

Observations were conducted in the school environment to understand teacher welfare and compensation conditions and their impact on motivation. Interviews were conducted with four informants: one Vice Principal of Curriculum, one subject teacher, and two students. The informants were selected using purposive sampling, based on specific criteria relevant to the study's objectives (Aristika, n.d.).

The data were analyzed in three stages: data reduction, data presentation, and inductive conclusion drawing. Data reduction involved filtering relevant information from interviews and observations. Reduced data were presented narratively to provide deep insights into the findings (Nasution, 2023). Conclusions were drawn inductively by identifying emerging patterns and deeply analyzing the data. To ensure data validity, source triangulation was applied by comparing interview results with observation findings (Dina et al., 2022).

### 3. Results and Discussion

#### 3.1 Result

The findings of this study reveal several important points: First, compensation is a form of reward given to workers for their contributions to the organization. This compensation includes financial and non-financial rewards provided fairly based on the sacrifices and efforts of individuals in carrying out their duties (Mangkunegara, 2013). Dessler (2013) also emphasizes that compensation covers all forms of pay received by employees, including basic salary, allowances, incentives, and supporting facilities provided by the institution.

In the education sector, compensation plays a vital role in encouraging teachers' work spirit and job satisfaction. Interview results with a teacher at SMP Islam Maarif 02 Malang indicated that certified teachers feel that the compensation provided by the government is sufficient to meet their daily needs. This condition positively affects their performance, including enthusiasm in teaching and innovation in learning methods. On the other hand, uncertified teachers stated that the compensation received is still insufficient to meet their living needs optimally.

Law No. 14 of 2005 on Teachers and Lecturers states that teachers must fulfill a number of professional requirements, such as academic qualifications, competencies, and teacher certification. Certification aims to improve the quality of the learning process and ensure teacher professionalism in carrying out their duties (Teguh Prasetyo & Widyasari, 2018). Certified teachers are expected to face educational challenges that continue to evolve, both in terms of knowledge, technology, and socio-cultural aspects (Permana, 2017).

In addition to formal compensation, appreciation in the form of recognition is also an important part of enhancing teacher work spirit. Based on interviews with the Vice Principal for Curriculum, teachers who successfully manage classes well receive rewards, both in the form of financial incentives and achievement scholarships for students. This practice is considered to encourage teachers to be more attentive to teaching quality.

The work environment also affects teachers' job satisfaction and motivation. Observations of teacher interactions in class showed variations in teaching enthusiasm, influenced by classroom situations and student characteristics. Some teachers appeared very enthusiastic, while others showed a lack of spirit when dealing with difficult-to-control classes. Mustika's (2023) study supports this finding, stating that the work environment and student characteristics are significant factors in shaping teacher work motivation.

Work motivation plays an important role in determining the quality of educational activities and outcomes. Uno (2013, p. 71) states that the level of teacher work motivation depends on the number of impulses received. This motivation is reflected in the intensity of activities carried out and the resulting work. More broadly, work motivation can be interpreted as a drive originating from within the individual (internal) or from outside (external), which functions to increase enthusiasm and productivity.

According to Danim's classification in Hartanti and Yuniarsih (2018, p. 22), work motivation is divided into four types. First, positive motivation, which arises from the desire to gain specific benefits. Second, negative motivation, which stems from fear or worry and may

hinder the achievement of organizational goals. Third, intrinsic motivation, which comes from within the individual when performing duties. Fourth, extrinsic motivation, which is derived from external influences such as the work environment and organizational support.

The overall aspects of compensation, work environment, and motivation whether internally or externally driven greatly contribute to teachers' job satisfaction and work enthusiasm. This study is crucial in revealing the relationship among these three variables, especially in the educational context at SMP Islam Maarif 02 Malang.

### 3.2 Discussion

This discussion consists of two parts. The first explores additional factors that influence teacher motivation beyond compensation and welfare. The second focuses on efforts to improve teacher welfare through institutional and government initiatives. Regarding the first aspect, teacher work motivation in carrying out duties is not solely dependent on compensation and welfare but is also influenced by other factors such as work environment conditions, student behavior, and institutional support. Based on interviews with several students, differences in enthusiasm were found among teachers during learning sessions. Some teachers appeared highly spirited while others showed less enthusiasm. This difference is partly due to difficult classroom conditions and uncooperative student behavior.

The work environment, including classroom atmosphere and teacher-student interaction, has a significant impact on teaching motivation. This aligns with Mustika's (2023) findings, which state that a supportive work environment helps teachers perform optimally and create more effective learning. Additionally, the level of job satisfaction experienced by teachers also plays a vital role in fostering work enthusiasm. Job satisfaction is closely related to how teachers assess and feel about their work experiences, including support, comfort, and appreciation.

In practice, job satisfaction may be influenced by the principal's leadership style, workload, social relationships among teachers, and the available facilities and infrastructure. The work environment is a critical component in supporting teacher comfort and effectiveness. According to Nitisemito (1992), the work environment includes all surrounding elements that may affect task implementation. When teachers can interact positively with their work environment, stress and pressure may be minimized. Conversely, an unsupportive work environment may increase workload and stress.

Another definition of the work environment is given by Sedarmayanti (2017) and Novianto (2015), which includes tools, materials, surrounding conditions, as well as the methods and systems used either individually or in groups. Rahmawanti (2014) adds that the work environment also encompasses all facilities used by employees in performing their jobs. Sedarmayanti (2017) categorizes the work environment into two types: physical and non-physical. Physical aspects include tangible elements such as tables, chairs, lighting, air temperature, and ventilation. Non-physical aspects relate more to social and psychological interactions in the workplace.

Interactions between employees and superiors or with coworkers form part of the non-physical work environment that shapes the overall work atmosphere. Nitisemito (2015) adds that work conditions that support cooperation, effective communication, and harmonious

interpersonal relationships create a healthy work climate. A balance between physical and non-physical aspects in the work environment is essential for maintaining comfort and sustaining teacher work spirit.

Teacher performance is a crucial indicator in evaluating the success of the learning process. According to Anwar (2013), teacher performance is reflected in tasks such as preparing learning tools, teaching, evaluating learning outcomes, and conducting follow-ups. Research by Tanjung et al. (2021) reinforces that teacher performance is closely related to student learning achievements and classroom learning effectiveness.

Optimal performance achievement is influenced by various internal and external factors. Internal factors include work motivation, sense of responsibility, and professional interest. Meanwhile, external factors such as principal support, self-development opportunities, and a supportive work environment also play an important role (Rindiantika, 2020). The role of school principals in providing guidance and supervision is essential in maintaining learning quality. Through directed supervision, teachers become more motivated to perform their duties professionally and consistently (Rahman, 2021).

Moving to the second part, the Indonesian government has demonstrated its commitment to improving teacher welfare through various strategic policies. One of them is the allocation of IDR 81.6 trillion in 2025 to support salary and professional allowance increases for both civil servant and non-civil servant teachers. This initiative is expected to enhance teacher motivation and performance. In addition, special attention is given to non-certified honorary teachers. The government is designing a direct assistance scheme ranging from IDR 300,000 to 500,000 per month for those not yet receiving certification allowances. This policy aims to reduce bureaucratic barriers and ensure that the allowance is received fully and promptly.

Research by the Master's Students of Islamic Education Management at UIN Sultan Maulana Hasanuddin Banten (2021) shows that teacher welfare and workload together have a significant effect on teacher performance, contributing as much as 94.9%. This highlights the importance of balancing proper compensation with proportional workload in enhancing teacher performance. Furthermore, research by Amri and Kamaruddin (2023) reveals that workload and work motivation significantly affect teacher performance at vocational schools in Bireuen District. These results indicate that in addition to compensation, factors like work motivation also play a crucial role in improving teacher performance.

In conclusion, efforts to improve teacher welfare through government policies and workload adjustments are key steps toward improving the quality of education in Indonesia. Serious attention to teacher welfare is expected to help create a fairer and higher-quality education system.

#### **4. Conclusion**

This study concludes that compensation and welfare significantly impact teacher motivation at SMP Islam Maarif 02 Malang. Compensation in the form of salaries, allowances, and incentives boosts teachers' teaching enthusiasm. Certified teachers experience better welfare through conducive work environments and facilities. Improved compensation not only benefits teachers personally but also enhances the quality of learning through facility support. Non-material factors like recognition and appreciation also influence motivation. Thus,

adequate compensation and welfare are crucial for improving teacher motivation. Schools and governments must continue to develop policies that support teacher well-being to create better learning environments for students.

## References

- Amri, A., & Kamaruddin, K. (2023). Pengaruh pengalaman kerja, beban kerja dan motivasi terhadap kinerja guru di SMK Negeri Kabupaten Bireuen. *IndOmera*, 4(7), 1–10. <https://doi.org/10.55178/idm.v4i7.355>
- Anggraini, R. (2019). Pengaruh motivasi dan beban kerja terhadap kepuasan kerja karyawan pada PT. Sumber Tirta Anugrah Rezeki Pekanbaru. Universitas Islam Negeri Sultan Syarif Kasim Riau. <https://repository.uin-suska.ac.id/21519/2/GABUNG.pdf>
- Anikmah, N. (2008). Motivasi kerja dalam organisasi pendidikan. *Jurnal Psikologi Pendidikan*, 6(1), 21-30.
- Aristika, A. (n.d.). Comparative study of curriculum in AMT (Advanced Mathematical Thinking) learning models in Indonesia and Australia. *Proceedings*, 148-151.
- Anwar, P. M. (2013). Manajemen sumber daya manusia perusahaan. PT Remaja Rosdakarya.
- Azhar, A., R., & A., Sunarsi, D. (2021). Manajemen SDM Strategik: Strategi Mengelola Karyawan di Era 4.0. Bintang Visitama Publisher. Serang. [https://books.google.co.id/books?id=r\\_QbEAAAQBAJ&printsec=frontcover#v=onepage&q&f=false](https://books.google.co.id/books?id=r_QbEAAAQBAJ&printsec=frontcover#v=onepage&q&f=false)
- Dina, A., Yohanda, D., Fitri, J., Hakiki, M. U., & Sukatin, S. (2022). Teori kinerja guru dalam meningkatkan mutu pendidikan. *Jurnal Edukasi Nonformal*, 3(1), 149–158.
- Dessler, G. (2013). *Human Resource Management*. Pearson Education.
- Fatmawati, & Khodijah. (2024). Pengaruh kompensasi terhadap kepuasan kerja guru. *Jurnal Manajemen Pendidikan*, 12(1), 45–60. <https://doi.org/10.51214/ijemal.v2i1.804>
- Hakim, L., & Muhdi. (2019). Analisis kompensasi terhadap motivasi kerja guru di sekolah menengah pertama. *Jurnal Pendidikan*, 10(2), 87-101.
- Handoko, T. H. (2001). *Manajemen personalia dan sumber daya manusia*. BPFE.
- Hasibuan, M. S. P. (2014). *Manajemen sumber daya manusia*. Bumi Aksara.
- Hasibuan, M. S. (2020). *Manajemen sumber daya manusia (Cetakan ke)*. Bumi Aksara. <https://onsearch.id/Author/Home?author=Malayu+S.P.+Hasibuan>
- Hartati, S. (2005). Manajemen sumber daya manusia dalam organisasi. *Jurnal Manajemen dan Organisasi*, 2(4), 33–47.
- Hartanti, A. S., & Yuniarsih, T. (2018). Pengaruh kompetensi profesional guru dan motivasi kerja terhadap kinerja guru di sekolah menengah kejuruan. *Jurnal Pendidikan Manajemen Perkantoran*, 3(1), 1–10.
- Herlita, & Fauzi, F. (2022). Pengaruh beban kerja, stres dan disiplin terhadap prestasi kerja guru pada SMA Negeri Wilayah Barat Kabupaten Bireuen. *IndOmera*, 3(6), 38–47. <https://doi.org/10.55178/idm.v3i6.301>
- Lestari, S. F., Suroso, & Karnama, M. M. (2023). Pengaruh kompetensi guru dan beban kerja terhadap kinerja guru di SMK Negeri 3 Karawang. *Management Studies and Entrepreneurship Journal (MSEJ)*, 4(5), 1–10. <https://doi.org/10.37385/msej.v4i5.3096>
- Mahasiswa Magister Manajemen Pendidikan Islam-UIN Sultan Maulana Hasanuddin Banten. (2021). Pengaruh tingkat kesejahteraan guru dan beban kerja guru terhadap kinerja guru. *An-Nidhom: Jurnal Manajemen Pendidikan Islam*, 5(2), 1–10. <https://doi.org/10.32678/annidhom.v5i2.4672>
- Mangkunegara, A. A. P. (2013). *Manajemen sumber daya manusia perusahaan*. PT Remaja Rosdakarya.
- Maria Swiethenia Demangalu, D. (2022). Pengelolaan dana desa tahun 2019–2021 (Penelitian deskriptif di Kampung Waninggap Miraf, Distrik Tanah Miring, Kabupaten Merauke, Provinsi Papua).

- Mustika, R. (2023). Dampak kompensasi terhadap kinerja akademik tenaga pendidik. *Jurnal Pendidikan dan Manajemen Sekolah*, 15(2), 112–125.
- Nasution, A. F. (2023). *Metode penelitian kualitatif*. Harfa Creative.
- Permana, N. S. (2017). Peningkatan mutu tenaga pendidik dengan kompetensi dan sertifikasi guru. *Studia Didaktika: Jurnal Ilmiah Bidang Pendidikan*, 11(1), 1–10.
- Rahmawati, D. A., & Kuswinarno, M. (2024). Peran kompensasi dan lingkungan kerja sehat dalam mendorong loyalitas kerja guru. *Anggaran: Jurnal Publikasi Ekonomi dan Akuntansi*, 2(3), 223–234. <https://doi.org/10.61132/anggaran.v2i3.773>
- Rahman, A. (2021). Supervisi dan pengawasan dalam pendidikan. *PILAR*, 12(2), 50–65.
- Rindiantika, Y. (2020). Guru dalam perspektif kinerja: Kajian teori. *INTELEGENSIA: Jurnal Pendidikan dan Pembelajaran*, 5(1), 60–70.
- Sedarmayanti. (2012). *Manajemen sumber daya manusia*. Refika Aditama.
- Suryana, A. (2005). Akreditasi, sertifikasi dan upaya penjaminan mutu pendidikan. *Administrasi Pendidikan*, 3(2), 1–14.
- Tanjung, R., Hanafiah, H., Arifudin, O., & Mulyadi, D. (2021). Kompetensi manajerial kepala sekolah dalam meningkatkan kinerja guru sekolah dasar. *JIP-Jurnal Ilmiah Ilmu Pendidikan*, 4(4), 291–296.
- Teguh Prasetyo, Widyasari, & R. Y. (2018). *Profesi keguruan* (1st ed.). WADE Group.
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.
- Uno, H. B. (2013). *Teori motivasi dan pengukurannya*. PT Bumi Aksara.
- Yuniarsih, T., & Suwatno. (2009). *Manajemen sumber daya manusia*. Alfabeta.
- Zibran, A. (2023). Pengaruh beban kerja dan motivasi terhadap kinerja guru di Yayasan Pendidikan Islam Baiti Jannati Deli Serdang. *Jurnal Manajemen dan Bisnis*, 1(3), 1–10. <https://doi.org/10.36490/jmdb.v1i3.678>