

The Role of Compensation in Improving the Quality of Teaching at Maitreyawira Tanjungpinang Primary School

Amalia Syahputri¹, Aulia Aziva Isanti², Della Arissa³, Salma Wira Nadira⁴, Satriadi⁵

STIE Pembangunan Tanjungpinang

amaliasyahputri10@icloud.com¹, auliaaziva07@gmail.com², delaarissa@gmail.com³,

salmawiranadiraa@gmail.com⁴, satriadi@stie-pembangunan.ac.id⁵

Keywords:

Compensation; Teaching Quality;
Motivation; Teacher
Performance.

ABSTRACT

Education is one of the fundamental pillars of national development. High-quality education depends significantly on the role of competent and motivated educators. In the elementary school context, teachers play an essential role in developing students' foundational knowledge and character. This study aimed to explore the role of compensation in improving teaching quality at Maitreyawira Tanjungpinang Primary School. A qualitative approach was employed using in-depth interviews and observations to examine how compensation influenced teachers' motivation and performance. The findings indicated that although the existing compensation structure was relatively standard, several factors shaped teachers' perceptions of compensation and its impact on performance. Teachers who perceived their compensation as adequate demonstrated higher commitment and engagement in teaching activities, whereas those who perceived their compensation as insufficient tended to experience signs of burnout and reduced enthusiasm. This study suggested that improved compensation adjustments and the provision of additional allowances could enhance teacher motivation and teaching quality at Maitreyawira Tanjungpinang Primary School.



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2024 by Author. Published by
Green Publisher Indonesia

INTRODUCTION

Education is one of the fundamental pillars of national development. High-quality education cannot be achieved without the contribution of competent and motivated educators. In the elementary school context, teachers play an essential role in developing students' foundational knowledge and character. Therefore, efforts to improve teaching quality in elementary schools are crucial (Widayati, 2020). One factor that significantly influences teacher motivation and performance is the compensation they receive (Eliyana et al., 2019).

In the context of human resource management, compensation refers to various forms of rewards provided to employees in recognition of their contributions to an organization. Compensation is not limited to salaries or wages but also includes other forms of remuneration that may influence employee motivation and performance (Dziuba et al., 2020). Basic salary represents the primary financial compensation received by employees in exchange for their work, typically provided on a regular basis. In addition to base salary, benefits such as transportation, meal, health, and housing allowances may help employees manage work-related

expenses. Bonuses and incentives are additional rewards provided to recognize performance that exceeds expectations or the achievement of specific targets, either individually or collectively (Abet et al., 2024).

Beyond financial compensation, non-financial compensation also plays an important role in increasing employee motivation and job satisfaction. Forms of non-financial compensation include recognition and awards, such as verbal appreciation or certificates, career development opportunities through training and workshops, as well as a supportive work environment and work flexibility. A positive organizational climate, collaborative culture, and workplace conditions that support employee well-being also contribute significantly to motivation and performance (Paramita & Supartha, 2022). Indirect compensation, such as health benefits, retirement plans, and paid leave, provides employees and their families with financial security against potential risks and supports long-term financial planning. Some organizations also implement performance-based compensation systems, such as commissions, achievement incentives, or employee ownership programs, to strengthen employee engagement and loyalty (Paramita & Supartha, 2022).

In the educational context, compensation is not limited to basic salary but also includes various forms of financial and non-financial rewards, such as allowances, incentives, bonuses, recognition, and professional development opportunities. Adequate compensation is considered an important factor in increasing teachers' motivation to perform their duties effectively and provide quality learning experiences for students. Teachers who perceive that they are valued and fairly compensated tend to demonstrate greater work enthusiasm, creativity in teaching practices, and the ability to create a supportive learning environment.

Maitreyawira Tanjungpinang Primary School is committed to continuously improving teaching quality. One strategy implemented by school management is providing appropriate compensation for teachers. The school management recognizes that teacher welfare is an important factor in achieving high-quality education. Therefore, compensation policies are continuously evaluated and adjusted according to teachers' needs and expectations. However, to ensure that these policies are effective, comprehensive evaluation and analysis are required.

The compensation practices at Maitreyawira Tanjungpinang Primary School illustrate how compensation arrangements influence teacher motivation and teaching quality. The school faces challenges in ensuring that the compensation provided is appropriate and aligned with standards that support optimal teacher performance. Although salary remains the primary component of compensation, other forms of support, such as health benefits, transportation allowances, and additional incentives, may also contribute to teacher welfare. However, the availability and implementation of these benefits depend on institutional policies and financial capacity.

In addition to financial compensation, non-financial compensation at Maitreyawira Tanjungpinang Primary School also contributes to teacher motivation. Recognition of achievements, opportunities for professional development, participation in training programs, and supportive working facilities may influence teachers' commitment and performance. However, the effectiveness of these forms of compensation depends on their consistency and implementation within the school environment. Another important issue is the role of compensation in attracting and retaining qualified teachers. Educational institutions that provide competitive and comprehensive compensation packages tend to have greater capacity to recruit and retain competent teaching staff. Conversely, inadequate compensation may create challenges in maintaining teacher retention, which can affect teaching continuity and quality. Overall, compensation practices at Maitreyawira Tanjungpinang Primary School demonstrate the importance of both financial and non-financial compensation in supporting teacher performance and motivation.

An in-depth evaluation of compensation practices at this school can provide valuable insights into strategies for strengthening teacher support and improving teaching quality and student learning experiences. This study aimed to explore how compensation provided by Maitreyawira Tanjungpinang Primary School influenced teacher motivation and performance. Using a qualitative approach, this research examined teachers' perspectives regarding the compensation they received and its impact on the quality of their teaching practices. The findings are expected to contribute to the development of more effective compensation policies in educational institutions, particularly at the primary school level.

METHOD

This study employed a qualitative approach to explore compensation practices at Maitreyawira Tanjungpinang Primary School. A qualitative method was selected to gain deeper insights into teachers' perceptions, experiences, and the dynamics of compensation implementation within the school context.

Data were collected through in-depth interviews and observations. Interviews were conducted with the principal, teachers, and administrative staff to obtain information regarding compensation policies, implementation, and their perceived impact on teacher motivation and teaching performance. Observations were also conducted during classroom activities and school administration processes to examine the relationship between compensation practices, teacher behavior, and workplace conditions.

The collected data were analyzed using thematic analysis by identifying and categorizing key themes emerging from the interviews and observations. Data triangulation was applied to enhance the credibility of the findings by comparing information obtained from different sources and methods. This approach enabled the study to provide a comprehensive understanding of compensation implementation and its contribution to teacher motivation and teaching quality at Maitreyawira Tanjungpinang Primary School. The findings are expected to provide practical recommendations for improving compensation management in educational institutions and contribute to the literature on human resource management in the education sector.

RESULTS AND DISCUSSION

The research results show that the compensation received by teachers at Maitreyawira Tanjungpinang Elementary School has a significant influence on their motivation and teaching quality. Through in-depth interviews and observations, it was found that although the compensation structure in this school is relatively standard, there are various factors that influence the perception and impact of compensation on teacher performance. In general, teachers reported that they felt the compensation they received did not fully reflect the workload and responsibilities they carried out. Even though the salary received is in line with government standards and there are several additional allowances, many teachers feel that these allowances are not sufficient to meet their living needs and to motivate them optimally. This has implications for their work motivation, where some teachers admit to feeling less enthusiastic and less involved in additional professional development activities due to inadequate compensation.

In classroom observations, it appears that teachers who are satisfied with compensation tend to show higher commitment to teaching, including in material preparation and interactions with students. In contrast, teachers who feel they are not compensated enough often show signs of burnout and lack of enthusiasm, which negatively impacts the quality of their teaching. These teachers often appear less active in innovative teaching methods and more likely to

follow existing routines. In addition, the discussion also revealed that a gap between expected and received compensation can lead to low levels of job satisfaction and affect teacher retention. Some teachers report deep dissatisfaction, prompting them to seek employment opportunities elsewhere or consider a career change. This has the potential to cause problems for schools in terms of the sustainability of the teaching staff and the quality of education provided to students.

However, there are also several positive aspects found from the results of this research. Teachers who felt that their compensation was adequate, even if slightly lower than expected, showed higher job satisfaction and greater involvement in school activities. They also tend to be more open to training and professional development, which in turn contributes to improving the quality of classroom teaching. Overall, this research shows that compensation plays a significant role in teacher motivation and performance at Maitreyawira Tanjungpinang Elementary School. While current compensation is considered to be in line with standards, better alignment and the addition of more relevant benefits could help improve motivation and quality of teaching. Therefore, it is important for schools and policy makers to consider these factors in designing more effective compensation policies. Efforts to increase compensation and provide adequate support for teachers can have a broad positive impact on the quality of education and teacher well-being.

According to HRM theory, fair and adequate compensation is the foundation for increasing employee motivation and performance. This theory emphasizes that appropriate compensation includes not only basic salary but also benefits and incentives that can meet employees' financial and psychological needs. In this research, it was found that although compensation at Maitreyawira Tanjungpinang Elementary School was in line with standards, many teachers felt that the compensation did not reflect their actual workload. This is related to the Equity Theory by John Stacey Adams, which states that employees feel motivated if they feel that the compensation they receive is commensurate with the effort expended and their contribution to the organization. When teachers feel that the compensation they receive is not commensurate with their hard work, this causes dissatisfaction and reduces their motivation.

CONCLUSION

Based on the research findings at Maitreyawira Tanjungpinang Primary School, it can be concluded that compensation played an important role in influencing teacher motivation and performance. The study showed that although the compensation received by teachers met existing standards, many teachers perceived that it was not fully aligned with their workload and responsibilities. This condition contributed to dissatisfaction, which affected their motivation and teaching quality.

These findings highlighted the importance of designing fair and appropriate compensation structures that reflect teachers' contributions to improve motivation and performance. Effective compensation policies should consider both financial and non-financial aspects, including recognition, incentives, and professional support, to create a supportive and productive work environment. Therefore, school management is recommended to conduct a comprehensive evaluation of the existing compensation structure and ensure that the compensation provided corresponds with teachers' actual workloads, expectations, and needs. The implementation of improvements based on human resource management principles is expected to contribute positively to educational quality, teacher welfare, and motivation at Maitreyawira Tanjungpinang Primary School.

This study had several limitations that should be considered when interpreting the findings. First, the research was conducted only at Maitreyawira Tanjungpinang Primary School, which may limit the transferability of the findings to other educational institutions in

different contexts. Second, the data obtained through in-depth interviews and observations may have been influenced by the subjective perspectives of both participants and researchers. Although efforts were made to enhance credibility through qualitative analysis procedures, individual perceptions and experiences may have affected the interpretation of the findings.

Third, this study did not fully account for external factors that may have influenced teachers' perceptions of compensation, such as local economic conditions, policy changes, and other organizational factors. These contextual factors may have shaped how teachers evaluated the adequacy and effectiveness of compensation practices. Fourth, the limited research period may not have captured long-term changes in teacher motivation and performance resulting from compensation policies. Future studies conducted over a longer period are recommended to provide deeper insights into the sustained effects of compensation on teaching quality.

Fifth, potential respondent bias may have occurred, as interviewed teachers might have provided socially desirable responses or avoided expressing negative opinions regarding compensation practices. Sixth, the use of secondary documents related to compensation may have been limited by data availability and the accuracy of existing records. Finally, the implementation of recommendations from this study may encounter practical challenges, depending on management support, institutional policies, and available resources. Future research should address these limitations by involving broader samples, applying longitudinal designs, and considering additional contextual factors to generate more comprehensive findings across different educational settings.

FUNDING

The author(s) declared that financial support was not received for this work and/or its publication.

CONFLICT OF INTEREST

The author(s) declared that this work was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

AUTHOR CONTRIBUTIONS

If applicable, the Author's Contribution Statement.

GENERATIVE AI STATEMENT

The author(s) declared that generative AI was used in the creation of this manuscript. The author(s) wish to acknowledge the use of Generative AI for refining the language clarity and grammatical structure of this manuscript. This application was conducted in adherence to established ethical guidelines regarding the use and disclosure of generative AI in scholarly research. Each author has provided substantial intellectual contributions to the work, which has been rigorously vetted for accuracy, and the author(s) assume full responsibility for the integrity and final content of the manuscript.

Any alternative text (alt text) provided alongside figures in this article has been generated by Frontiers with the support of artificial intelligence and reasonable efforts have been made to ensure accuracy, including review by the authors wherever possible. If you identify any issues, please contact us.

REFERENCES

- Abet, Z., Anuar, M. A. M., Arshad, M. M., & Ismail, I. A. (2024). Factors affecting turnover intention of Nigerian employees: The moderation effect of organizational commitment. *Heliyon*, 10(1).

- Anggreni, N. K. R. D., & Dewi, I. G. A. M. (2023). Peran motivasi kerja memediasi pengaruh pengembangan karir terhadap kepuasan kerja. *E-Jurnal Manajemen*, 12(4), 325–345. <https://doi.org/10.24843/EJMUNUD.2023.v12.i04.p01>
- Annatasya, D., & Rosalina, S. S. (2022). Lingkungan kerja "work from home" selama pandemi Covid-19: Apakah berdampak pada kinerja karyawan? *Jurnal Manajemen*, 12(1), 56–83. <https://doi.org/10.46806/jman.v12i1.976>
- Apriyanto, P., & Haryono, S. (2020). Pengaruh tekanan kerja, beban kerja dan lingkungan kerja terhadap intensi turnover: Peran mediasi kepuasan kerja. *Manajemen Dewantara*, 4(1), 33. <https://doi.org/10.26460/md.v4i1.7672>
- Baradja, L., & Oktaviani, A. A. (2021). Pengaruh kecerdasan emosional (EQ) mahasiswa dan metode pengajaran dosen terhadap tingkat pemahaman akuntansi. *Jurnal Akuntansi Trisakti*, 8(1). <https://doi.org/10.25105/jat.v8i1.8669>
- Chandra, F. (2024). Pengaruh beban kerja dan stres kerja terhadap burnout. *Jurnal Maneksi*, 13(1), 137–145. <https://doi.org/10.31959/jm.v13i1.2059>
- Dodanwala, T. C., Santoso, D. S., & Yukongdi, V. (2023). Examining work role stressors, job satisfaction, job stress, and turnover intention of Sri Lanka's construction industry. *International Journal of Construction Management*, 23(15), 2583–2592. <https://doi.org/10.1080/15623599.2022.2080931>
- Dziuba, S. T., Ingaldi, M., & Zhuravskaya, M. (2020). Employees' job satisfaction and their work performance as elements influencing work safety. *System Safety: Human - Technical Facility - Environment*, 2(1), 18–25. <https://doi.org/10.2478/czoto-2020-0003>
- Eliyana, A., Ma'arif, S., & Muzakki. (2019). Job satisfaction and organizational commitment effect in the transformational leadership towards employee performance. *European Research on Management and Business Economics*, 25(3), 144–150. <https://doi.org/10.1016/j.iedeen.2019.05.001>
- Felicia, F., Sudibjo, N., & Harsanti, H. R. (2023). Impact of psychosocial risk on intention to leave work during COVID-19 in Indonesia: The mediatory roles of burnout syndrome and job satisfaction. *Heliyon*, 9(7), Article e17937. <https://doi.org/10.1016/j.heliyon.2023.e17937>
- Gazi, M. A. I., Yusof, M. F., Islam, M. A., Amin, M. B., & Senathirajah, A. R. B. S. (2024). Analyzing the impact of employee job satisfaction on their job behavior in the industrial setting: An analysis from the perspective of job performance. *Journal of Open Innovation: Technology, Market, and Complexity*, 10(4), Article 100427. <https://doi.org/10.1016/j.joitmc.2024.100427>
- Hasibuan, M. S. P. (2014). *Manajemen sumber daya manusia*. Bumi Aksara.
- Lameng, A. A. D. B., & Damayanthi, I. G. A. E. (2022). Kecerdasan emosional, perilaku belajar, kompetensi dosen dan tingkat pemahaman akuntansi. *E-Jurnal Akuntansi*, 32(2), 3862. <https://doi.org/10.24843/eja.2022.v32.i02.p20>
- Lukito, D., Susanti, M., Susanto, Y., Judijanto, L., Ali, M., Hartono, & Mahardhani, A. J. (2025). Determinants of sustainable employee performance: A study of family businesses in Indonesia. *Asia Pacific Management Review*, 30(2), Article 100340. <https://doi.org/10.1016/j.apmr.2024.12.004>
- Paramita, L., & Supartha, I. W. G. (2022). Role of work stress as mediating variable between compensation and work-life balance on employee performance. *European Journal of Business and Management Research*, 7(3), 163–167. <https://doi.org/10.24018/ejbmr.2022.7.3.1438>
- Tafese Keltu, T. (2024). The effect of human resource development practice on employee performance with the mediating role of job satisfaction among Mizan Tepi University's

- academic staff in Southwestern Ethiopia. *Heliyon*, 10(8), Article e29821. <https://doi.org/10.1016/j.heliyon.2024.e29821>
- Uddin, M. K., Azim, M. T., & Islam, M. R. (2023). Effect of perceived overqualification on work performance: Influence of moderator and mediator. *Asia Pacific Management Review*, 28(3), 276–286. <https://doi.org/10.1016/j.apmr.2022.10.005>
- Widayati, C., dkk. (2020). [Judul lengkap artikel]. *Dinasti International Journal of Digital Business Management*, 1(2), 1–16.
- Worotikan, D. A., Tumbuan, W. J. F. A., & Arie, F. V. (2023). The impact of workload, reward and work environment on employees productivity of UD. Rodamas. *Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis dan Akuntansi*, 11(3), 902–912. <https://doi.org/10.35794/emba.v11i3.50024>
- Zhenjing, G., Chupradit, S., Ku, K. Y., Nassani, A. A., & Haffar, M. (2022). Impact of employees' workplace environment on employees' performance: A multi-mediation model. *Frontiers in Public Health*, 10, Article 890400. <https://doi.org/10.3389/fpubh.2022.890400>