



Implementation Education Analysis Study of Workload and Work Life Quality on Teacher Performance Through Financial Compensation as an Intervening Variable

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Abstrak

Penelitian ini dilatarbelakangi oleh kinerja Guru SD di Kecamatan Galis yang tidak bersinergi dengan kondisi beban kerja yang terus bertumbuh dan terdampaknya kualitas kehidupan kerja Guru SD di Kecamatan Galis. Penelitian ini bertujuan untuk mengetahui pengaruh (1) Beban kerja terhadap Kinerja, (2) Kualitas kehidupan kerja terhadap kinerja, (3) Kompensasi finansial terhadap Kinerja (4) beban kerja terhadap kompensasi finansial (5) kualitas kehidupan kerja terhadap kompensasi finansial (6) beban kerja terhadap kinerja karyawan pada Guru SD Kecamatan Galismelalui kompensasi finansial sebagai variabel intervening (7) kualitas kehidupan kerja terhadap kinerja Guru SD Kecamatan Guru melalui kompensasi finansial sebagai variabel intervening. Data yang digunakan sebagai sampel pada penelitian ini adalah hasil pengamatan dan kuesioner menggunakan metode random sampling. Pengungkapan nilai kuesioner menggunakan skala Likert 1-5. Metode analisis dalam penelitian ini menggunakan analisis SEM menggunakan aplikasi SmartPLS. Hasil dari penelitian ini menunjukkan (1) Beban kerja berpengaruh positif dan signifikan terhadap kinerja. (2) Kualitas Kehidupan kerja berpengaruh positif dan signifikan terhadap kinerja. (3) Beban kerja berpengaruh positif dan signifikan terhadap kompensasi finansial (4) Kualitas kehidupan kerja berpengaruh positif dan signifikan terhadap kompensasi finansial (5) Kompensasi finansial berpengaruh positif dan signifikan terhadap kinerja. (6) Beban kerja berpengaruh positif dan signifikan terhadap kinerja karyawan pada Guru SD Kecamatan Galis melalui kompensasi finansial sebagai variabel intervening (7) Kualitas Kehidupan Kerja berpengaruh positif dan signifikan terhadap kinerja karyawan pada Guru SD Kecamatan Galis melalui kompensasi finansial sebagai variabel intervening

Kata kunci: Beban Kerja, Kualitas Kehidupan Kerja, Kompensasi Finansial, Kinerja.

Abstract

This research is motivated by the performance of elementary school teachers in Galis Subdistrict that is not aligned with the growing workload and the impact on the work life quality of these teachers. The aim of this study is to determine the influence of (1) Workload on Performance, (2) Work life quality on performance, (3) Financial compensation on Performance, (4) Workload on financial compensation, (5) Work life quality on financial compensation, (6) Workload on teacher performance in Galis Subdistrict through financial compensation as an intervening variable, (7) Work life quality on teacher performance in Galis Subdistrict through financial compensation as an intervening variable. The data used as samples in this research are the results of observations and questionnaires using the random sampling method. The questionnaire values are disclosed using a Likert scale of 1-5. The analysis method in this research employs Structural Equation Modeling (SEM) using the SmartPLS application. The results of this study indicate that (1) Workload has a positive and significant impact on performance. (2) Work life quality has a positive and significant impact on performance. (3) Workload has a positive and significant impact on financial compensation. (4) Work life quality has a positive and significant impact on financial compensation. (5) Financial compensation has a positive and significant impact on performance. (6) Workload has a positive and significant impact on teacher performance in Galis Subdistrict through financial compensation as an intervening variable. (7) Work life quality has a positive and significant impact on teacher performance in Galis Subdistrict through financial compensation as an intervening variable.

Keywords: Workload, Quality of Work Life, Financial Compensation, Performance.

INTRODUCTION

The quality of life and performance of elementary school (SD) teachers in Indonesia play a pivotal role within the nation's education system. Despite various factors influencing their quality of life and performance, this paper explores several aspects that deserve consideration, including Compensation and Recognition. The role of compensation and incentives, particularly the salaries of SD teachers in Indonesia, is critical in determining their quality of life. Adequate and competitive remuneration can enhance motivation and job satisfaction while alleviating potential financial burdens. In addition to salaries, supplementary rewards such as special allowances, performance bonuses, and professional development opportunities can serve as motivators for SD teachers to deliver optimal performance. Acknowledgment and community support: Recognition and support from the community are instrumental in improving the quality of life and performance of SD teachers. Recognizing the role of SD teachers in shaping future generations, supporting their efforts, and involving the community in education can foster a positive environment for them. Support from parents, the school community, and the government can provide additional motivation for SD teachers to excel in their roles.

Enhancing the quality of life and performance of SD teachers necessitates collaborative efforts from the government, educational institutions, and society at large. By placing appropriate emphasis on these factors, it is anticipated that the quality of life and performance of SD teachers in Indonesia will continue to advance, thereby enabling the realization of quality education.

The quality of education should ideally progress in tandem with the passage of time and advancements in science and technology (IPTEK). However, this ideal contradicts the reality experienced in some schools. Various media outlets, both print and social, have reported on the minimal salaries or even the voluntary lack of compensation for teachers. Examples counter to the ideal include reports from Liputan6 (2019), indicating that Asep Marwan, a leader at the Ash Shalahudin Islamic boarding school, works without receiving a salary. *Republika.co.id* (2014) reported that several teachers in pesantren (Islamic boarding schools) in Pamekasan, Madura, are paid as little as 80,000 rupiahs per month. An initial interview with Mr. Arba'in Nawawi, a teacher at MI Pondok Pesantren Safinda IV Bangkalan, revealed that his financial compensation includes meal allowances and a salary of around 350,000 rupiahs. He emphasized that blessings are paramount (Bangkalan, April 1, 2023). The increasing workload presents various challenges, such as distance learning, which necessitates additional resources like electricity and internet

connectivity. The perceived lower quality of life for teachers, as portrayed in some media outlets, poses a significant challenge to the overall Indonesian education system. It is imperative for the government to proactively implement improvements, especially in upholding the 1945 Constitution, Article 31, reaffirmed by Law No. 20 of 2003.

This scholarly article explores the intrinsic connection between the workload of Elementary School (SD) teachers and the Independent Learning Curriculum-Kurikulum 2013 (MBKM). The MBKM represents a curriculum approach introduced by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, aiming to grant greater autonomy to both teachers and students throughout the learning process.

This scholarly paper explores the interconnections between the workload of elementary school (SD) teachers and the Independent Learning Curriculum-Kurikulum 2013 (MBKM). The MBKM is an educational approach introduced by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia, aiming to provide teachers and students with greater freedom throughout the learning process.

The following points highlight the relationship between the workload of SD teachers and the MBKM:

1. Lesson Planning: SD teachers carry the responsibility of planning lessons that align with students' needs and curriculum standards. In the context of the MBKM, teachers are granted the autonomy to develop and customize contextual and relevant lesson plans that cater to students' needs.
2. Instructional Material Development: SD teachers are accountable for creating instructional materials that align with the curriculum. Under the MBKM, teachers have the liberty to craft innovative and diverse teaching materials, including utilizing local resources and information technology.
3. Learning Material Delivery: SD teachers are tasked with delivering instructional content to students. Within the framework of the MBKM, teachers are expected to employ active and collaborative approaches to content delivery, such as discussion-

based methods, discovery-based learning, projects, and technology integration.

4. **Mentoring and Guidance:** Beyond content delivery, SD teachers also serve as mentors and guides to students in developing their potential and character. In the context of MBKM, teachers are expected to provide personalized and directed guidance to students, aiding them in achieving specific learning objectives.
5. **Assessment and Evaluation:** SD teachers bear the responsibility of assessing and evaluating students' learning progress. Under the MBKM, assessment methods can be more diverse and encompass portfolio-based, observational, and other authentic assessment approaches. These approaches allow teachers to holistically explore students' potentials.

Overall, the MBKM offers SD teachers the opportunity to assume more flexible and creative roles in the learning process. However, this also demands that teachers possess broader skills and competencies in lesson planning, implementation, and evaluation. Therefore, continuous professional development is crucial for SD teachers to effectively manage quality workloads within the context of the MBKM.

The administration of basic education, particularly Elementary Schools in the Galis district, does not significantly differ from the aspects mentioned above. Furthermore, within the scope of the Galis district, the researcher holds a strong empathetic connection as this is the education system within the researcher's residing area. The researcher's concern is also directed towards the education system, especially within Elementary Schools, which constitute six out of the mandatory twelve years of education.

METHODS

The methodology employed in this study is a quantitative approach utilizing the multivariate technique of Structural Equation Modeling (SEM)-Partial Least Squares (PLS) through the SmartPLS software application. The data sources consist of primary data derived from previous scholarly articles relevant to the research topic, as well as

secondary data obtained from books and other literature sources that support the research topic.

The data collection techniques encompass editing (data set arrangement), organization (data classification), and discovery (finding identification) techniques. In order to address the research questions in this section, the researchers used data analysis by employing a descriptive qualitative analytic technique. The interviews were conducted in Bahasa Indonesia, where all the data were analyzed. However, not all the responses were reported in this paper. It presented unique data, while the same responses were elaborated on in one presentation. Data results from the process of describing, illustrating, and evaluating were used in descriptive qualitative analysis. Data reduction, data display, and data conclusion were the categories Miles, Huberman, and Saldana (2014) used to categorize data analysis. The researchers use three primary stages to address the research topics necessary for inclusion in this study.

RESULT AND DISCUSSION

This session presents the study's results, which were elaborated with the discussion. Respondents are required to provide accurate information for the purpose of the data that will subsequently be tested. The respondents in this study are elementary school teachers in Kecamatan Galis, Bangkalan Regency, totaling 148 respondents. Based on the results of the research conducted on these respondents, the characteristics of the respondents can be identified as follows:

The Gender category reveals that there are more male respondents, constituting 49.32% of the respondents, while female respondents make up 50.68%. In the Age category, the dominant age group is 41-50 years old, representing 48.65% of the respondents, followed by those above 51 years old with a percentage of 33.78%, and ages 31-40 with a percentage of 17.57%. In the Marital Status category, the married status holds the dominant position with a percentage of 58.78%, while the unmarried status is at 41.22%. Regarding the Last Education category, the majority have attained a Bachelor's degree (Sarjana Strata I / Diploma III), accounting for 64.19% of the respondents; 14.86% have obtained a Master's degree (Strata II), and 20.95% have a high school education. In terms of years of service/employment tenure, 37.84% of the teachers have a tenure of less than 5 years, 10.44% have a tenure of 6 to 10 years, 34.46% of the elementary school teachers have a tenure of 11 to 15 years, 9.46% have a tenure of more than 16 to 20 years, and 8.11% have a tenure of over 21 years.

The data above indicates that elementary school teachers in Kecamatan Galis consist of a higher number of female teachers compared to male teachers, on average, they are married, have an educational background predominantly at the Bachelor's level (S1), and many of them have employment tenure of less than 5 years.

Respondents' responses to the Workload variable for statement item x1.1 tended to choose the response "agree" with the statement "Work achievement targets can be met on time," with a percentage of 36.5% (54 individuals), "strongly agree" with 38 individuals (25.7%), "agree" with 48 individuals (32.4%), "disagree" with 3 individuals (2%), and "strongly disagree" with 5 individuals (3.4%). These results indicate that in general, 54 individuals (36.5%) of Elementary School teachers find that they can adequately achieve their work targets.

For the respondents' responses to the Workload variable for item x1.2, they tended to choose the response "agree" with the statement "My job conditions are good and optimally support completing the tasks," with a percentage of 45.9% (68 individuals), "strongly agree" with 29 individuals (19.6%), "somewhat agree" with 40 individuals (27%), "disagree" with 1 individual (0.7%), and "strongly disagree" with 10 individuals (6.8%). These results indicate that, on the whole, 68 individuals (45.9%) of Elementary School teachers feel that their job conditions are favorable and optimally support task completion.

In response to the Workload variable for item x1.3, respondents leaned towards the response "agree" with the statement "In time management, my working hours do not affect time outside working hours," with a percentage of 45.3% (67 individuals), "strongly agree" with 34 individuals (23%), "somewhat agree" with 36 individuals (24.3%), "disagree" with 4 individuals (2.7%), and "strongly disagree" with 7 individuals (4.7%). These results indicate that, generally, 67 individuals (45.3%) of Elementary School teachers believe that their working hours do not impact their time outside of work in time management.

For the respondents' responses to the Workload variable for item x1.4, they tended to choose the response "somewhat agree" with the statement "I consider my job targets to be ordinary (standard)," with a percentage of 35.8% (53 individuals), "strongly agree" with 38 individuals (25.7%), "agree" with 49 individuals (33.1%), "disagree" with 3 individuals (2%), and "strongly disagree" with 5 individuals (3.4%). These results indicate that, on the whole,

53 individuals (35.8%) of Elementary School teachers feel that their job targets are ordinary (standard).

The average value on workload obtained is 3.752, indicating that the majority of respondents tend to agree that a better Workload balance is important for teachers. It's also noted that variable x1.2, the statement "My job conditions are good and optimally support completing the tasks," has the lowest average value of 3.709, while the highest is variable x1.3 with the statement "In time management, my working hours do not affect time outside working hours," with an average value of 3.791.

The data above indicates the need for the leadership of Elementary School teachers and decision-makers to evaluate or review the teacher workload by considering job conditions to achieve an optimal level for Elementary School teachers to effectively and efficiently complete their tasks.

Respondents' responses to the Quality of Work Life variable for statement item x2.1 tended to choose the response "agree" with the statement "Job tasks do not affect my quality of life," with a percentage of 32.4% (48 individuals), "strongly agree" with 29 individuals (19.6%), "somewhat agree" with 47 individuals (31.8%), "disagree" with 3 individuals (2%), and "strongly disagree" with 21 individuals (14.2%). These results indicate that, generally, 48 individuals (32.4%) of Elementary School teachers feel that their job tasks do not affect their quality of life.

For the respondents' responses to the Quality of Work Life variable for item x2.2, they tended to choose the response "agree" with the statement "The physical work environment supports my work quality and life," with a percentage of 40.5% (60 individuals), "strongly agree" with 30 individuals (20.3%), "somewhat agree" with 42 individuals (28.4%), "disagree" with 3 individuals (2%), and "strongly disagree" with 13 individuals (8.8%). These results indicate that, on the whole, 60 individuals (40.5%) of Elementary School teachers understand that the physical work environment supports their work quality and life.

In response to the Quality of Work Life variable for item x2.3, respondents leaned towards the response "agree" with the statement "The organization treats me very politely and respectfully," with a percentage of 39.9% (59 individuals), "strongly agree" with 39 individuals (26.4%), "somewhat agree" with 29 individuals (19.6%), "disagree" with 9 individuals (6.1%), and "strongly disagree" with 12

individuals (8.1%). These results indicate that, generally, 59 individuals (39.9%) of Elementary School teachers feel that the organization treats them very politely and respectfully.

For the respondents' responses to the Quality of Work Life variable for item x2.4, they tended to choose the response "agree" with the statement "I feel that the administration in my organization is standard and good," with a percentage of 42.6% (63 individuals), "strongly agree" with 30 individuals (20.3%), "somewhat agree" with 38 individuals (25.7%), "disagree" with 8 individuals (5.4%), and "strongly disagree" with 9 individuals (6.1%). These results indicate that, on the whole, 63 individuals (42.6%) of Elementary School teachers feel that the administration in their organization is standard and good.

In response to the Quality of Work Life variable for item x2.5, respondents leaned towards the response "agree" with the statement "Life within my job actually supports my quality of life outside of work," with a percentage of 48% (71 individuals), "strongly agree" with 23 individuals (15.5%), "somewhat agree" with 37 individuals (25%), "disagree" with 6 individuals (4.1%), and "strongly disagree" with 11 individuals (7.4%). These results indicate that, generally, 71 individuals (48%) of Elementary School teachers feel that their life within their job supports their quality of life outside of work.

The average Quality of Work Life value obtained is 3.507, indicating that the majority of respondents tend to agree that better Quality of Work Life is important for teachers. It's also noted that variable x2.1, the statement "Job tasks do not affect my quality of life," has the lowest average value of 3.412, while the highest is variable x2.3 with the statement "The organization treats me very politely and respectfully," with an average value of 3.703.

The data above indicates the need for leadership, especially among the leaders of Elementary Schools in Kec. Galis, to review particularly how to create quality work for teachers so that it does not impact or even negatively affect teachers' quality of life outside of their work.

Respondents' responses to the Financial Compensation variable for statement item Z.1 tended to choose the response "agree" with the statement "Salary/wages received are in line with the workload," with a percentage of 43.2% (64 individuals), "strongly agree" with 32 individuals (21.8%), "somewhat agree" with 38 individuals (25.7%), "disagree" with 5 individuals (3.4%),

and "strongly disagree" with 8 individuals (8.1%). These results indicate that, generally, 64 individuals (43.2%) of Elementary School teachers feel that the salary/wages they receive are in line with their workload.

Respondents' responses to the Financial Compensation variable for statement item Z.2 leaned towards the response "agree" with the statement "Salary/wages are paid on time," with a percentage of 48% (72 individuals), "strongly agree" with 37 individuals (25%), "somewhat agree" with 26 individuals (17.6%), "disagree" with 2 individuals (1.4%), and "strongly disagree" with 11 individuals (7.4%). These results indicate that, generally, 72 individuals (48%) of Elementary School teachers receive their salary/wages on time.

Respondents' responses to the Financial Compensation variable for statement item Z.3 leaned towards the response "agree" with the statement "Incentives are given in accordance with the applicable rules and on time," with a percentage of 39.9% (59 individuals), "strongly agree" with 33 individuals (22.3%), "somewhat agree" with 38 individuals (25.7%), "disagree" with 2 individuals (1.4%), and "strongly disagree" with 16 individuals (10.8%). These results indicate that, generally, 59 individuals (39.9%) of Elementary School teachers feel that the incentives provided are in accordance with the applicable rules and are timely.

In Table 4.5, the average value obtained is 3.716, indicating that the majority of respondents tend to agree that well-established Financial Compensation is important for Elementary School teachers in the Kecamatan Galis area. It's also noted that variable Z.3, the statement "Incentives are given in accordance with the applicable rules and on time," has the lowest average value of 3.615, while the highest is variable Z.2 with the statement "Salary/wages are paid on time" with an average value of 3.824.

The data above indicates that it is important for leadership, especially among the leaders of Elementary Schools in Kec. Galis, to pay attention to the rules regarding incentive provision and the timeliness of such provision, as it is one of the financial compensations expected and a form of job satisfaction for the teachers.

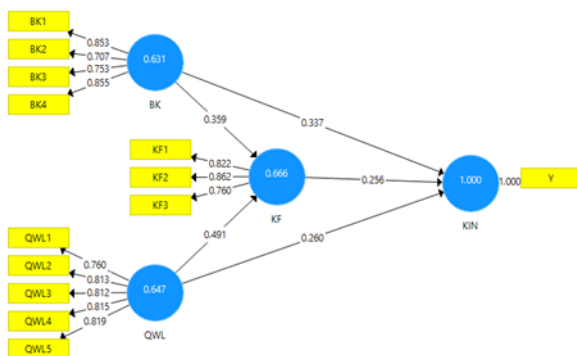
Respondents' responses to the Performance variable for statement item Y.1 tended to choose the response "agree" with the statement "I always achieve the assigned work performance targets" with a percentage of

48.6% (72 individuals), "strongly agree" with 25 individuals (16.9%), "somewhat agree" with 37 individuals (25%), "disagree" with 2 individuals (1.4%), and "strongly disagree" with 12 individuals (8.1%). These results indicate that, generally, 72 individuals (48.6%) of Elementary School teachers are willing to assist their colleagues who are busy or overloaded.

The average Performance value obtained is 3.649, indicating that the majority of respondents tend to agree that good Performance is important for teachers.

Validity, Reliability And Outer Loading Evaluation

Figure 1 Initial Model Construct



Source: SmartPLS data processing

The results of the third test of testing and evaluation yielded valid and reliable data through the data where the Average Variance Extracted (AVE) values were above 0.5, the loading factor values were above 0.7, and the composite reliability values were above 0.7. Additionally, the outer model evaluation met the research requirements using the SmartPLS application.

Evaluation Of Inner Models

R-Square Value of Elementary School Teachers in the Galis District

- 59.6% of the KF variable (financial compensation) can be explained by the BK (Workload) and KKJ (Quality of Work Life) variables, while 40.4% is explained by other factors

- 57.1% of the KIN variable (Performance) can be explained by the BK (Workload) and KKJ (Quality of Work Life) variables, while 42.9% is explained by other factors

Effect Size F-Square

- The Quality of Work Life on Financial Compensation has an f-square value of 0.350, which can be interpreted as having a "strong" influence on Financial Compensation.
- The Quality of Work Life on Performance has an f-square value of 0.068, which can be interpreted as having a "medium" influence on Performance.
- Financial Compensation on Performance has an f-square value of 0.062, which can be interpreted as having a "medium" influence on Performance.
- Workload on Financial Compensation has an f-square value of 0.187, which can be interpreted as having a "medium" influence on Financial Compensation.
- Workload on Performance has an f-square value of 0.137, which can be interpreted as having a "medium" influence on Performance.

Hypothesis Test

The basis used in testing the hypothesis is the value contained in the output Path Coefficients (Mean, STDEV, T-Values). This test looks at the significance of the influence of variables on other variables by looking at the parameter coefficient values and the t-statistical significance values. This test uses a bootstrapping algorithm. the results of hypothesis testing show results that show each variable has an influence on one another and is significant

Generally, elementary school teachers in the Galis sub-district, Bangkalan regency as a whole have similarities or homogenization to the elementary school teachers, in general, there is a slight difference, namely that the SDN in the Galis sub-district is of interest, namely filling important positions in the government, one of the requirements for a civil servant is set. civilians who are running for office or being nominated to become government officials, including as the head of the UPTD Education District who should have a higher level of education than their subordinates, because the head of the UPTD Education is very influential on the operational activities of education in a district area so that it is closely related to the effectiveness of achieving goals education at the regional level, both sub-district and district.

The Effect of Workload, Quality of Work Life on Performance with Financial Compensation as an Intervening Variable at UPTD Public Elementary Schools in the Galis District, Bangkalan Regency. The results of hypothesis testing using SmartPLS and questionnaires show compatibility with previous theory and research, namely the BK and KKJ variables affect KIN through Financial Compensation as an intervening variable. This is also supported by the operation of the UPTD SDN in Galis District, which requires a leader who can condition the working conditions for a balance of workloads and can lead the next generation of this nation to become civilized, noble, intelligent, and responsible people in order to contribute to the organization. in the form of increasing the productivity of co-workers, increasing productivity, saving resources owned by management and the organization as a whole, helping to maintain group functions, being very effective in coordinating work group activities, increasing the ability of organizations to attract and retain the best employees, increasing organizational stability, improve organizational ability to adapt to environmental changes which are also related to the performance of the UPTD itself.

CONCLUSION

Based on the results of the analysis and hypothesis testing after incorporating control variables in this study, the following conclusions can be drawn:

1. Workload has a positive and significant impact on Performance.
2. Quality of Work Life has a positive and significant impact on Performance.
3. Workload has a positive and significant impact on Financial Compensation.

4. Quality of Work Life has a positive and significant impact on Financial Compensation.
5. Financial Compensation has a positive and significant impact on Performance.
6. Workload has a positive and significant impact on Performance through the intervening variable of Financial Compensation.
7. Quality of Work Life has a positive and significant impact on Performance through the intervening variable of Financial Compensation.

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