

THE INFLUENCE OF NON-FINANCIAL COMPENSATION ON THE PERFORMANCE OF FIRST LEVEL SENIOR SCHOOL TEACHERS AT MUHAMMADIYAH SMP 60

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ABSTRACT

This study aims to examine the influence of non-financial compensation on teacher performance at SMP Muhammadiyah 60. The introduction of this research highlights the importance of non-financial compensation, such as recognition, professional development opportunities, and a supportive work environment, in enhancing teachers' motivation and effectiveness. The method used is qualitative with a library research approach, where data is collected through literature review from various relevant sources. This study finds that non-financial compensation plays a significant role in improving teacher performance by enhancing job satisfaction, motivation, and commitment to teaching tasks. Teachers who feel valued and supported tend to demonstrate better performance, contributing to the improvement of educational quality at the school. These findings underscore the importance of school management in designing holistic strategies that integrate various forms of non-financial compensation to create an optimal work environment for teachers.

Keywords: *Influence, Non-Financial Compensation, Teacher Performance.*

INTRODUCTION

Education is the main pillar in developing quality human resources. The role of the teacher as a teacher and guide is very important in the learning process and developing student potential. Therefore, improving teacher performance is the main focus in efforts to improve the quality of education in schools, including at junior high school (SLTP) level. (Sulaiman & Sukmawati, 2019) Teacher performance is one of the important factors that influences the quality of education in schools. Teachers who have good performance can increase student motivation, improve learning outcomes, and increase student satisfaction. However, teacher performance is also influenced by various factors, including the compensation received. Non-financial compensation, such as education and training, promotions, a clean and comfortable environment, comfort in working, and praise, can have a positive effect on teacher performance. In recent years, teacher performance in Indonesia has still become an important concern. Data shows that teacher performance is still low, and this can be caused by various factors, including low quality of teacher knowledge, low provision of incentives, lack of teacher responsibility, lack of teacher discipline, low work motivation of teachers, as well as a less conducive school environment. (Dewanti & Hanif, 2022)

In an effort to improve teacher performance, providing non-financial compensation is one strategy that can be implemented. Non-financial compensation can increase teacher motivation, improve the quality of education, and increase teacher satisfaction. However, it is important to remember that providing non-financial compensation must be done fairly and evenly, and must be adjusted to the teacher's needs and conditions. (Sucihati, Ahyani, & Missriani, 2021) According to Kadarisman in (Sucihati et al., 2021) states that compensation is an exchange for services provided or as a reward for work that has been carried out, so that compensation reflects the value of the employee's abilities and skills or appreciation for the education and training they have received. Compensation, along with other factors such as ability, motivation, talent, perception, leadership values and others

are factors that have a strong influence on a person's performance. Compensation, apart from direct or indirect financial rewards, can also take the form of non-financial compensation. A comfortable working environment and verbal praise from superiors can be non-financial compensation that has a big influence on a teacher's performance at school.

As stated by Suhardiman, the aim of providing compensation in general is that the aim of providing compensation means that it can have a positive and significant influence on teacher performance, so that providing high compensation to teachers can also encourage teachers' seriousness in working. The aim of providing compensation to employees is essentially not only to meet the needs of the employee concerned, but goes further than that, namely to accelerate the achievement of organizational/company goals. Providing compensation is carried out with the hope of providing satisfaction to all parties, both employees and the company so that employees can fulfill their daily needs with compensation, and the company can make a profit or gain. (Dewanti & Hanif, 2022)

Martoyo in Samputri was then delivered (Dewanti & Hanif, 2022) convey in more detail, namely: (1) Fulfilling the economic needs of employees or as a guarantee of economic security for heroes, (2) Encouraging employees to be better and more active, (3) Showing that the company is making progress, (4) Showing respect and fair treatment of the organization towards his employees. Sadili Samsudin said the same thing (in Yusuf, 2016) that providing compensation in an organization can function, (1) Allocating human resources efficiently, (2) Disposing of human resources more efficiently and effectively, and (3) Encouraging stability and economic growth. So the aim of providing compensation is essentially to motivate someone to work better so that goals can be achieved quickly and teachers also have the right to receive compensation in accordance with the regulations. Providing fair compensation will make employees more disciplined in every job they carry out and can also create good work effectiveness.

In this research, we will explore the influence of non-financial compensation on teacher performance at SMP Muhammadiyah 60. We will examine how non-financial compensation influences teacher performance, as well as other factors such as the quality of teacher knowledge, the amount of compensation received, the level of The discipline possessed, work motivation, and the work environment where the teacher teaches influence teacher performance. In this way, we can improve teacher performance and improve the quality of education at SMP Muhammadiyah 60. By understanding the influence of non-financial compensation on teacher performance at SMP Muhammadiyah 60, schools can formulate more effective strategies to improve teacher performance. It is hoped that this can contribute to improving the quality of education at SMP Muhammadiyah 60, as well as becoming a reference for other schools facing similar challenges. It is hoped that this research can provide useful insights for policy makers in the field of education, especially in managing human resources in schools.

RESEARCH METHODS

This research will use qualitative methods with a library research approach to explore the influence of non-financial compensation on teacher performance at SMP Muhammadiyah 60. The qualitative approach was chosen because it allows researchers to understand phenomena in depth through context analysis and richer interpretations compared to the quantitative approach. In this research, library research will be the main method of data collection, which involves searching, collecting, and analyzing various relevant literature, including books, academic journals, articles, and other documents related to the research topic. Through library research, researchers can examine theories

and previous findings regarding non-financial compensation and teacher performance, as well as understand other factors such as the quality of teacher knowledge, the amount of compensation received, the level of discipline, work motivation, and work environment. influencing teacher performance at SMP Muhammadiyah 60.

RESULTS AND DISCUSSION

The Effect of Non-Financial Compensation on Teacher Performance

Non-financial compensation plays a significant role in influencing teacher performance, especially at SMP Muhammadiyah 60. Non-financial compensation includes various forms of rewards, recognition, professional development opportunities, and a supportive work environment. Rewards and recognition for work performance not only increase job satisfaction but also motivate teachers to continue to perform well. The influence of non-financial compensation on teacher performance at SMP Muhammadiyah 60 reflects how non-financial reward elements can increase teachers' work motivation and effectiveness. This encourages teachers to continue trying to provide the best teaching. When teachers feel appreciated and recognized, they tend to show higher commitment to their tasks and strive to achieve better results in the learning process.

Opportunities for professional development through training and workshops provide teachers with access to new knowledge and skills that they can apply in their teaching activities, which in turn can increase the effectiveness of classroom learning. A conducive work environment is also an important element in non-financial compensation. Support from school management, harmonious working relationships with colleagues, and adequate work facilities create a positive and productive work atmosphere.(Sara, Hidayat, & Astuti, 2020)Teachers who work in a supportive environment tend to have higher motivation and enthusiasm, which has a positive impact on their performance.(Prasojo, 2012)Therefore, appropriate and effective non-financial compensation can significantly improve teacher performance, which ultimately contributes to improving the quality of education at SMP Muhammadiyah 60.

The influence of non-financial compensation on teacher performance at SMP Muhammadiyah 60 covers various aspects, such as:

a) Motivation and Job Satisfaction

Non-financial compensation such as recognition, awards, and opportunities for professional development can increase teacher motivation and job satisfaction. Teachers who feel valued and recognized for their contributions tend to be more motivated to improve their performance.

b) Work environment

Comfortable facilities, a positive work environment, and good relationships between colleagues are also forms of non-financial compensation that can influence teacher performance. A supportive work environment can increase productivity and performance.

c) Career development

Opportunities to take part in training, workshops, or continuing education are also important forms of non-financial compensation. Teachers who are given the opportunity to develop their skills and knowledge tend to be more competent and innovative in teaching.

d) Work and Personal Life Balance

Flexibility in working hours and attention to teachers' work and personal life balance can also have a positive impact on performance. Teachers who have time to rest and take care of personal matters are usually more focused and effective when teaching.

e) Sense of Ownership and Participation

Involving teachers in decision making and providing opportunities for them to

contribute to the planning and evaluation of school programs can increase their sense of ownership and responsibility for school performance. (Sulaiman et al., 2019)

Non-financial compensation can have a significant impact on teacher performance by increasing their motivation, job satisfaction, and professional development. At SMP Muhammadiyah 60, implementing various forms of non-financial compensation can contribute to improving the quality of teaching and student learning outcomes.

Factors that Influence Teacher Performance

1. Quality of Teacher Knowledge

The quality of teacher knowledge is one of the important factors that influences teacher performance at SMP Muhammadiyah 60. Teachers who have in-depth and broad knowledge about the subject matter they teach will be better able to convey information clearly and effectively to students. Strong knowledge allows teachers to answer students' questions appropriately, provide in-depth explanations, and relate lesson material to relevant contexts, thereby increasing student understanding. Additionally, well-rounded teachers tend to be more confident in teaching, which can create a positive and supportive learning environment.

The quality of teacher knowledge is not only limited to mastery of teaching materials, but also includes an understanding of effective teaching methods and classroom management techniques. Teachers who continually update their knowledge of pedagogy and educational innovation through training and professional development tend to be more adaptive to changes in the curriculum and student needs. They are able to apply varied and creative teaching strategies to attract students' interest and increase participation in the teaching and learning process. Deep knowledge of child psychological development and classroom dynamics also allows teachers to identify students' specific needs and provide appropriate support. This is critical in creating an inclusive learning environment and motivating all students to reach their full potential. Teachers who understand the principles of educational evaluation can also design and use a variety of assessment tools to accurately measure student learning progress and provide constructive feedback. (Damanik Rabukit, 2019)

Teachers who have access to the latest sources of knowledge, such as scientific journals, educational conferences, and professional networks, can continue to enrich their horizons and implement best practices in teaching. This commitment to continuous learning not only improves teachers' personal competence but also contributes to improving the overall quality of education in schools. Thus, the quality of teacher knowledge plays a very significant role in determining the effectiveness of teaching and student learning outcomes, which ultimately has a positive impact on teacher performance at SMP Muhammadiyah 60.

2. Amount of Financial Compensation

The amount of financial compensation is one important aspect that influences teacher performance at SMP Muhammadiyah 60. Adequate financial compensation, including basic salary, allowances, bonuses and other incentives, has a direct impact on teachers' economic well-being. When teachers receive appropriate financial compensation, they tend to feel appreciated and motivated to work harder and fully commit to teaching and learning tasks. Adequate financial compensation also allows teachers to meet their living needs, reduce financial stress, and improve quality of life, which in turn contributes to their mental and emotional well-being. (Sara et al., 2020)

With financial stability, teachers can focus more on teaching tasks without being distracted by economic worries. They are more likely to invest time and energy in planning lessons, evaluating student work, and participating in professional development

activities. Competitive salaries can also attract and retain qualified teaching staff, reduce turnover rates, and ensure continuity in the learning process in schools. Good financial compensation can serve as an incentive for better performance. Teachers who see a direct connection between their performance and financial rewards tend to be more motivated to reach and exceed established performance standards. Incentive programs, such as bonuses for achievement or additional stipends for those who take on extra responsibilities, can encourage teachers to innovate in teaching, participate in extracurricular activities, and take leadership roles in the school community. (Sara et al., 2020)

However, it is also important to remember that while adequate financial compensation is essential, it is not the only factor influencing teacher performance. Financial compensation needs to be combined with non-financial compensation, such as recognition, a supportive work environment, and professional development opportunities, to create optimal working conditions. The combination of these factors can increase job satisfaction, loyalty, and overall teacher performance. In the context of SMP Muhammadiyah 60, understanding the influence of the amount of financial compensation on teacher performance is very important for formulating effective policies in human resource management.

3. Discipline Level

The level of discipline is an important factor that influences teacher performance at SMP Muhammadiyah 60. High work discipline reflects teachers' commitment to their professional duties and responsibilities. Disciplined teachers demonstrate punctuality in attendance, readiness in delivering lesson material, and consistency in implementing school rules and procedures. This discipline creates an orderly and conducive learning environment, which is very important for an effective learning process. When teachers demonstrate good discipline, they become role models for students, which can increase students' own respect and discipline. (Girsang, 2020) Discipline is also closely related to effective time management. Disciplined teachers are able to manage time well, ensuring that each lesson session is used optimally. They tend to be better prepared with a mature learning plan and appropriate teaching materials, which allows the teaching and learning process to run smoothly. This not only improves teaching efficiency but also the quality of education received by students. Thus, teacher discipline contributes directly to improving their performance through more structured planning and implementation of learning.

Discipline in carrying out administrative tasks such as assessment, archiving and reporting is also very important. Teachers who are disciplined in this aspect ensure that all important documents are completed on time and with high accuracy. Accuracy in these administrative tasks helps maintain transparency and accountability, which in turn supports effective school management. Administrative discipline also minimizes errors and delays, which can hamper the educational process and school administration. Discipline also includes a professional attitude and work ethic. (Sampling, 2015) Disciplined teachers demonstrate high integrity and responsibility, maintain good work ethics, and adhere to their professional code of ethics. This professional attitude increases students', parents', and colleagues' confidence in the teacher's abilities and commitment, which strengthens the school's overall reputation. Disciplined teachers are also more likely to actively participate in school activities and professional development, continually improving their skills and knowledge. With a high level of discipline, teachers at SMP Muhammadiyah 60 can create a positive and productive learning environment, which supports the achievement of better student learning outcomes.

4. Work motivation

Work motivation is a crucial factor that influences teacher performance at SMP Muhammadiyah 60. In (Fauzyah, 2020) Work motivation refers to the level of enthusiasm, commitment and energy that teachers have in carrying out their duties. Teachers who have high work motivation tend to show greater dedication in teaching, strive to continuously improve their teaching methods, and focus on achieving optimal student learning outcomes. This motivation can come from a variety of sources, including a sense of professional responsibility, a desire to contribute to students' development, and personal aspirations to achieve in their careers.

Motivated teachers tend to be more proactive in participating in training and professional development, which enriches their knowledge and skills. In this way, they can adopt new teaching techniques that are more effective and relevant to students' needs. High work motivation also encourages teachers to innovate in learning, looking for creative ways to make lesson material more interesting and easy for students to understand. Motivated teachers tend to be more responsive to feedback, using constructive criticism to improve their performance and improve the quality of teaching. (Fauzyah, 2020)

A supportive work environment, rewards for performance, and positive relationships with colleagues and school management can significantly increase teacher work motivation. When teachers feel valued and supported, they tend to have a greater sense of ownership of their work and demonstrate a high degree of loyalty to the school. Rewards, whether in the form of verbal, formal recognition, or other incentives, serve as positive reinforcement that increases teacher morale. Harmonious relationships with colleagues also create a collaborative atmosphere that allows teachers to share knowledge and experience, thereby improving collective performance. (Fauzyah, 2020)

5. Work environment

The work environment is an important factor that influences teacher performance at SMP Muhammadiyah 60. A conducive work environment includes various aspects such as physical facilities, organizational climate, relationships between employees, as well as support from school management. Adequate physical facilities, such as comfortable classrooms, complete teaching equipment, and access to educational technology, enable teachers to carry out their teaching duties more effectively and efficiently. When teachers have the necessary tools and resources, they can create better lesson plans, deliver material more engagingly, and manage the classroom more easily.

A positive organizational climate also plays a major role in improving teacher performance. A work environment full of mutual respect, collaboration and good communication creates a supportive and inspiring atmosphere. Teachers who feel valued and listened to by management and their colleagues tend to have higher morale. Emotional and professional support from coworkers can help reduce stress and increase job satisfaction, which ultimately has a positive impact on their performance. Good relationships between teachers and school management also greatly influence performance. Management that is supportive and open to input from teachers can create a transparent and fair work environment. When teachers feel that management is concerned about their needs and well-being, they tend to have greater loyalty to the school and show greater dedication to their work. Support from management can take the form of providing professional development opportunities, providing constructive feedback, and recognizing achievements and efforts that have been achieved. (Djafar, Putri, Nurbaiti, & Hamzah, 2021)

A positive work environment also involves social aspects, where good interpersonal relationships between teachers and students, parents and the school community can increase teacher motivation and performance. Teachers who feel supported by parents and the community tend to be more motivated to provide their best in teaching. In addition, involvement in extracurricular activities and school projects that involve collaboration between teachers and students can strengthen social ties and increase a sense of ownership and responsibility for the school. (Djafar et al., 2021) A supportive and conducive work environment at SMP Muhammadiyah 60 can create optimal conditions for teachers to develop their potential to the maximum.

The interaction between non-financial compensation and these factors influences teacher performance

According to Lomri Mustari, compensation (financial and non-financial) has a significant effect on teacher performance. Non-financial compensation can increase teacher work motivation and job satisfaction, which in turn can improve teacher performance. Other research also shows that a comfortable work environment that meets standards, as well as teacher work motivation, can improve teacher performance. The interaction between non-financial compensation and other factors such as work environment and work motivation can improve teacher performance more effectively. (Angrainy, Fitria, & Fitiani, 2020) Teachers who have a comfortable work environment that meets standards, as well as high work motivation and high job satisfaction, tend to have better performance. Therefore, efforts to improve teacher performance can be made by increasing non-financial compensation and a comfortable working environment, as well as increasing teacher work motivation and job satisfaction. (Lubis, 2020)

The interaction between non-financial compensation and factors such as the quality of teacher knowledge, the amount of financial compensation, the level of discipline, work motivation, and the work environment collectively influence teacher performance at SMP Muhammadiyah 60 in complex and interrelated ways. Non-financial compensation, such as awards, recognition, and opportunities for professional development, can strengthen teachers' work motivation, which in turn increases their desire to continue learning and developing themselves. Teachers who feel valued and supported through non-financial compensation tend to be more motivated to attend training and seminars, which improves the quality of their knowledge and teaching abilities.

When non-financial compensation is implemented in a supportive work environment, the impact on teacher performance can be more significant. For example, rewards and recognition in a conducive and collaborative workplace not only increase individual motivation but also strengthen relationships between coworkers. A positive work environment facilitates the exchange of ideas and best practices, which can enrich teachers' collective teaching experience and skills. Teachers who work in a supportive environment also tend to be more disciplined, as they feel motivated to meet high expectations and standards in a climate that is encouraging and inspiring. (Sarpandadi, 2016)

The combination of adequate financial and non-financial compensation also plays an important role. While financial compensation provides economic stability and reduces stress related to financial matters, non-financial compensation provides emotional rewards and professional recognition that cannot be measured in money. Teachers who receive both tend to have better well-being and feel more valued, which increases their loyalty and commitment to the school. This creates a positive cycle where teachers who are motivated and supported financially and emotionally will tend to deliver better performance,

ultimately improving the quality of education in schools. (Sarpanadi, 2016)

The teacher's level of discipline is also influenced by this interaction. Teachers who feel supported by a good non-financial compensation system and work in a healthy environment tend to show higher discipline. They understand that discipline is not only an individual responsibility, but also part of their contribution to a positive and productive work culture at school. This discipline includes punctuality, teaching readiness, and consistency in applying rules, all of which have a direct impact on teaching effectiveness and student learning outcomes. (Lubis, 2020) Thus, the interaction between non-financial compensation and other factors such as quality of knowledge, financial compensation, discipline, work motivation, and work environment forms a network of mutually reinforcing influences, which overall improves teacher performance at SMP Muhammadiyah 60.

The benefits of the interaction between non-financial compensation and factors such as the quality of teacher knowledge, the amount of financial compensation, level of discipline, work motivation, and work environment on teacher performance at SMP Muhammadiyah 60 include:

a. Increased Motivation and Job Satisfaction

The combination of non-financial compensation such as awards and recognition with a supportive work environment can increase teachers' intrinsic motivation. When teachers feel valued and supported, they are more satisfied with their work, which leads to greater enthusiasm and dedication to teaching.

b. Continuous Professional Development

The opportunities for training and professional development provided as part of non-financial compensation, coupled with the support of a collaborative work environment, encourage teachers to continually improve their knowledge and skills. This allows teachers to stay up-to-date with the latest teaching methods and educational research.

c. Better Teaching Quality

Teachers who are motivated and have extensive knowledge are able to design and deliver learning materials more effectively. They tend to be more creative and innovative in their teaching, which improves students' learning experiences and overall learning outcomes.

CONCLUSION

The conclusion that researchers can draw is that non-financial compensation has a significant influence on teacher performance at SMP 60. Factors such as rewards, recognition, professional development opportunities, and a supportive work environment make a positive contribution to motivation, job satisfaction, and effectiveness teacher teaching. By feeling valued and supported, teachers tend to show higher commitment to their tasks and strive to achieve better results in the learning process. In addition, the interaction between non-financial compensation and other factors such as the quality of teacher knowledge, the amount of financial compensation, the level of discipline, work motivation, and the work environment creates a complex framework for improving overall teacher performance. Therefore, it is important for school management to pay attention to and understand the relationship between these various factors in order to design a holistic strategy to improve working conditions and teacher welfare, which will ultimately have a positive impact on the quality of education in schools.

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