

THE EFFECT OF COMPENSATION, DISCIPLINE AND ORGANIZATIONAL CULTURE ON THE PERFORMANCE OF TEACHERS OF SD 03 BANGKOK KECAMATAN MAPAT TUNGGUL SELATAN PASAMAN DISTRICT

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ABSTRACT: This study aims to see the effect compensation, work discipline and organizational culture either partially or simultaneously on the performance of SD 03 Bangkok teachers, Mapat Tunggul Selatan District, Pasaman Regency. The population in this study were all teachers of SD 03 Bangkok, Mapat Tunggul Selatan District, Pasaman Regency, as many as 39 people. And the technique of determining the number of samples taken as respondents with techniques in this sampling using total sampling technique (whole sample). The results of this study indicate that (1) compensation has a positive influence on teacher performance in SD 03 Bangkok, Mapat Tunggul Selatan District, Pasaman Regency. (2) Discipline has a positive influence on teacher performance in SD 03 Bangkok, Mapat Tunggul Selatan District, Pasaman Regency. (3) Organizational Culture has a positive influence on Teacher Performance in SD 03 Bangkok, Mapat Tunggul Selatan District, Pasaman Regency. (4) Compensation, Discipline and Organizational Culture together have a positive effect on Teacher Performance in SD 03 Bangkok, Mapat Tunggul Selatan District, Pasaman Regency.

Keywords: *Performance, Compensation, Discipline, Organizational Culture*

I. PRELIMINARY

Human resources are essentially one of the capitals and play an important role in the success of an institution. Good human resource management is the key to the successful achievement of agency goals. To assess the quality of existing human resources, it can be measured from employee performance. Employee work results are the results of work in quality and quantity achieved by an employee in carrying out tasks in accordance with given responsibilities. Within an agency, it often results in different quality of work for each individual employee (Sedarmayanti, 2017).

There are several phenomena that occur in teacher performance in Pasaman Regency. Teacher performance has so far been felt that it has not been optimal, this can be seen from the fact that there are still teachers who leave the office during working hours for reasons that cannot be accounted for, there are employees who do not participate in the roll call, come home prematurely for no apparent reason, teachers who absent from work for reasons of health or family needs or blaming each other among teachers in carrying out work and the teacher's lack of organizational commitment.

From the results of the performance achievements of the programs or activities carried out by teachers in Pasaman Regency from 2018 to 2019. Based on the results of performance data, it can be seen that the average performance value of SD 03 Bangkok teachers from 2018 to 2019 has fluctuated. On average, the performance value of SD 03 Bangkok teachers in 2018 reached 76.42%. Meanwhile, in 2019 the average performance score for SD 03 Bangkok teachers fell to 76.21%. The decline in the average performance score for SD 03 Bangkok teachers indicates a problem related to the performance of SD 03 Bangkok teachers. Of course, this performance problem must be resolved immediately so that it does not happen again in the future.

This is due to the many problems faced by teacher. Starting from the unmet family needs, misplacement, unclear career paths to be taken. On the other hand, there is an attitude of dissatisfaction that is felt by teacher the compensation received can threaten the quality and quantity of performance. Teacher tend to be less serious about work (such as: work slowly) and look for other jobs outside the assigned job. This can be understood in number teacher who are late in the office, and employees who are also entrepreneurs. This certainly disrupts the quality of teaching and ultimately reduces teacher performance. However, the government

continues to make improvements through the concept of bureaucratic reform. One of the efforts to improve is by providing a performance allowance as a form of compensation for teachers who are disciplined and complete their work. The lack of agencies or organizations here, the absence of punishment in the abuse of existing decisions or regulations, a work system that is not constant because it adapts to the task being done, lack of motivation, leaders who cover up the mistakes of their subordinates so that they can be appreciated by their subordinates, an unfair division of tasks from leaders, there is a lack of reward (reward) for employees who have good performance (Mansyur, 2017).

Based on the problems that arise in teachers in Pasaman Regency, efforts must be made so that all of these can be resolved properly, so that efforts are needed such as increasing compensation, discipline and organizational culture to become positive motivation to encourage each individual employee, so that employees can create performance. more conducive employees really need to be done in order to create comfort at work. The situation above is what motivates the author to conduct this research.

II. METHOD

The population in this study were all teachers of SD 03 Bangkok, Mapat Tunggul Selatan Subdistrict, Pasaman Regency, totaling 39 people. This sampling technique uses total sampling technique (whole sample), total sampling is a sampling technique where the number of samples is the same as the population (Sugiyono, 2007). The reason for taking the total sampling is because according to Sugiyono (2007) the total population is less than 100, the entire population is used as the research sample. Because the population in this study was less than 100, the sample used was the entire population. So, the sample in this study is the same as the population, namely all SD 03 Bangkok, Mapat Tunggul Selatan Subdistrict, Pasaman Regency, totaling 39 people. Hypothesis testing in this study uses multiple regression analysis. Multiple regression analysis aims to determine the causal relationship between the influencing variables and the affected variables. With the multiple regression equation model as follows:

$$Y = a + b_1 X_1 + b_2 X_2 + b_3 X_3 + e \dots\dots\dots (1)$$

Where:

- Y = Performance
- a = Intercept constant
- X1 = Compensation
- X2 = Discipline
- X3 = Organizational culture
- b1, b2, b3 = Regression Coefficient
- e = Error Term

III. RESEARCH RESULT

Classic assumption test

Normality test

The author used this normality test to test the normality of the regression model. Tests were carried out using the Kolmogorov-Smirnov test method for each variable. The regression model is normally distributed if the Kolmogorov-Smirnov sign value for each variable is greater than $\alpha = 0.05$. The results of the normality test can be seen in table 1 below:

Table 1 Normality Test Results

One-Sample Kolmogorov-Smirnov Test					
		Performance	Compensation	Discipline	Organizational culture
N		39	39	39	39
Normal Parameters a	Mean	52.3333	35,7436	43,8462	43,5641
	Std. Deviation	4,05445	2.49966	3,72430	3.37791
Most Extreme Differences	Absolute	.180	.128	.134	.109
	Positive	.132	.081	.102	.109
	Negative	-.180	-.128	-.134	-.098
Kolmogorov-Smirnov Z		1,124	.801	.840	.683
Asymp. Sig. (2-tailed)		.160	.542	.481	.739
a. Test distribution is Normal.					

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Source: SPSS output results, 2020.

From Table 1 above which is a normality test, it can be seen that in the regression model, confounding or residual variables have a normal distribution. This can be seen from the results of the sig value of the Performance variable (Y) is $0.160 > 0.05$ Variable Compensation (X1) is $0.542 > 0.05$; Discipline variable (X2) is $0.481 > 0.05$; The organizational culture variable (X3) is $0.7 > 0.05$. So it is concluded that for the variables of Performance, Compensation, Discipline, and Teacher Organizational Culture in SD 03 Bangkok, Mapat Tunggal Selatan District, Pasaman Regency, the distribution is normal.

Multicollinearity Test

Multicollinearity test aims to test whether the regression model found a correlation between the independent variables (independent). A good regression model should not have a correlation between the independent variables. If the independent variables are correlated, these variables are not orthogonal. Orthogonal variables are independent variables whose correlation value between independent variables = 0 (Ghozali, 2011). Multicollinearity can be seen from the tolerance and Variance Inflation Factor (VIF), which can be seen in table 2 below:

Table 2 Multicollinearity Test Results

Coefficientsa			
Model		Collinearity Statistics	
		Tolerance	VIF
1	Compensation	.989	1,011
	Discipline	.969	1,032
	Organizational culture	.962	1,039
a. Dependent Variable: Performance			

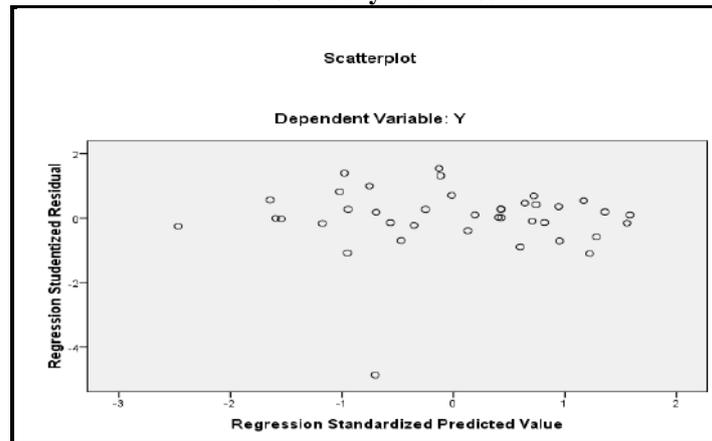
Source: SPSS output results, 2020

Based on the multicollinearity test in the table above, it can be seen that there is no relationship between independent variables because the VIF value of all variables is < 10 .

Heteroscedasticity Test

The heteroscedasticity test aims to test whether in a regression model there is an inequality of variants from the residuals from one observation to another. If the variance from the residual of one observation to another observation remains, it is called homocedasticity and if it is different it is called heteroscedasticity. Detecting heteroscedasticity in this study using the Plott Graph test (Scatter Plot). This test if there is no clear pattern, such as a point spread above and below the number 0 (zero) on the Y axis, then there is no heterocedacity. The test results can be seen in Figure 1.

Figure 1
Heterokedacity Test Results



In Figure 1, it can be seen that there is no clear pattern and the dots spread above and below the number 0 on the Y axis. This shows that the data in this study did not occur heteroscedasticity.

Research Hypothesis Test

Multiple Linear Regression Analysis

In testing the research hypothesis, multiple linear regression tests were used, which aims to determine how much influence several independent variables have on the dependent variable. Multiple regression analysis was performed by comparing t count with t table and sig value with $\alpha = 0.05$. In detail, the results of multiple regression testing can be seen in Table 3.

Table 3 Multiple Regression Equation

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5,265	1,687		3,121	.003
	Compensation	.362	.179	.202	2,015	.048
	Discipline	.480	.192	.305	2,499	.015
	Organizational Culture	1,067	.247	.465	4,323	.000
a. Dependent Variable: Performance						

Source: SPSS Output Results (2020)

Based on the 3 above, the estimation model can be analyzed as follows:

$$Y = 5,265 + 0.362 (X1) + 0.480 (X2) + 1,067 (X3)$$

Based on the above equation, it can be explained that:

- From the above equation it can be seen that there is a constant value of 5,265 which means that if Compensation, Discipline and Organizational Culture are zero, then the value of the Performance variable is at 5,265. This means that the variables of Compensation, Discipline and Organizational Culture I contribute to improving teacher performance in SD 03 Bangkok, Mapat Tunggal Selatan District, Pasaman Regency.
- The value of the compensation regression coefficient is positive 0.362. This means that if the work compensation increases by one unit it will result in an increase in performance of 0.362 unit.
- The value of the Discipline regression coefficient is positive, namely 0.480. This means that if Discipline increases by one unit it will result in an increase in Teacher Performance by 0.480 unit.
- The regression coefficient value for Organizational Culture is positive, namely 1,067. This means that if the Organizational Culture increases by one unit it will result in an increase in Teacher Performance by 1,067 unit.

Regression Coefficient Test (t test)**Hypothesis Testing 1**

The first hypothesis proposed is that compensation partially has a positive effect on teacher performance. Based on the results of the analysis of the t test, it is known that the significance level of the compensation variable is 0,048 <from the significance value (0.05). Thus Ho was rejected and Ha accepted. So that the alternative hypothesis proposed in this study is accepted, meaning that there is a significant influence between compensation on teacher performance at SD 03 Bangkok, Mapat Tunggul Selatan District, Pasaman Regency.

Hypothesis Testing 2

The second hypothesis proposed is that discipline partially has a positive effect on teacher performance. Based on the analysis results of the t test, it is known that the level of significance of the Discipline variable is 0,015 <from the significance value (0.05). Thus Ho was rejected and Ha accepted. So that the alternative hypothesis proposed in this study is accepted, meaning that there is a significant influence between discipline on teacher performance at SD 03 Bangkok, Mapat Tunggul Selatan District, Pasaman Regency.

Hypothesis Testing 3

The third hypothesis is proposed that organizational culture partially has a positive effect on performance. Based on the analysis of the t test, it is known that the significance level of the Organizational Culture variable is 0,000 <dai significance value (0.05). Thus Ho was rejected and Ha accepted. So that the alternative hypothesis proposed in this study is accepted, meaning that there is a significant influence between Organizational Culture on Teacher Performance at SD 03 Bangkok, Mapat Tunggul Selatan District, Pasaman Regency.

Hypothesis Testing 4

The fourth hypothesis proposed is that Compensation, Discipline, and Organizational Culture together have a positive effect on Teacher Performance. Based on the analysis results of the F test, it is known that the level of significance of the variables of Compensation, Discipline, and Organizational Culture is 0.000 <0.05. Thus Ho was rejected and Ha accepted. So that the alternative hypothesis proposed in this study is accepted, meaning that there is a significant influence jointly between Compensation, Discipline, and Organizational Culture on Teacher Performance in SD 03 Bangkok, Mapat Tunggul Selatan District, Pasaman Regency. As can be seen in table 4 below:

Table 4F Test Results

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7204,596	3	2401,532	170,078	.000a
	Residual	946,052	35	14,120		
	Total	8150,648	38			
a. Predictors: (Constant), X3, X2, X1						
b. Dependent Variable: Y						

Source: SPSS Output Results (2020)

Coefficient of Determination (Adjusted R Square)

The coefficient of determination aims to see or measure how far the model's ability to explain the variation of the independent variables, where the R square value is used for research with 2 variables and the Adjusted R Square value is used for research with more than 3 variables. The coefficient of determination in this study is taken from the Adjusted R Square value which can be seen in table 5. Based on the results of the Adjusted R square analysis is 0,879 this means that 87.9% of teacher performance is influenced by the independent variables of compensation, discipline and organizational culture. While the remaining 12.1% is influenced by other variables outside the model.

Table 5R Square Test Results

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.940a	.884	.879	3,758

Model Summary b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.940a	.884	.879	3,758
a. Predictors: (Constant), X3, X2, X1				
b. Dependent Variable: Y				

Source: Results of SPSS data processing (2020)

IV. CONCLUSION

Based on the results of testing and discussion of the hypotheses described in the previous chapter, several conclusions can be drawn as follows:

1. Compensation has a positive influence on teacher performance in SD 03 Bangkok, Mapat Tunggul Selatan District, Pasaman Regency. This means that teacher performance will increase if the compensation given is able to provide encouragement to teachers in carrying out their obligations.
2. Discipline has a positive influence on teacher performance at SD 03 Bangkok, Mapat Tunggul Selatan District, Pasaman Regency. This means that teacher performance will increase if high work discipline is able to provide enthusiasm and work encouragement to teachers in carrying out work. The higher the discipline of a teacher in an institution, the higher the teacher's performance against the agency.
3. Organizational Culture has a positive influence on Teacher Performance in SD 03 Bangkok, Mapat Tunggul Selatan District, Pasaman Regency. This means that Teacher Performance will increase if the Organizational Culture of the institution where the Teacher works has a good and comfortable culture, and makes Teachers feel confident and comfortable to be able to do their job well. And a good organizational culture will encourage high performance.
4. Compensation, Discipline and Organizational Culture together have a positive effect on Teacher Performance in SD 03 Bangkok, Mapat Tunggul Selatan District, Pasaman Regency. With a figure of R^2 0.879 or 87.9% Teacher performance is influenced by the independent variable Compensation, Discipline and Organizational Culture.

Based on the results of the analysis of the discussion as well as some conclusions in this study, there are suggestions that can be given through the results of this study in order to get better results, namely:

1. For further researchers, it is hoped that they can examine other variables outside of this variable in order to obtain more varied results that can describe what things can affect performance and it is suggested to expand the scope of research on the effect of Compensation, Discipline and Organizational Culture on Teacher Performance. used in this study.
2. For the management of the agency it is hoped that it maximizes discipline in teachers. Because in order to achieve productivity and better achievement of agency goals, disciplinary compensation and organizational culture from teachers are needed. When Compensation, Discipline and Organizational Culture are given in a balanced way, the performance of the teacher also increases.

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