

UNLOCKING TEACHERS' MOTIVATION: THE INFLUENCE OF COMPENSATION AND WORK ENVIRONMENT IN BOOSTING TEACHERS' TEACHING SKILLS

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Abstract

This study aims to examine the influence of compensation and work environment on teachers' motivation to improve their teaching skills. The study focuses on three variables: compensation, work environment, and teacher motivation to enhance teaching skills. This research adopts a mixed-methods approach. Data were collected through observations, interviews, and questionnaires. Quantitative data were obtained from 40 teachers at Sultan Hasanuddin Jakarta Foundation. The result of the quantitative analysis indicates that both compensation and work environment do not have a significant effect on teacher motivation to teach and innovate (with a significance value of 0.304). However, observational data and interview results demonstrate that teachers are motivated to innovate when provided with certain compensation and tailored with good and solid work environment. The findings suggest that compensation and work environment can be employed to foster teacher motivation and enhance teaching skills.

Keywords: teacher motivation; compensation; work environment; teaching skills

Abstrak

Penelitian ini bertujuan untuk melihat pengaruh kompensasi dan lingkungan kerja terhadap motivasi guru untuk meningkatkan keterampilan mengajar mereka. Penelitian ini berfokus pada tiga variabel: kompensasi, lingkungan kerja, dan motivasi guru untuk meningkatkan keterampilan mengajar. Penelitian ini menggunakan metode campuran. Data dikumpulkan melalui observasi, interview dan kuesioner. Data kuantitatif diperoleh dari 40 orang guru di Yayasan Sultan Hasanuddin Jakarta. Hasil analisis kuantitatif menunjukkan bahwa baik kompensasi maupun lingkungan kerja tidak memiliki pengaruh signifikan terhadap motivasi guru untuk mengajar dan berinovasi (dengan nilai signifikansi sebesar 0,304). Namun, data observasi dan hasil wawancara menunjukkan bahwa guru termotivasi untuk berinovasi ketika diberikan kompensasi tertentu dan didukung dengan lingkungan kerja yang kondusif. Temuan ini menunjukkan bahwa kompensasi dan lingkungan kerja dapat digunakan untuk memupuk motivasi guru dan meningkatkan keterampilan mengajar.

Kata Kunci: motivasi guru, kompensasi; lingkungan kerja; keterampilan mengajar

INTRODUCTION

Schools are educational institutions guided by vision, mission, and goals. Ideally, these guiding principles should be embraced and shared by all stakeholders involved¹. When the vision, mission, and goals are collectively embraced, they foster an environment that promotes growth and success for the school. Firstly, this shared commitment instils confidence in all stakeholders, enabling them to actively contribute to shaping and refining the vision and mission of the school. This initial condition sets the stage for the second condition, where all stakeholders willingly invest their time and dedication to achieve the shared vision and mission of the school. Consequently, all school elements can be synergized to create a collaborative working environment and develop innovative programs to realize the shared vision, mission, and goals.

As a complex system with interrelated components² that work towards achieving its goals, it's crucial for a school to have professional staff (both academics and non-academics). Among these components, teachers play a crucial role³ in determining the quality of education outcomes. Improving the quality of education requires paying attention to the quantity and quality of teachers. They need to be capable of meeting the expectations and desires of all parties, especially the parents who entrust their children to the school and its teachers. Teachers are key social agents of change, shaping the thinking, attitudes, and behaviours of students towards a better, more dignified, and more independent life⁴.

Learning, as the core activity in the school, is a complex process that continually integrate various components, namely students with the learning environment to achieve behavioural changes (learning outcomes) according to the desired goals. One of the tasks that must be carried out by teachers in school is to provide services to students so that they

¹ Sabilil Muttaqin, "Compatible Organization Designs in a Volatile Organizational Context," in *Proceedings of the 4th International Colloquium on Interdisciplinary Islamic Studies in Conjunction with the 1st International Conference on Education, Science, Technology, Indonesian and Islamic Studies, ICIIIS and ICESTIIS 2021, 20-21 October 2021, Jambi, 2022*.

² Sabilil Muttaqin, "Implementing Dynamic Capability Framework on Indonesian Schools," *Jurnal Iqra': Kajian Ilmu Pendidikan* 6, no. 1 (2021): 50–72.

³ David Slavit, Tamara Holmlund Nelson, and Kristin Lesseig, "The Teachers' Role in Developing, Opening, and Nurturing an Inclusive STEM-Focused School," *International Journal of STEM Education* 3, no. 1 (2016): 1–17.

⁴ Douglas Bourn, "Teachers as Agents of Social Change," *International Journal of Development Education and Global Learning* 7, no. 3 (2016): 63–77.

become students or learners who are in line with the school's goals⁵. Regarding the role of teacher as a learner, it is stated that 'teacher' is a profession that requires a professional nature or habit. As with the usual professional term, teachers must have teaching expertise with a deep understanding of the educational foundation and have the skills to apply educational theory⁶. Therefore, teachers are demanded to be able to plan, implement, and evaluate learning.

In line with the above supposition, E. Mulayasa also stated that learning should be directed to meet the needs of students with the provision of appropriate knowledge and skills training, so there must be dependence on effective and organized standard materials⁷. For that reason, a new role is needed for teachers, they are required to have technical skills that allow them to organize standard materials and manage them in learning and the formation of student competencies. Related to these roles, they must be able to function as planners, implementers, and evaluators of learning. Based on this description, the teaching skills of teachers are special abilities that must be possessed by teachers to be able to carry out teaching tasks effectively, efficiently, and professionally, which reflect the skills of planning learning, implementing learning, and evaluating learning⁸.

The above conception signified that teachers are at the heart of our education system, and we know that supporting them is critical to improving student outcomes. A good supporting sistem can help teachers improve their motivation and develop their teaching skills, including critical thinking, student engagement, diagnosing learning difficulties, and effective communication.

One way to improve teacher performance is through compensation. As the saying goes, "money talks." When it comes to improving teacher performance, compensation is a critical factor. Compensation is a reward received by employees for their contributions to the company or organization⁹. In fact, research by Negash et al. confirms that

⁵ V Darleen Opfer, David G Pedder, and Zsolt Lavicza, "The Role of Teachers' Orientation to Learning in Professional Development and Change: A National Study of Teachers in England," *Teaching and teacher education* 27, no. 2 (2011): 443–453.

⁶ Elaine Garcia et al., "The Implications of a Connectivist Learning Blog Model and the Changing Role of Teaching and Learning," *British Journal of Educational Technology* 46, no. 4 (2015): 877–894.

⁷ E Mulyasa, "Improved Quality Management Based Learning for Preparing the Character of Graduates in Response to Globalization Era," *International Journal of Education and Research* 4, no. 11 (2016): 385–393.

⁸ Simon Mahony and Elena Pierazzo, "Teaching Skills or Teaching Methodology?" (OpenBook Publishers, 2012).

⁹ I Gde Manik Aditya Budi Suta and I Komang Ardana, "Pengaruh Kompensasi, Persepsi Dukungan Organisasi Dan Pengembangan Karir Terhadap Retensi Karyawan" (Udayana University, 2019).

compensation has a significant and positive impact on work motivation - something we've seen firsthand in our own schools¹⁰. In addition, a research conducted by Yensy revealed that well-managed compensation in the long term can be an effective tool for increasing employee morale¹¹. It can be concluded that compensation is a form of appreciation or reward given by an organization to its employees, both in the form of financial and non-financial benefits, to make employees feel valued at work.

Offering wages or bonuses that are tied to the school's overall performance can be a powerful motivator for teachers to step up their game in the classroom. In fact, according to Sutedjo and Mangkunegara, compensation is a key driver of job satisfaction, work motivation, and overall work outcomes¹². When teachers are fairly compensated, they're more likely to feel fulfilled and motivated in their roles. After all, being able to meet one's basic needs and support their family is a key component of work motivation. Thus, if we want to see better outcomes for our students, we need to make sure our teachers are well-compensated for their hard work and dedication. A research by Gubbins, V. E. investigated the effects of salary on teachers' work behaviour and on the quality of instruction in Chile. This study explores the relationship between teacher salaries, work behavior, and instructional quality in Chile. It provides insights into how compensation influences teacher motivation and their commitment to quality teaching¹³.

On the other hand, it is important to notice that compensation is not just a mere paycheck for employees. Rather, it is a way of acknowledging and valuing their contributions to the organization. As Ardana noted, compensation is a reward that employees receive for their hard work and dedication. Yensy's research supports this idea, showing that when compensation is managed effectively over the long term, it can have a positive impact on employee morale. Compensation can take various forms, including financial benefits like bonuses and salaries, as well as non-financial benefits such as flexible work arrangements or opportunities for career development. By offering fair compensation, organizations can

¹⁰ Rijalu Negash, Shimelis Zewude, and Reta Megersa, "The Effect of Compensation on Employees Motivation: In Jimma University Academic Staff," *Basic Research Journal of Business Management and Accounts* 3, no. 2 (2014): 17–27.

¹¹ Nurul Astuty Yensy and Nurul Astuty, "Pengaruh Kompensasi Dan Motivasi Terhadap Kinerja Guru Di SMA Negeri 2 Argamakmur Bengkulu Utara," *Jurnal Kependidikan Triadik* 13, no. 1 (2010): 34–42.

¹² Adj Sigit Sutedjo and Anwar Prabu Mangkunegara, "Pengaruh Kompetensi Dan Motivasi Kerja Terhadap Kinerja Karyawan Di PT. Inti Kebun Sejahtera," *BISMA (Bisnis Dan Manajemen)* 5, no. 2 (2013): 120–129.

¹³ Beatrice Avalos and Jenny Assael, "Moving from Resistance to Agreement: The Case of the Chilean Teacher Performance Evaluation," *International Journal of Educational Research* 45, no. 4–5 (2006): 254–266.

show their employees that their efforts are appreciated and valued, which can lead to greater job satisfaction and motivation¹⁴.

When it comes to boosting teacher performance, compensation is just one piece of the puzzle. Another critical factor is the work environment. The work environment is everything that surrounds a worker and can affect their ability to perform their tasks¹⁵. The work environment encompasses various physical and social factors that can impact an employee's performance, such as the workplace design, lighting, noise levels, temperature, work equipment, relationships with colleagues, and management styles. These factors can either contribute to or detract from an employee's ability to perform their job effectively. A positive work environment that promotes collaboration, respect, and open communication can help foster job satisfaction and increase productivity, while a negative work environment can lead to burnout, low morale, and decreased performance. It is therefore important for organizations to create a supportive and conducive work environment for their employees to thrive.

As Rabia Imran noted, a positive work environment can have a significant impact on performance¹⁶. After all, when teachers feel valued, supported, and comfortable in their work environment, they're more likely to be motivated to excel in their roles. Yet, other factors may influence this condition as noted by Siagian that there are several other factors that contribute to superior employee performance, including organizational culture, leadership, work motivation, work discipline, job satisfaction, communication, and more. While all of these factors are important, our research have narrowed the focus to two key factors namely compensation and work environment to better understand how they impact teacher performance, in terms of their improved motivation to polish their teaching skills¹⁷.

Furthermore, motivation is the fuel that drives individuals to perform their tasks to the best of their abilities. It is the reason why an employee works hard and smart, as

¹⁴ Yensy and Astuty, "Pengaruh Kompensasi Dan Motivasi Terhadap Kinerja Guru Di SMA Negeri 2 Argamakmur Bengkulu Utara."

¹⁵ AANB Dharmawan, I Gde Adnyana Sudibya, and I Wayan Mudiarta Utama, "Pengaruh Motivasi, Lingkungan Kerja, Kompetensi, Dan Kompensasi Terhadap Kepuasan Kerja Dan Kinerja Pegawai Di Lingkungan Kantor Dinas Pekerjaan Umum Provinsi Bali," *Jurnal Manajemen, Strategi Bisnis, dan Kewirausahaan* 6, no. 2 (2012): 173–184.

¹⁶ Rabia Imran et al., "How to Boost Employee Performance: Investigating the Influence of Transformational Leadership and Work Environment in a Pakistani Perspective," *Middle-East Journal of Scientific Research* 11, no. 10 (2012): 1455–1462.

¹⁷ Mauli Siagian, *Effect of Leadership, Training, and Human Resources Competency To Employee Performance Through Motivation As Intervening Variables* (None, 2018).

expected by the organization¹⁸. According to Schermerhorn et al. (in Winardi, 2015), work motivation refers to the internal forces within an individual that determine the level, direction, and persistence of their efforts in performing their work¹⁹. On the other hand, Luthans defines motivation as a process that begins with a physiological or psychological need, which then activates a behaviour or drive towards a goal or incentive²⁰. In the context of teaching, teacher motivation is a complex set of driving forces that exist in teachers and influence the level, direction, and persistence of their efforts in teaching. This can be seen in their desire for achievement, recognition, the nature of their work itself, and their sense of responsibility towards their students.

Another research by Goddard et. al. investigated the concept of collective teacher efficacy and its impact on student achievement. It identified working conditions, including compensation, as factors that contribute to teachers' sense of efficacy and motivation²¹. In addition, a policy analysis by Darling-Hammond, L., & Sykes, G. indicated the need for a comprehensive national teacher supply policy and the importance of fair compensation and working conditions in attracting and retaining highly qualified teachers²².

More on the research on the effects of motivation on teacher performance is the research conducted by Widiarti. It stated that motivation has a positive and significant influence on teacher performance. In contrast, the work environment does not significantly affect teacher performance, while compensation has a positive and significant influence on teacher performance²³. On the other hand, a research conducted by I Wayan Sudana & Wayan Gede Supartha found the following results: 1) compensation has a positive influence on motivation, 2) the work environment has a positive and significant influence on motivation, 3) compensation has a positive and significant influence on employee job satisfaction, 4) the work environment has a positive and significant influence on employee job satisfaction, 5) motivation has a positive and significant influence on employee job

¹⁸ Ahmad Husaini, "Pengaruh Motivasi Kerja Dan Kepemimpinan Situasional Terhadap Kinerja Guru MTs Negeri Di Kecamatan Gambut Kabupaten Banjar," *Jurnal Ilmiah Ekonomi Bisnis* 3, no. 2 (2017).

¹⁹ S E J Winardi, *Manajemen Perilaku Organisasi* (Prenada Media, 2015).

²⁰ Gwendolyn M Combs, Fred Luthans, and Jakari Griffith, "Learning Motivation and Transfer of Human Capital Development: Implications from Psychological Capital," in *The Peak Performing Organization* (Routledge, 2008), 119–137.

²¹ Roger D Goddard, Wayne K Hoy, and Anita Woolfolk Hoy, "Collective Efficacy Beliefs: Theoretical Developments, Empirical Evidence, and Future Directions," *Educational researcher* 33, no. 3 (2004): 3–13.

²² Linda Darling-Hammond and Gary Sykes, "Wanted, a National Teacher Supply Policy for Education: The Right Way to Meet the "Highly Qualified Teacher" Challenge," *Education policy analysis archives* 11 (2003): 33.

²³ widiarti Widiarti, "Hubungan Gaya Kepemimpinan Kepala Sekolah dan Motivasi Kerja Guru Pada Sma Negeri di Kota Palopo" (Institut Agama Islam Negeri (IAIN Palopo), 2020).

satisfaction, and 6) motivation mediates the influence of compensation and the work environment on employee job satisfaction²⁴.

In light of the previous research illustrated above, we know that compensation and work environment are just pieces of the puzzle. That's why we're launching a new study to better understand the impact of both compensation and working environment on teacher motivation and teaching skills. By answering questions like how compensation and working environment influence motivation to improve teaching skills, we can create a more supportive and effective work environment that empowers teachers to do their best work and, in turn, helps students thrive.

Previous research conducted on the work environment and compensation is to determine teacher motivation and its influence on teacher performance, with motivation as an intervening variable, and other research on the influence of compensation and the work environment on motivation and job satisfaction of employees. The distinction of this research with the previous ones is that this research seek to uncover the influence of compensation and work environment on teacher motivation to improve teaching skills. The purpose of this study is to seek and measure how much influence compensation and the work environment have on teacher motivation to improve teaching skills.

METHOD

This study employs both qualitative and quantitative method. The sampling technique used in this research is saturated sampling, with a sample size of 40 teachers, school principal and vice principal. The data collection methods used in this research are observation, questionnaire, interview, and literature study. The questionnaire used in this research was adapted from a large trading company, PT Amanah Putra Batavia, which was modified to suit the educational context. The validity of the data was tested using product moment correlation and the reliability was tested using Cronbach's alpha with the help of SPSS for Windows. Multiple linear regression analysis was used to examine the influence of compensation and work environment on teacher motivation in improving teaching skills. Apart from that, qualitative data analysis was used to analyse the data gathered from

²⁴ NKAY Pertiwi and I Wayan Gede Supartha, "The Effect of Compensation and Organizational Commitment on Employee Satisfaction and Retention," *American Journal of Humanities and Social Sciences Research (AJHSSR)* 1, no. 3 (2021): 333–342.

interview and observation. The analysis was carried out through the process of data selection, data display, data classification, and drawing conclusion. The research model can be depicted as in Figure 1.

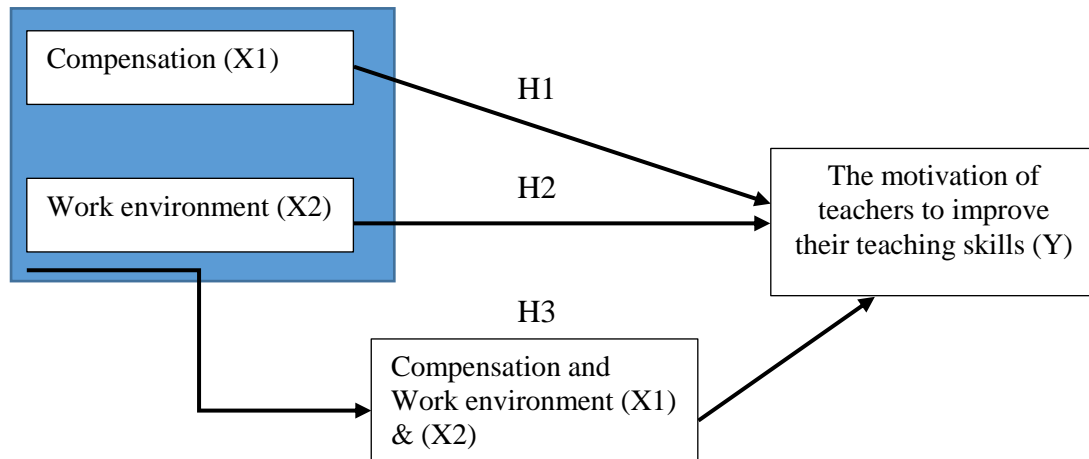


Figure 1. Conceptual Model

Based on the problem formulation, objectives, and conceptual framework of the research, the research hypotheses can be formulated as follows:

- H1: Compensation has a positive and significant effect on teacher motivation in improving teaching skills.
- H2: The work environment has a positive and significant effect on teacher motivation in improving teaching skills.
- H3: Compensation and the work environment have a positive and significant effect on teacher motivation in improving teaching skills."

RESULTS AND DISCUSSION

Quantitative Results

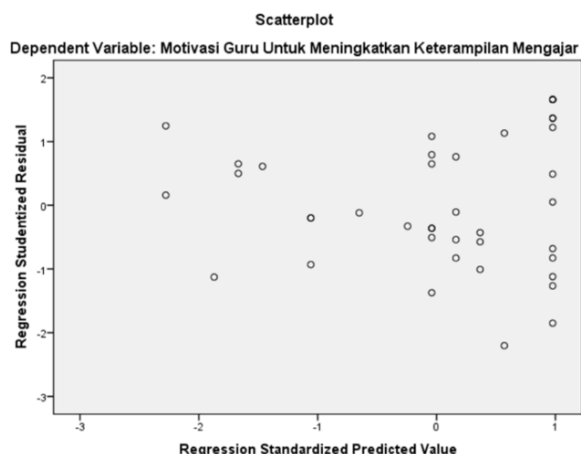
The Multicollinearity Test

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	18.340	18.916		.970	.339		
Kompensasi	.229	.220	.161	1.041	.304	1.000	1.000
Lingkungan Kerja	.547	.277	.305	1.974	.056	1.000	1.000

Figure 2. multi-correlation

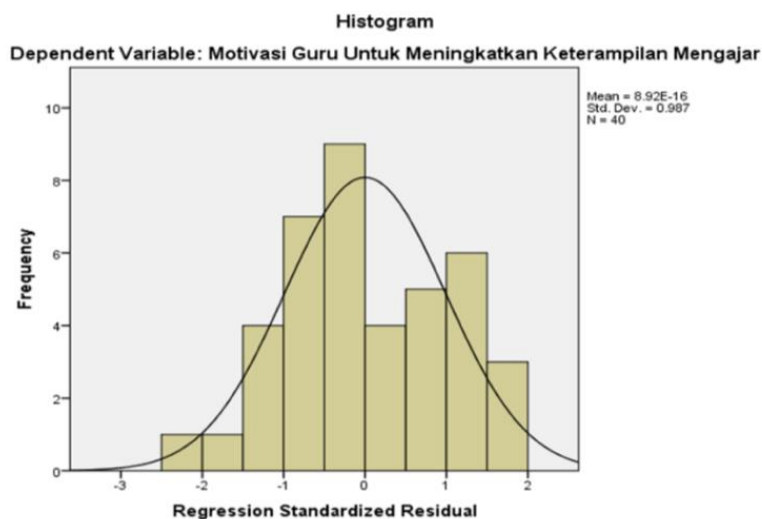
Compensation variable (X1), work environment (X2) did not experience multicollinearity because the Tolerance value > 0.10 and the VIF value < 10.00 .

Test for Heteroscedasticity

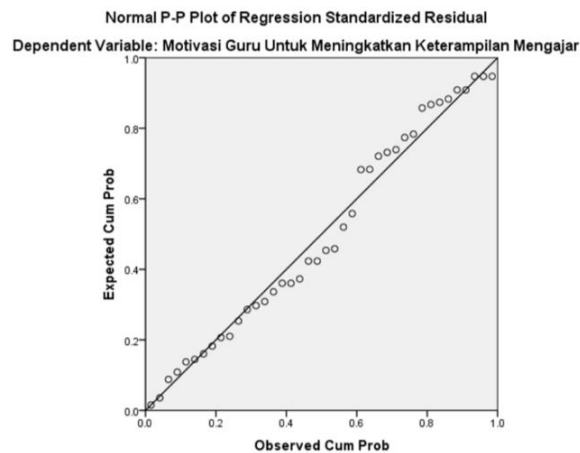


The heteroscedasticity test graph shows scattered dots. The data points spread above and below or around the number 0. The points do not gather on certain area of the graph which can be concluded that the distribution of the data points does not form a specific pattern. This explains that there is no heteroscedasticity in the regression model, so the regression model is suitable for use.

Normality Test



Based on the results of the normality test using histogram in the above figure, the distribution of residual data is within the area and follows a curve that forms a bell shape. Therefore, the results of the normality test using a visual approach indicates that the residual data is normally distributed.



The result of the normality test graph shows that the data is scattered around the diagonal line and the distribution follows the direction of the diagonal line in the graph, indicating that the regression model used in this study meets the normality assumption.

Multiple Linear Regression Equation Analysis

It is well perceived that most quantitative analysis conduct partial hypothesis testing to measure the effect of individual X variable toward Y variable. However, this research does not include the partial hypothesis test table result because the t-test result examining the effect of compensation toward motivation or work environment toward motivation individually has been covered by most of the research circulate around the topic. Therefore, this research focuses more on the multiple regression analysis. The multiple regression analysis result is shown in the following table:

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	18.340	18.916		.970	.339
Kompensasi	.229	.220	.161	1.041	.304
Lingkungan Kerja	.547	.277	.305	1.974	.056

Based on the results of the regression analysis table above, the regression equation can be obtained as $Y = 18.340 + 0.229X_1 + 0.547X_2$. The equation can be interpreted as follows:

1. The constant value of 18.340 means that if the variables of compensation (X1) and work environment (X2) are not considered, then the motivation of teachers to improve teaching skills (Y) will only be 18.340 points.
2. The value of compensation (X1) of 0.229 means that if the constant remains the same and there is no change in the work environment variable (X2), then each change of 1 unit in the compensation variable (X1) will result in a change in teacher motivation to improve teaching skills (Y) by 0.229 points.
3. The value of work environment (X2) of 0.547 means that if the constant remains the same and there is no change in the compensation variable (X1), then each change of 1 unit in the work environment variable (X2) will result in a change in teacher motivation to improve teaching skills (Y) by 0.547 points.

Simultaneous Hypothesis Test (F Test)

**Uji Hipotesis Simultan (Uji f)
ANOVA^a**

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	227.761	2	113.880	2.493	.096 ^b
	Residual	1690.139	37	45.679		
	Total	1917.900	39			

Based on the table above, the simultaneous influence value can be seen in the fifth column of the table, which is 2.493, while the Sig value is 0.096. The rule of thumb for F-test is the F_{count} must be greater than F_{table} . The F-table value based on the statistical table guideline at a significance level of 0.05 is 3.252. Thus, it can be concluded that compensation and work environment do not significantly affect teachers' motivation to improve teaching skills. This can be proven where $F_{\text{count}} < F_{\text{table}}$ ($2.493 < 3.252$) and the Sig value > 0.05 ($0.096 > 0.05$).

Qualitative Results

Based on the observations and interviews with the head of MA Sultan Hassanuddin to understand the current state of compensation and working environment for teachers. Our findings showed that the compensation is divided into two categories: compensation for civil servant teachers (PNS) and non-civil servant teachers. Unfortunately, non-civil servant

or contract teachers are grappling with financial hardships as their compensation remains significantly below the minimum wage threshold. This raises concerns about their job satisfaction and work motivation, which could impact the quality of their teaching. However, we were pleased to discover that the working environment at the school is solid, and teachers are punctual and able to carry out their tasks well. With this solid foundation in place, we believe that addressing the issue of compensation for contract teachers, in the long term, could improve the overall quality of education at MA Sultan Hassanuddin. We look forward to continuing our research in this area to identify potential solutions that can benefit all teachers and students at the school.

Discussion

The above results, particularly the qualitative result, indicate that either compensation and work environment have certain effects on the teachers' motivation to perform better in the process of teaching and learning. This research confirms previous research which stated that compensation influence job performance as stated by Mangkunegara (2013) and Gubbins, V. E. (2010). This research also supports other findings which stated that work environment affects teacher motivation that leads to better performance in teaching (see Goddard, R. D., Hoy, W. K., & Hoy, A. W. (2004)).

On the other hand, the Quantitative analysis result showed that the two variables (compensation and work environment) do affect teachers' motivation. However, the SPSS analysis result depicted the effect as not significant. This finding in line with other research which concluded that both variables do not have significant effect on employees and teachers performance (see Hendri, M., & Kirana, K. C. (2021)²⁵; Nugraha, A. P. (2020)²⁶). However, this finding raises a red flag and question of how the effect can be insignificant. One way to answer this question is to conduct more thorough research. However, due to certain constraint, the qualitative data does not show sufficient information to confirm this result. Therefore, further research is needed, particularly, to uncover factors and aspects that enable contract and non-PNS teachers to perform well despite their low

²⁵ Made Hendri and Kusuma Candra Kirana, "Pengaruh Gaya Kepemimpinan, Locus Of Control, Komitmen Organisasi Dan Budaya Organisasi Terhadap Kinerja Karyawan Di Roy Sentoso Collection," *Jurnal Inovasi Penelitian* 2, no. 1 (2021): 119–128.

²⁶ Andika Pramana Nugraha, "Pengaruh Lingkungan Kerja, Dan Kompetensi Terhadap Kinerja Guru," *Psikoborneo: Jurnal Ilmiah Psikologi* 8, no. 2 (2020): 221–227.

compensation. Apart from that, the contribution of this research to the literature lies upon the fact that the two variables suit different contexts, including educational context.

Another way is assuming the occurrence of other factors causing this anomaly through internal inspection. First, the absence of thorough consideration in determining the sample. It can be caused by researchers not paying enough attention to other main aspects related to the variables that can be considered in the research. For example, the (a) economic condition of employees. It is mainly because employees with high level of economic ability will not put too much interest in the compensation; (b) employee's spirit and work ethos. Some employees would not be enthusiastic to hone their skills to innovative because they are accustomed to their recent ways of work (comfortable zone syndrome). (c) unmotivated co-worker environment. A work environment that is dominated by less challenging educators will create less competitive situation, where teachers are reluctant to sharpen their teaching skills to achieve better teaching performance. Quantitatively, with the existence of the aforementioned factors, the significance value on the test results could be greater than the standard significance of 0.05.

One of the theories to back up the above assumption is “intrinsic motivation theory”²⁷ which assumes that compensation may not significantly affect teachers' motivation. According to this theory, people are motivated by internal factors such as the joy of learning, a sense of accomplishment, and the desire to make a positive impact on others. Intrinsic motivation suggests that individuals are driven by their own internal satisfaction and the inherent rewards of their work²⁸.

While financial compensation is undoubtedly important, some research has shown that factors such as professional development opportunities, supportive work environments, recognition, and the ability to make a difference have a more significant impact on teachers' motivation. Teachers often find their motivation through the meaningful relationships they build with students, the fulfillment they experience in seeing their students succeed, and the sense of purpose that comes from contributing to the development of young minds²⁹.

²⁷ Steven Reiss, “Multifaceted Nature of Intrinsic Motivation: The Theory of 16 Basic Desires,” *Review of general psychology* 8, no. 3 (2004): 179–193.

²⁸ Richard M Ryan and Edward L Deci, “Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being,” *American psychologist* 55, no. 1 (2000): 68.

²⁹ Goddard, Hoy, and Hoy, “Collective Efficacy Beliefs: Theoretical Developments, Empirical Evidence, and Future Directions.”

It's important to note that while compensation may not be the primary driver of motivation for teachers, it still plays a role in attracting and retaining qualified educators. Fair and competitive compensation is necessary to ensure that teachers feel valued and respected for their important work. However, to foster sustained motivation and job satisfaction among teachers, a comprehensive approach that addresses both extrinsic and intrinsic motivators is crucial.

On the other hand, there is a theory called the "Work Environment Theory" which posits that the work environment has a minimal impact on teachers' motivation. According to this theory, teachers' motivation is primarily driven by internal factors such as their personal values, beliefs, and passion for teaching. The theory suggests that teachers who are intrinsically motivated will remain motivated regardless of the external conditions of their work environment³⁰.

However, it is important to note that this theory does not imply that the work environment has no influence on teachers' motivation. Some research has shown that the work environment can significantly impact teachers' job satisfaction and well-being, which, in turn, can affect their motivation levels. A positive work environment that offers supportive leadership³¹, collaborative opportunities, professional development, and resources can enhance teachers' overall satisfaction, engagement, and ultimately their motivation.

While intrinsic motivation plays a vital role, it is essential to create a conducive work environment that fosters teacher well-being, promotes a positive culture, and provides the necessary support and resources for effective teaching. Recognizing the significance of both intrinsic and extrinsic factors can lead to a more comprehensive understanding of teachers' motivation and contribute to creating environments that support their professional growth and job satisfaction.

³⁰ Lene Foss, Kristin Woll, and Mikko Moilanen, "Creativity and Implementations of New Ideas: Do Organisational Structure, Work Environment and Gender Matter?," *International Journal of Gender and Entrepreneurship* (2013).

³¹ Sabilil Muttaqin et al., "Insight Into Four Major Leadership Contingency Theories: Considering The Models For Indonesian Islamic Educational Context," *Hikmah: Journal of Islamic Studies* 18, no. 2 (2023): 90–109.

CONCLUSION

Quantitatively, the analysis produces a significant value of 0.304, so this indicates that there is no significant effect between compensation and work environment on teacher motivation to improve teaching skills. On the other hand, the qualitative analysis result indicates that compensation and work environment do affect teacher motivation to improve teaching skills. Logically speaking, the higher the compensation given and the better the working environment, consequently, the higher the motivation of teachers to improve their teaching skills. However, the qualitative result does not provide the details of enabling variables which support teacher motivation and performance. In regard to this, it is important to conduct further research to investigate and delve into the factors which enable the teachers to constantly perform in a low compensated job with a good work environment.

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