

The Effect of Compensation and Interpersonal Communication on Performance through Job Satisfaction of Elementary School Honorary Teachers in West Banjarmasin



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ABSTRACT: This study aims to analyze the effect of compensation and interpersonal communication on performance through job satisfaction of elementary school honorary teachers in West Banjarmasin. The researchers used quantitative method with a population of all honorary teachers in 42 elementary schools. The sampling technique was Non-probability Sampling. The total sample was 147 people with data collection using an instrument in the form of a questionnaire. The validity and reliability tests were done using Alpha Cronbach which consists of honorary teacher performance (30 items), compensation (35 items), interpersonal communication (23 items) and job satisfaction (25 items). The data were analyzed through path analysis by first conducting assumption tests, namely normality, linearity and multicollinearity tests. The results of the study showed that there was an effect between: (1) compensation on performance, (2) interpersonal communication on performance, (3) compensation for job satisfaction, (4) interpersonal communication on job satisfaction, (5) job satisfaction with performance, (6) compensation for performance through job satisfaction and (7) interpersonal communication towards performance through job satisfaction.

KEYWORDS: Compensation, Interpersonal Communication, Job Satisfaction, Teacher Performance Honorer

I. INTRODUCTION

The effectiveness of the education system depends on the quality and competence of the teacher which includes the latest qualifications, performance, and knowledge of educational principles and practices. Teachers play a basic and dynamic role in the education system. Teachers are held responsible for student academic performance as well as social and emotional development. Given the hard demands and expectations in terms of student development, teacher performance is a priority of concern for stakeholders, including principals, parents, policymakers and the community at large. Teacher performance is the embodiment of work done by a teacher and used as the basis for teacher or school assessment (Rachmat et al., 2022).

The ideal teacher performance is one who has the aspect of ability to prepare, plan, implement the learning process and provide assessments in accordance with the goals to be achieved and obey school regulations (Bakar, 2018; Martini et al., 2022). Determining teacher performance is one of the parameters that gives a glimpse of the quality of teaching. In improving educational outcomes. Teacher performance must be echoed (Norlatipah, et al., 2022) by looking at the work achievements obtained by the teacher, how the teacher assigns tasks in each lesson and evaluates learning outcomes (Supiansyah, et al., 2022).

Factors affecting performance can relate to worker welfare such as salary/compensation, and infrastructure such as the matters related to school discretion or non-financial compensation. Compensation is income in the form of money or goods, directly or indirectly received by workers in exchange for services rendered to the organization. Kreitner & Kinicki (2014) stated that compensation is not only in the form of financial (salary or income), but also the opportunity to grow both personally and professionally. This can go through a comfortable and supportive work environment. Research conducted by Handayani (2015); Imroatun (2016); Ratnawati (2018) revealed that the level of effectiveness of teacher performance is greatly affected by the amount of compensation received.

In addition to these factors, interpersonal communication is a factor that can affect a person's performance. One of the factors that effect performance is communication (Jamilah et al., 2022). When teachers practice good interpersonal communication, they can work together dynamically so that it will improve performance. Well-established interpersonal communication can increase happiness so as to make teachers feel obliged to improve their performance (Wulandari, 2014).

The factors that affect a person's performance can come from psychological factors, as stated by Cashmere that job satisfaction becomes a determinant for a person to perform. Job satisfaction or individual feelings (2016) about work brings satisfaction so that the work is valued and worked on well can have an impact on performance (Rizkie et al., 2022). If people gains high job satisfaction

The Effect of Compensation and Interpersonal Communication on Performance through Job Satisfaction of Elementary School Honorary Teachers in West Banjarmasin

in carrying out duties happily, they will have a good view on their work (Ahmadiyahanto et al., 2022). Teacher job satisfaction is a step towards achieving educational goals (Firdaus et al., 2022). It will be seen when there is a force that encourages teachers to work hard by providing all the abilities and skills to achieve organizational goals (Iskandar & Juhana, 2014). Thus, there is a need for an assessment of whether the compensation of honorary teachers is sufficient and how the role of interpersonal communication is established so that job satisfaction is formed and can support honorary teachers to perform.

II. RESEARCH METHOD

The approach used in this study is a quantitative approach. The population in this study were honorary teachers whose teaching duties were at elementary schools in West Banjarmasin. West Banjarmasin Sub-district was chosen as the population in this study because it has a large number of elementary schools and teachers than the other sub-districts in Banjarmasin. In addition, there has not been any related research that took the research population on honorary teachers in this sub-district. The sampling technique used was Non-Probability Sampling with 147 research samples. In this study, a Likert Scale was used by providing an interval score of 5-1 to represent positive statements from respondents obtained by researchers as a Elementary data source. The research instrument has been tested for validity and reliability using the Pearson Product Moment correlation formula.

The analyzed data were obtained from the questionnaire and analyzed using the SPSS 24 program. The questionnaire used was based on four variables studied. The questionnaire on the performance variables of the honorary teacher is filled out by the principal (assessment of the quality, quantity, independence, timeliness and effectiveness of teachers in the school). The compensation questionnaire is filled out by the honorary teacher (financial compensation and nonfinancial compensation). The interpersonal communication questionnaire has sub-indicators in the form of positive attitudes, equality, openness, empathy and supportive attitudes. Jobsatisfaction is based on aspects of the job itself, salary/compensation, career opportunities, leadership and peers. The data were obtained by aiming to reveal direct and indirect effects between the variables performance (Y), compensation (X1), interpersonal communication (X2) and job satisfaction (Z) by first conducting research prerequisite tests, namely normality, linearity and multicollinearity tests. In this study, hypothesis testing was carried out using pathway analysis.

III. RESULTS AND DISCUSSION

The results of the analysis in this study show the value of the path coefficient, which is explained as follows.

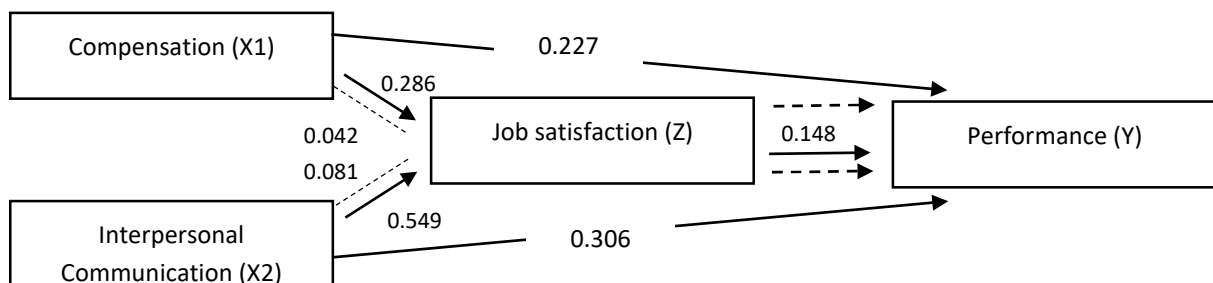


Figure 1. effect between Variables X1, X2, Z and Y

Based on Figure 1, the acceptance and rejection of the hypotheses in this study can be explained as follows.

Table 1. Hypothesis Test Summary H₁, H₂, H₃, H₄ and H₅

Hypothesis	P	Decision
H1: There is a direct effect of the compensation received by 0.003 honorary teachers on the performance of honorary teachers		Accepted
H2: There is a direct effect of interpersonal communication on the 0.016 performance of honorary teachers		Accepted
H3: There is a direct effect of honorary teacher compensation on 0.000 honorary teacher job satisfaction		Accepted
H4: There is a direct effect of honorary teachers' interpersonal 0.000 communication on honorary teachers' job satisfaction		Accepted

The Effect of Compensation and Interpersonal Communication on Performance through Job Satisfaction of Elementary School Honorary Teachers in West Banjarmasin

H5: There is a direct effect of job satisfaction on the performance of honorary teachers	0.002 of	Accepted
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Table 2. H6 and H7 Hypothesis Test Summary

Hypothesis	Coefficient correlation		Decision
	Immediately	Indirect	
H6: There is an indirect effect of compensation on performance through job satisfaction of honorary teachers	0.227	0.042	Accepted
H7: There is an indirect effect of interpersonal communication on performance through job satisfaction of honorary teachers	0.306	0.081	Accepted

A. The Direct Effect of Compensation on the Performance of Elementary School Honorary Teachers in West Banjarmasin

The results of the data analysis between compensation and performance of honorary teachers showed a positive effect with a value of 0.227 with a significance of 0.003 which means the significance value is smaller than 0.05. This means that there is a direct effect between compensation and the performance of honorary teachers. Therefore, it can be concluded that if the teacher's financial and non-financial compensation is good and appropriate, the better the honorary teacher's performance will be.

The results of this study are in line with the research studies by Satyagraha (2018); Wellem & Djawoto (2022) that compensation has an effect on employee performance. Compensation can stimulate teachers to provide good performance in the teaching and learning process in the classroom. Financial compensation is used to meet the needs of daily life, while non-financial compensation is needed to feel peace so that it can be more serious in carrying out the duties accounted for. Appropriate compensation and an environment that can make teachers comfortable at work are believed to make teachers' enthusiasm so that it affects performance. Through the provision of good compensation, in the future the school work process can run in accordance with the goals of the school.

B. The Direct Effect of Interpersonal Communication on the Performance of Elementary School Honorary Teachers in West Banjarmasin

Based on the results of the analysis of the path between interpersonal communication and performance, a coefficient value of 0.306 was obtained with a significance value of 0.016. This proves that there is a positive and significant effect between interpersonal communication and the performance of elementary school honorary teachers in West Banjarmasin, which means that the better the teacher's interpersonal communication, the better the performance of honorary teachers.

The results of this study are supported by research studies done by Hajidah et al., (2022); Mistiah et al., (2022); Murniasih et al., (2017); Rahmatullah (2022); Suriansyah (2014) which stated that interpersonal communication of teachers has a correlation with teacher performance. The better the implementation of interpersonal communication, the more it will affect teacher performance in schools.

C. The Direct Effect of Compensation on Job Satisfaction of Elementary School Honorary Teachers in West Banjarmasin

The results of the data analysis between compensation and the performance of elementary school honorary teachers in West Banjarmasin showed a score of 0.286 with significance 0.000 which means smaller than 0.05. This shows that there is an effect between compensation on the performance of honorary teachers. The results of this study are in line with the research studies conducted by Rohimah (2013); Sherly & Lie (2021); Suriansyah & Aslamiah (2018) which reveals the contribution of compensation factors to job satisfaction. So if the compensation received by the teacher is very small, the teacher will feel dissatisfied at work. Compensation is used as a tool to increase job satisfaction and to retain workers, therefore organizations should hold awards by providing appropriate compensation. According to Salisu et al., (2015), there is a correlation between compensation and job satisfaction. Salisu et al., (2015) concluded workers consider compensation to be one of the main contributors to their job satisfaction.

D. The Direct Effect of Interpersonal Communication on Job Satisfaction of Elementary School Honorary Teachers in West Banjarmasin

Based on the test results, it is known that there is a direct effect between interpersonal communication on the job satisfaction of elementary school honorary teachers in West Banjarmasin. This can be seen from the value of the path analysis coefficient of 0.549. Interpersonal communication has been shown to affect teacher job satisfaction.

The Effect of Compensation and Interpersonal Communication on Performance through Job Satisfaction of Elementary School Honorary Teachers in West Banjarmasin

This research supports the research results by Akbar et al., (2022); Iyer & Israel (2012); Madhur & Ramshanker (2020); Wahyuni (2016) who found interpersonal communication has a positive impact on job satisfaction. Honorary teacher job satisfaction will be formed if it is driven by good interpersonal communication. This form of support can be in the form of school management policies to ensure all teachers can communicate issues related to assigned duties and responsibilities. Therefore, obstacles can be solved by providing clear instructions and support through good communication.

E. The Direct Effect of Job Satisfaction on the Performance of Elementary School Honorary Teachers in West Banjarmasin

The results of the data analysis between job satisfaction and the performance of elementary school honorary teachers in West Banjarmasin showed a score of 0.148 with a significance of 0.002 which means n-value of significance smaller than 0.05. This means that there is a direct effect between job satisfaction and the performance of honorary teachers. The findings of this study are in line with previous studies. They showed that there is a significant effect between job satisfaction and performance (Aminudin, et al., 2022; Hartini et al., 2022; Masniah, et al., 2021; Normaini, et al., 2022; Syarifudin, et al., 2022; Silfiati, et al., 2022; Suriansyah, 2013; Wati, et al., 2018). The importance of job satisfaction in the workplace is clearly visible in employees with a high level of job satisfaction affecting both their own and organizational performance outcomes.

F. Indirect Effect of Compensation on Performance through Job Satisfaction of Elementary School Honorary Teachers in West Banjarmasin

The results of the analysis of this study show that there is an indirect effect between compensation on performance through job satisfaction of elementary school honorary teachers in West Banjarmasin. This can be seen from the value of the path analysis coefficient of 0.042. From the frequency distribution, it can be seen that teachers get excellent non-financial compensation, namely regarding work and a supportive school environment that forms teacher job satisfaction at work and affects the resulting performance.

The results of this study are in line with the research studies by Darma & Supriyanto (2017); Kurniawan et al., (2020); Saman (2020) which shows that indirectly compensation has a significant effect on performance through job satisfaction. Compensating teachers must be reasonable and fair because it can improve the teacher's ability to perform. Teachers will feel satisfaction in carrying out their work.

G. The Indirect Effect of Interpersonal Communication on Performance through Job Satisfaction of Elementary School Honorary Teachers in West Banjarmasin

The results of the path analysis between interpersonal communication and performance through job satisfaction of honorary teachers showed a path analysis coefficient value of 0.081 which means that there is an indirect effect between interpersonal communication on performance through job satisfaction. So it can be concluded that if the teacher's interpersonal communication is at a high level and causes teacher job satisfaction, the performance of the honorary teacher will also increase.

This research is in line with the research studies by Kadir (2021) and Sari et al., (2019). Their research studies showed that there is a positive and significant effect of interpersonal communication on employee performance through job satisfaction. Communication maintains job satisfaction by providing a sense of security and peace to teachers so that teachers can improve their performance. Although performance is an independent achievement, there are factors that effect performance such as interpersonal communication and job satisfaction (Ardiansyah, 2016; Lubis et al., 2016).

IV. CONCLUSION

Based on the findings of this study, it can be concluded that there is a direct effect of compensation, interpersonal communication and job satisfaction on performance. Also, there is a direct effect of compensation and interpersonal communication on job satisfaction. This study also concluded that there is an indirect effect between compensation and interpersonal communication on performance through job satisfaction of elementary school honorary teachers in West Banjarmasin.

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The Effect of Compensation and Interpersonal Communication on Performance through Job Satisfaction of Elementary School Honorary Teachers in West Banjarmasin

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The Effect of Compensation and Interpersonal Communication on Performance through Job Satisfaction of Elementary School Honorary Teachers in West Banjarmasin

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