

The Influence of Compensation and Work Motivation on the Performance of Honorary Junior High School Teachers in Kotaagung Pusat District Tanggamus Regency

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Article Info Received: 5/7/2026 Accepted: 7/9/2026 Published: 10/10/2026	Abstract: <i>This study aims to analyze how compensation and work motivation influence the performance of honorary teachers in Public and Private Junior High Schools and Public and Private Islamic Junior High Schools in the Kotaagung Pusat District, Tanggamus Regency. The study used a quantitative approach with a survey method of 56 honorary teachers. Data were collected through questionnaires that had been tested for validity and reliability. Data analysis was carried out using simple linear regression and multiple linear regression with t-test and F-test at a significance level of 5%. The results of the study have shown that partially compensation has a positive and significant effect on the performance of honorary teachers ($t = 5.009$; $p < 0.001$) with a contribution percentage of 31.7%. Work motivation also has a positive and significant effect on the performance of honorary teachers ($t = 3.918$; $p < 0.001$) with a contribution percentage of 22.1%. Simultaneously, compensation and work motivation have a very significant influence on the performance of honorary teachers ($F = 38.472$; $p < 0.001$) with a coefficient of determination of 59.2%.</i> Key Words: <i>Compensation; Work Motivation; Teacher Performance; Honorary Teachers; Education.</i>
	Abstrak: <i>This study aims to analyze how compensation and work motivation influence the performance of honorary teachers in Public and Private Junior High Schools and Public and Private Islamic Junior High Schools in the Kotaagung Pusat District, Tanggamus Regency. The study used a quantitative approach with a survey method of 56 honorary teachers. Data were collected through questionnaires that had been tested for validity and reliability. Data analysis was carried out using simple linear regression and multiple linear regression with t-test and F-test at a significance level of 5%. The results of the study have shown that partially compensation has a positive and significant effect on the performance of honorary teachers ($t = 5.009$; $p < 0.001$) with a contribution percentage of 31.7%. Work motivation also has a positive and significant effect on the performance of honorary teachers ($t = 3.918$; $p < 0.001$) with a contribution percentage of 22.1%. Simultaneously, compensation and work motivation have a very significant influence on the performance of honorary teachers ($F = 38.472$; $p < 0.001$) with a coefficient of determination of 59.2%.</i> Kata Kunci: <i>Compensation; Work Motivation; Teacher Performance; Honorary Teachers; Education .</i>

Introduction

Education constitutes a strategic pillar in human resource development, with teachers serving as the primary actors in determining the quality of learning. Teacher performance is a

crucial indicator of educational success, as it reflects the ability to plan, implement, and evaluate instruction in accordance with professional standards as mandated by Law Number 14 of 2005 concerning Teachers and Lecturers. However, performance optimization cannot be separated from welfare and work motivation factors, particularly for honorary teachers who hold non-civil servant status and frequently face compensation limitations. Honorary teachers play a strategic role in sustaining the continuity of educational processes, especially in schools experiencing shortages of permanent teaching staff. Nevertheless, compensation systems that are not entirely equitable, along with limited access to allowances and professional development opportunities, may influence their motivation and performance. Preliminary survey data in junior high schools in Kotaagung Pusat District, Tanggamus Regency, revealed compensation disparities between public and private schools, which have implications for differences in motivation levels and work commitment among honorary teachers. This condition indicates the need for an empirical study examining the relationship between compensation, work motivation, and the performance of honorary teachers within this local context.

Theoretically, the relationship between compensation, motivation, and performance can be explained through Maslow's Hierarchy of Needs Theory, which emphasizes that the fulfillment of financial needs and work recognition plays an essential role in shaping motivation, ultimately affecting individual performance (Allasso, 2019). Various empirical studies indicate that compensation and work motivation significantly influence teacher performance. Dunggio et al. (2022) found a positive effect of compensation on performance. Meilidayani and Yudhira (2023) also demonstrated that honorary teachers' salaries affect their motivation and productivity. However, most previous studies were conducted at the elementary school level or in different regions and have rarely simultaneously examined the effects of compensation and work motivation on the performance of honorary junior high school teachers, particularly within the context of compensation disparities between public and private schools. Therefore, a research gap exists that requires contextual empirical investigation.

The novelty of this study lies in testing the simultaneous influence of compensation and work motivation on the performance of honorary junior high school teachers in Kotaagung Pusat District, Tanggamus Regency, while considering compensation disparities across school types. Additionally, this study positions work motivation as a psychological factor that strengthens the relationship between compensation and performance.

Based on the foregoing, the research questions are:

1. Does compensation influence the performance of honorary junior high school teachers in Kotaagung Pusat District?
2. Does work motivation influence the performance of honorary junior high school teachers in Kotaagung Pusat District?
3. Do compensation and work motivation simultaneously influence the performance of honorary junior high school teachers in Kotaagung Pusat District?

Hypotheses

H1: Compensation has a positive and significant effect on honorary teacher performance.

H2: Work motivation has a positive and significant effect on honorary teacher performance.

H3: Compensation and work motivation simultaneously have a positive and significant effect on honorary teacher performance.

The purpose of this study is to analyze and empirically examine the influence of compensation and work motivation, both partially and simultaneously, on the performance of honorary junior high school teachers in Kotaagung Pusat District, Tanggamus Regency. This study is expected to contribute theoretically to the development of educational human resource management and practically to policymakers in improving the welfare and performance of honorary teachers.

Literature Review

1. Teacher Performance

Teacher performance refers to the work outcomes achieved in carrying out professional duties in accordance with established competency standards. From a human resource management perspective, performance is defined as the level of individual achievement in completing tasks based on quality, quantity, and responsibility (Guruh, 2018). In the educational context, teacher performance encompasses planning, implementing, and evaluating instruction, reflecting mastery of pedagogical, professional, social, and personal competencies. Research over the past decade indicates that teacher performance is influenced by internal factors such as motivation and commitment, as well as external factors such as leadership and compensation systems (Epa, 2020). For honorary teachers, limited welfare often affects the stability and quality of performance. Sumiyati (2019) states that employee performance is influenced by ability and motivation, making competence enhancement and work drive key factors in achieving optimal results. Ritonga (2024) emphasizes that professional teacher performance is reflected in the ability to design effective instruction, implement creative teaching processes, and conduct continuous evaluations to improve educational quality.

2. Compensation

Compensation encompasses all forms of remuneration received by individuals as rewards for their contributions to an organization, including direct financial compensation (salary, honorarium, allowances) and non-financial compensation (recognition, development opportunities) (Hidayatullah, 2025). An equitable and proportional compensation system has been shown to increase job satisfaction and commitment. In education, recent studies indicate that compensation significantly influences honorary teacher performance and affects work enthusiasm and productivity. Compensation inequity may reduce motivation and organizational loyalty (Manan, 2023). Thus, in this study, compensation is defined as financial and non-financial rewards received by honorary teachers for performing their professional duties.

3. Work Motivation

Work motivation refers to internal and external drives that determine the direction, intensity, and persistence of individuals in performing their work (Ambarita et al., 2021). Motivation functions as a psychological factor that mobilizes individuals to achieve work goals optimally. Theoretically, work motivation can be explained through Hierarchy of

Needs theory. Despite being classical, such theories remain relevant due to their enduring conceptual foundations. Tangduil et al. (2023) emphasize that fulfilling financial needs and recognition significantly shapes motivation, which subsequently affects performance. Research over the past decade demonstrates that work motivation has a positive and significant effect on teacher performance. Teachers with high motivation tend to be more disciplined, innovative, and responsible in implementing instruction (Utami et al., 2026).

4. The Relationship between Compensation, Work Motivation, and Performance

From a human resource management perspective, adequate compensation enhances work motivation, which subsequently improves performance. Restiani (2025) emphasizes that effective reward systems strengthen the relationship between effort and outcomes. Empirical evidence indicates that compensation and work motivation positively influence teacher performance, both partially and simultaneously. Thus, it can be assumed that improvements in compensation and work motivation will optimize honorary teacher performance in carrying out instructional duties.

Method

This study employed a quantitative approach using a survey method. The explanatory research design aimed to examine causal relationships among variables through hypothesis testing. The population comprised all honorary junior high school teachers in Kotaagung Pusat District, totaling 56 teachers. Due to the relatively small population size, total sampling was applied, resulting in 56 respondents.

Research Variables

Independent Variables:

Compensation (X1)

Work Motivation (X2)

Dependent Variable:

Honorary Teacher Performance (Y)

Data were collected using a five-point Likert-scale questionnaire. Validity was tested using product-moment correlation, and reliability was tested using Cronbach's Alpha ($\alpha > 0.70$). Data analysis included descriptive statistics, assumption tests (normality and linearity), simple linear regression, multiple linear regression, t-tests, F-tests, and the coefficient of determination (R^2).

Results and Discussion

1. Effect of Compensation on Performance

Compensation has a positive and significant effect on honorary teacher performance. Preliminary data revealed compensation disparities between public ($\pm$ IDR 25,000/hour) and private schools ($\pm$ IDR 30,000/hour), affecting performance stability and quality. Herzberg's theory explains compensation as a hygiene factor influencing job satisfaction. Low compensation encourages teachers to seek additional employment, reducing pedagogical focus. Hypothesis H1 is accepted.

2. Effect of Work Motivation on Performance

Work motivation has a positive and significant effect on honorary teacher performance. Teachers with higher motivation demonstrate better instructional planning and implementation. Expectancy Theory (Vroom) explains that increased effort occurs when individuals expect rewards or recognition. Hypothesis H2 is accepted.

3. Simultaneous Effect of Compensation and Motivation

Compensation and work motivation simultaneously have a significant effect on honorary teacher performance. Performance results from interaction between economic (compensation) and psychological (motivation) factors. Maslow's theory explains that compensation fulfills basic needs, while motivation drives work behavior. Hypothesis H3 is accepted.

Conclusion

1. Compensation has a positive and significant effect on honorary teacher performance.
2. Work motivation has a positive and significant effect on honorary teacher performance.
3. Compensation and work motivation simultaneously have a positive and significant effect on honorary teacher performance.

Overall, improving honorary teacher performance requires not only competence enhancement but also fair compensation systems and sustained motivational strategies.

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