

# Structural Model of Teacher Work Productivity Based on Discipline and Compensation

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## Abstract

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Persistent challenges in improving teachers' work productivity motivate this study. This study aims to examine how work discipline and compensation both partially and simultaneously affect teachers' work productivity. A quantitative approach was used in the study, using a survey method. Data was gathered using a structured questionnaire that was tested for validity and reliability in order to ensure the accuracy and consistency of the measurement instruments. Multiple linear regression techniques were used to analyze the data before they were preceded by classical assumption tests, including normality, linearity, multicollinearity, and heteroscedasticity tests, in order to ensure that the regression model met the requirements. The results indicate that work discipline has a positive and significant effect on teachers' work productivity. Likewise, compensation is proven to have a positive and significant influence on productivity. Simultaneously, work discipline and compensation significantly affect teachers' work productivity, with a relatively strong explanatory power based on the coefficient of determination, indicating that a substantial proportion of variations in teachers' productivity can be explained by these two variables. These findings emphasize that improving teachers' work productivity requires not only consistent enforcement of work discipline but also a fair and adequate compensation system. The originality of this study lies in the integrated analysis of work discipline and compensation within the context of public secondary education, supported by comprehensive empirical evidence. This contribution enriches the literature on educational management and provides practical implications for school leaders and policymakers in formulating strategies to enhance teachers' productivity in a systematic and sustainable manner.

### Kata kunci:

*Produktivitas Kerja Guru;  
Disiplin; Kompensasi*

### Abstrak.

Penelitian ini dimotivasi oleh tantangan yang terus-menerus dalam meningkatkan produktivitas kerja guru, khususnya terkait dengan efektivitas disiplin kerja dan kecukupan sistem kompensasi di lembaga pendidikan. Tujuan dari penelitian ini adalah untuk menyelidiki bagaimana disiplin kerja dan kompensasi berdampak pada peningkatan produktivitas kerja guru secara parsial dan simultan. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei. Data dikumpulkan melalui kuesioner terstruktur yang telah diuji validitas dan reliabilitasnya untuk memastikan keakuratan dan konsistensi instrumen pengukuran. Data dianalisis menggunakan teknik regresi linier berganda, didahului oleh uji asumsi klasik, termasuk uji normalitas, linearitas, multikolinearitas, dan heteroskedastisitas, untuk memastikan bahwa model regresi memenuhi asumsi analitis yang dibutuhkan. Hasil penelitian menunjukkan bahwa disiplin kerja memiliki pengaruh positif dan signifikan terhadap produktivitas kerja guru. Demikian pula, kompensasi terbukti memiliki pengaruh positif dan signifikan terhadap produktivitas. Secara simultan, disiplin kerja dan kompensasi secara signifikan memengaruhi produktivitas kerja guru, dengan daya penjabar yang relatif kuat berdasarkan koefisien determinasi, menunjukkan bahwa sebagian besar variasi produktivitas guru dapat dijelaskan oleh kedua variabel ini. Temuan ini menekankan

bahwa peningkatan produktivitas kerja guru tidak hanya membutuhkan penegakan disiplin kerja yang konsisten, tetapi juga sistem kompensasi yang adil dan memadai. Orisinalitas studi ini terletak pada analisis terintegrasi tentang disiplin kerja dan kompensasi dalam konteks pendidikan menengah umum, yang didukung oleh bukti empiris yang komprehensif. Kontribusi ini memperkaya literatur tentang manajemen pendidikan dan memberikan implikasi praktis bagi para pemimpin sekolah dan pembuat kebijakan dalam merumuskan strategi untuk meningkatkan produktivitas guru secara sistematis dan berkelanjutan.

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## **INTRODUCTION**

The quality of Indonesia's human resources still faces various structural challenges, particularly in the education sector, which places teachers as key actors in determining the success of achieving national education goals (Kartiko & Manik, 2026; Napitupulu, 2024). Amidst limited infrastructure, unequal access, and increasingly complex demands for professionalism, teacher work productivity has become a strategic issue that cannot be separated from two important factors, namely work discipline and compensation (Aprilianto et al., 2025; Kamaruzzaman et al., 2025; Sutrisno et al., 2023). Socially, there is still a paradox between the high demands on teacher performance and the reward system and discipline management which is not yet fully optimal in many educational institutions, so that it has the potential to affect teacher motivation, loyalty and performance (Kambuga, 2023; Karim et al., 2022). On the other hand, empirical phenomena show that the consistent application of work discipline and the provision of fair and proportional compensation can encourage increased teacher work productivity, which is reflected in high commitment, professional performance, and educational achievement (Perawati et al., 2018; Torquati et al., 2007). This condition emphasizes the importance of scientific studies on the influence of work discipline and compensation on teacher work productivity as a basis for formulating more effective and sustainable educational human resource management policies.

Based on a review of various previous studies, it can be identified that the work productivity of teachers and employees is generally analyzed through work discipline and compensation variables which are operationalized into measurable indicators (Sihabudin, 2021). Work discipline in previous research was generally measured through compliance with working hours, punctuality in arriving and leaving, compliance with institutional regulations, effective use of working time, and responsibility in completing tasks (Lambert & Haley, 2021; Thierry, 2018). The results of the study indicate that the higher the level of compliance with these indicators, the higher the level of work productivity, as indicated by increased work results, performance quality, efficiency, and target achievement. Meanwhile, compensation is operationalized in the form of direct compensation such as salaries, wages, and incentives, as well as indirect compensation in the form of allowances, facilities, and social security (Manulang et al., 2025; Nawir et al., 2024). Empirical findings show that fair and proportional compensation has a positive effect on motivation, loyalty and work productivity (Linz et al., 2015; R et al., 2020; Westover & Taylor, 2010). Several studies have subsequently developed the model by adding other variables such as work motivation, work environment, competence, training, organizational climate, and organizational commitment, which are measured through specific indicators for each variable and produce varying findings, both significant and insignificant, depending on the context and characteristics of the institution studied.

This study aims to obtain empirical evidence regarding the factors influencing teacher work productivity in the context of educational human resource management. Specifically, this research is directed at analyzing the influence of work discipline on increasing teacher work

productivity, examining the influence of compensation on increasing teacher work productivity, and simultaneously testing the influence of work discipline and compensation on increasing teacher work productivity to determine the contribution and strength of the influence of both variables in increasing teacher work productivity.

Based on theoretical studies and empirical findings from previous research, this study's hypothesis is formulated by emphasizing the strategic role of work discipline and compensation in increasing teacher productivity. Work discipline, reflected in compliance with regulations, punctuality, responsibility, and consistency in carrying out tasks, is thought to have a positive and significant effect on increasing teacher productivity, as it optimizes the use of time, energy, and professional competence in the learning process. Furthermore, compensation, including salary, allowances, incentives, and supporting facilities, is seen as a form of recognition that can increase teacher motivation, satisfaction, and loyalty, and therefore is thought to have a positive and significant effect on work productivity. Furthermore, work discipline and compensation are believed to complement each other in shaping effective and efficient work behavior. Therefore, their simultaneous effect is thought to have a stronger and more significant effect on increasing teacher productivity than either variable alone.

Although various previous studies have examined the effect of work discipline and compensation on teacher productivity, most studies have either considered these two variables separately or added other variables such as motivation, work environment, and leadership. Therefore, they have not provided a comprehensive picture of the strength of their simultaneous influence within a single integrated model. Furthermore, previous research has shown variations in findings influenced by differences in institutional context, respondent characteristics, and measurement indicators used, resulting in inconsistencies in explaining the relationship between work discipline, compensation, and teacher productivity. Furthermore, studies specifically examining these two variables in the context of public secondary schools using a comprehensive, census-based empirical approach are still relatively limited. Therefore, this study aims to fill this gap by developing an analytical model that simultaneously integrates work discipline and compensation in explaining teacher productivity. This is expected to provide stronger theoretical and empirical contributions to the study of educational human resource management.

## **RESEARCH METHODS**

This study uses a quantitative approach with a causal associative design to analyze the causal relationship between work discipline and compensation variables and teacher work productivity. The quantitative approach was chosen because the research data is presented in numerical form and analyzed using statistical techniques to obtain objective and measurable empirical evidence (Alford & Teater, 2025; Fischer et al., 2023). This study positions work discipline (X1) and teacher compensation (X2) as independent variables, and teacher work productivity (Y) as the dependent variable. The focus of the study was directed at testing the partial and simultaneous effects between variables to determine the functional relationships formed. The study was conducted at SMAN 1 Sooko Mojokerto as the research location. Each variable was operationalized into several indicators formulated based on theoretical foundations and expert opinions, so that the research results are expected to have strong conceptual validity and academic relevance according to reputable journal publication standards.

The objects of this study were all teachers working at SMAN 1 Sooko Mojokerto. The study population included all 92 active teachers. Given the relatively small population size and the

possibility of comprehensive coverage, this study used a census approach, where all members of the population were selected as respondents (Hossan et al., 2023). This technique falls under probability sampling because every member of the population has an equal chance of becoming a research subject. The census approach was chosen to obtain a comprehensive empirical picture and minimize sampling bias, thus ensuring a high level of representativeness and accuracy in the research results.

Research data was collected using a structured questionnaire distributed to all respondents (Baker, 2003; McAlinden et al., 2010; Taylor & Bowers, 1972). The type of data used is primary data obtained directly from teachers by filling out questionnaires (Pilcher et al., 1990). The research instrument was compiled based on variable indicators that refer to theoretical foundations and previous research, and was measured using a five-point Likert scale, ranging from strongly disagree to strongly agree (Koo & Yang, 2025; Robinson, 2023). The use of the Likert scale aims to systematically and quantitatively measure respondents' attitudes, perceptions, and assessments of teacher work discipline, compensation, and productivity. This allows the data to be statistically analyzed in accordance with the research objectives.

Data analysis in this study was conducted through several statistical stages using IBM SPSS Statistics 25. The initial stage involved instrument testing, consisting of validity and reliability tests. Validity testing was conducted by examining the Corrected Item-Total Correlation value, with the criterion of a calculated  $r$  value greater than the table  $r$  value at a significance level of 0.05, thus declaring the item statement valid. Instrument reliability testing used the Cronbach's Alpha coefficient, with an alpha value greater than 0.60 indicating instrument reliability. Descriptive statistical analysis was then conducted to illustrate the trends in respondents' responses to each research variable. Classical assumption tests included the Kolmogorov-Smirnov normality test, the Deviation from Linearity linearity test, the Glejser heteroscedasticity test, and the multicollinearity test based on the Tolerance and Variance Inflation Factor (VIF) values. Hypothesis testing was conducted using multiple linear regression analysis, supplemented by a coefficient of determination test (Adjusted  $R^2$ ), a  $t$ -test for partial effects, and an  $F$ -test for simultaneous effects, all at a significance level of 5%.

## **RESULTS AND DISCUSSION**

### **Results**

Instrument testing was conducted to ensure that all items in the questionnaire were suitable for use as data collection tools. Validity testing showed that almost all items met the validity criteria, except for two items in the work discipline variable that did not meet the minimum correlation value and were therefore excluded from further analysis. A summary of the validity test results is presented in Table 1.

**Table 1. Summary of Instrument Validity Test**

<b>Variables</b>	<b>Number of Items</b>	<b>Valid</b>	<b>Invalid</b>
Work Discipline (X1)	12	10	2
Compensation (X2)	10	10	0
Work Productivity (Y)	21	21	0

Next, a reliability test was conducted to assess the internal consistency of the instrument. The results showed that all variables had Cronbach's Alpha values above 0.60, thus declaring the instrument reliable and consistent. The results of the reliability test can be seen in Table 2.

**Table 2. Reliability Test Results**

Variables	Cronbach's Alpha	Information
Work Discipline (X1)	0,849	Reliable
Compensation (X2)	0,849	Reliable
Work Productivity (Y)	0,953	Reliable

To provide a broad picture of each research variable, descriptive statistical analysis was done. Based on the analysis, all variables were in the high category. Work discipline had an average score of 4.52, compensation 4.14, and teacher work productivity 4.61. This indicates that respondents generally assessed work discipline, the compensation system, and work productivity as being at a good level. Descriptive statistics for the research variables are presented in Table 3.

**Table 3. Descriptive Statistics of Research Variables**

Variables	Average value	Category
Work Discipline (X1)	4,52	High
Compensation (X2)	4,14	High
Work Productivity (Y)	4,61	High

The regression model was first examined using the traditional assumption test before the hypothesis was tested. A normal distribution of the data was shown by the normality test findings, which showed an Asymp. Sig. value of 0.066, which is greater than 0.05. The independent and dependent variables had a linear relationship, according to the linearity test. Moreover, no heteroscedasticity nor multicollinearity were detected. Table 4 summarises the results of the conventional assumption test.

**Table 4. Summary of Classical Assumption Tests**

Test	Indicator	Value	Decision
Normality	Asymp. Sig.	0,066	Normal
Linearity of X1–Y	Deviation from Linearity	0,835	Linear
Linearity of X2–Y	Deviation from Linearity	0,144	Linear
Multicollinearity	VIF	1,105	Does not occur
Heteroscedasticity	Sig. (X1; X2)	> 0,05	Does not occur

Hypothesis testing was conducted using multiple linear regression analysis. The results indicate that work discipline and compensation have a positive and significant effect on teacher productivity. Partially, work discipline has the most dominant influence, with a significance value of 0.000, while compensation also has a significant effect, with a significance value of 0.004. The results of the multiple linear regression are presented in Table 5.

**Table 5. Multiple Linear Regression Results**

Variables	Coefficient (B)	t	Sig.
Constant	1,046	0,975	0,332
Work Discipline (X1)	0,269	9,732	0,000
Compensation (X2)	0,080	2,961	0,004

The coefficient of determination value in Table 6 illustrates the extent to which work discipline and remuneration variables contribute to teacher job productivity.

**Table 6. Coefficient of Determination**

R	R Square	Adjusted R Square
<b>0,778</b>	0,605	0,597

The R-square value of 0.605 indicates that work discipline and compensation simultaneously explain 60.5% of the variation in teacher work productivity, with the remainder influenced by factors outside the research model.

Furthermore, the results of the simultaneous test (F-test) indicate that the regression model used is significant. This is demonstrated by the calculated F-value of 68.266 with a significance level of 0.000. The results of the F-test are presented in Table 8.

**Table 7. F-Test Results (Simultaneous)**

<b>F count</b>	<b>Sig.</b>	<b>Decision</b>
<b>68,266</b>	0,000	Signifikan

Table 7's F test findings indicate that the regression model is significant and appropriate for usage, with an F-value of 68.266 at a significance level of 0.000 ( $<0.05$ ). This indicates that teacher work productivity is significantly impacted by both work discipline and compensation at the same time, and that both factors taken together can significantly explain variations in work productivity in the research model.

## **DISCUSSION**

Theoretically, this research is based on the perspective of organizational behavior and human resource management, which positions work productivity as the result of the interaction between behavioral control mechanisms and motivational systems within an organization. According to Robbins and Judge, work discipline is part of the control function which plays a role in ensuring that individual behavior is aligned with organizational standards and goals, thereby creating order, consistency, and work efficiency (Dermawan et al., 2026; Simanjuntak & Rahayu, 2025; Sitorus et al., 2025). Within this framework, work discipline can be explained through a behavioral control theory approach, where compliance with organizational rules and norms will shape productive work behavior. On the other hand, compensation is explained through motivational theory, specifically Vroom's expectancy theory, which states that individuals will improve performance when they believe that their efforts will result in good performance and be followed by valuable rewards, and Adams' equity theory, which emphasizes the importance of perceived fairness in compensation as a primary determinant of job satisfaction and motivation. Thus, work discipline functions as a behavioral steering mechanism, while compensation becomes a motivational driver that strengthens individual commitment (Mabaso et al., 2026). The integration of these two theories suggests that teacher work productivity is the result of a synergy between compliance with the work system and the perceived fairness of the rewards received. Therefore, the following discussion will empirically examine how work discipline and compensation, both partially and simultaneously, contribute to increased teacher work productivity in the context of this study.

### **The Influence of Work Discipline on Increasing Work Productivity**

The results of the hypothesis testing indicate that work discipline has a positive and significant influence on increasing teacher work productivity. This finding is supported by the results of multiple linear regression tests, which demonstrated a significance value below the 0.05 error level and a partial test statistic that far exceeded the critical value. Empirically, this condition indicates that work discipline is a crucial determinant factor in shaping productive teacher work behavior. Work discipline encourages order, compliance with regulations, and consistency in

carrying out professional duties, allowing learning activities to proceed in a more planned and directed manner. Teachers with high work discipline tend to be able to manage their time effectively, prepare lessons more thoroughly, and carry out responsibilities in accordance with established standards. Thus, improved work discipline not only impacts administrative aspects but also directly impacts the quality of the learning process and outcomes, ultimately reflecting in increased overall teacher work productivity.

Work discipline in this study is measured through several key indicators, one of which is goals and abilities. This indicator emphasizes the importance of teachers' understanding of educational goals and the alignment between job demands and their professional abilities. Teachers who have a clear understanding of institutional and learning goals tend to demonstrate a higher level of commitment to their duties. Furthermore, adequate skills, both in terms of mastery of material, learning methods, and the use of educational technology, enable teachers to work more effectively and efficiently. This alignment between goals and skills creates confidence in their work, which in turn encourages intrinsic discipline. Through continuous evaluation and development of skills, teachers can adapt their competencies to evolving professional demands, so that work discipline is not merely formal compliance but becomes part of a work ethic that supports sustainable productivity growth.

Fairness indicators have also been shown to significantly contribute to shaping teacher work discipline. Fairness in this context includes fairness in rule enforcement, performance appraisals, task allocation, and the proportional allocation of rights and obligations to all teachers. When teachers perceive fair and transparent treatment, they tend to have a higher level of trust in their leaders and the institution. This sense of fairness fosters intrinsic motivation to comply with regulations and carry out their duties responsibly. Conversely, unfairness has the potential to reduce work commitment and trigger indisciplinary behavior. Therefore, fairness is an important foundation for creating a harmonious and conducive work climate. A fair work environment allows teachers to work without excessive psychological stress, allowing their energy and focus to be fully directed towards improving performance quality and productivity.

In addition to fairness, the application of clear and consistent sanctions is an important indicator in strengthening teacher work discipline. Sanctions serve as a behavioral control mechanism aimed at preventing violations and raising awareness of the importance of compliance with regulations. In this study, sanctions applied proportionally and fairly were proven to create order in the work environment. Clarity about the type of violation and its accompanying consequences provides legal certainty for teachers, thereby eliminating subjective perceptions or uncertainty in disciplinary enforcement. Consistent application of sanctions also reinforces the message that every violation has consequences for which accountability is required. Thus, sanctions are not seen solely as a form of punishment, but as a development tool that encourages teachers to work in a more disciplined, professional, and productive manner.

The final, equally important indicator is the leadership's assertiveness in enforcing work discipline. Assertiveness reflects the leadership's consistency and courage in enforcing rules regardless of individual position or status. Assertiveness coupled with fairness creates clear expectations for work behavior, enabling teachers to understand the boundaries and responsibilities they must fulfill. The results of this study align with previous findings that confirm that assertive and consistent leadership plays a significant role in improving work discipline and productivity (Ndua et al., 2025; Puspitasari et al., 2025). Assertiveness helps establish a structured, orderly, and performance-oriented work culture (Hechavarría & Brieger, 2022). With assertive

leadership, work discipline becomes not merely a formal obligation but develops into an organizational culture that supports the achievement of educational goals and the continuous improvement of teacher productivity.

### **The Effect of Compensation on Increasing Teacher Work Productivity**

The research results indicate that compensation has a positive and significant effect on increasing teacher work productivity. This finding is supported by the results of multiple linear regression tests, which showed a significance value less than 0.05 and a partial test statistic greater than the critical value. Empirically, these results confirm that compensation is a crucial factor in driving increased teacher work productivity. The compensation received by teachers, both financial and non-financial, provides a motivational boost that directly contributes to work enthusiasm, loyalty, and willingness to perform their duties optimally. Teachers who perceive their compensation to be fair and adequate tend to demonstrate higher work commitment and strive to improve the quality of their professional duties. Thus, compensation serves not only as a reward but also as a strategic instrument for sustainably increasing teacher work productivity.

The compensation indicator with the strongest contribution in this study was indirect compensation. Indirect compensation includes work facilities, leave, training and development programs, and long-term welfare benefits. The research findings indicate that teachers are satisfied with the availability of adequate work facilities that support the learning process, as well as opportunities for training and professional development. The training program is perceived as being able to improve teachers' pedagogical and professional competencies, ultimately resulting in increased work productivity. Furthermore, flexible leave policies and pension guarantees provide a sense of psychological security, enabling teachers to work with greater focus and peace of mind. This demonstrates that indirect compensation plays a strategic role in creating a work environment that supports optimal teacher performance and productivity.

In addition to indirect compensation, direct compensation such as salaries, wages, and incentives also contributes to increased teacher productivity. The study found that most teachers were quite satisfied with the payroll and incentive systems implemented. Appropriate salaries and wages, along with performance-based incentives, were deemed effective in encouraging teachers to work with greater discipline and responsibility. Direct compensation serves as tangible recognition for teachers' contributions and hard work, thereby increasing extrinsic work motivation. When teachers feel their efforts and sacrifices are appropriately recognized, they tend to perform better and are focused on achieving optimal work results. Therefore, the sustainability and consistency of direct compensation are important factors in maintaining and improving teacher productivity.

The findings of this study support the theoretical perspective that suggests compensation is closely related to work productivity. Conceptually, compensation is viewed as a means of fulfilling economic needs and as a form of recognition for individual contributions to the organization. Teachers not only expect financial rewards to meet basic needs but also seek recognition commensurate with the responsibilities and workload they undertake. Furthermore, compensation plays a role in supporting teacher career development, through training, promotions, and improved welfare. Therefore, fair and proportional compensation can increase job satisfaction, strengthen organizational commitment, and encourage sustainable teacher productivity.

The results of this study are in line with various previous empirical findings which state that compensation has a significant effect on work productivity (Emmanuel Erastus Yamoah, 2013;

Rasyid & Tanjung, 2020). The similarity of these results indicates that compensation, both direct and indirect, is a crucial variable in improving the performance and productivity of educators. While other studies have found differing results, these differences may be influenced by the institutional context, management system, and teachers' perceptions of compensation fairness. In the context of this study, compensation has been shown to have a positive impact on teacher productivity. Therefore, improving the quality and sustainability of the compensation system can be used as an effective managerial strategy to encourage overall improvements in teacher productivity.

### **The Influence of Work Discipline and Compensation on Increasing Teacher Work Productivity**

The results of the multiple linear regression analysis indicate that work discipline and compensation simultaneously have a positive and significant influence on increasing teacher work productivity. This is evidenced by the F-test significance value of 0.000, well below the 0.05 error tolerance limit, and the calculated F-value, which is statistically greater than the F-table. These findings confirm that teacher work productivity cannot be adequately explained by a single independent variable but rather results from the interaction of two main, complementary factors. Work discipline serves as a mechanism for controlling work behavior, while compensation acts as a motivational driver. Argumentatively, these results suggest that school policies that emphasize only discipline without being balanced with adequate compensation, or vice versa, have the potential to result in suboptimal work productivity. Therefore, a simultaneous approach is a more effective strategy in the context of human resource management in educational institutions.

The strong simultaneous influence of work discipline and compensation is also reflected in the coefficient of determination, which indicates that more than half of the variation in teacher work productivity can be explained by these two variables. The Adjusted R-square value, which approaches 0.60, indicates that the research model has strong explanatory power and is empirically relevant. Analytically, these findings demonstrate that teacher work productivity is a phenomenon heavily influenced by internal school policies, particularly those related to work behavior regulation and reward systems. However, there is still a significant proportion of variation in work productivity influenced by factors outside the model, such as leadership, organizational climate, school culture, and teachers' intrinsic motivation. This suggests that work discipline and compensation are dominant, but not the sole determinants of teacher work productivity. Therefore, these findings provide a strong basis for schools to prioritize work discipline and compensation, without neglecting other supporting factors.

Work discipline plays a strategic role as a primary foundation in shaping productive teacher work behavior. Discipline creates order, consistency, and certainty in task execution, enabling teachers to manage their time, energy, and responsibilities more effectively. In this context, work discipline is understood not only as adherence to formal rules but also as the internalization of professional values in carrying out educational duties. However, work discipline that is implemented rigidly and unilaterally has the potential to generate resistance if not accompanied by fair rewards. Therefore, the effectiveness of work discipline depends heavily on how the policy is received and interpreted by teachers. When discipline is perceived as part of a fair and supportive work system, teachers tend to demonstrate higher levels of commitment and productivity.

Conversely, compensation acts as an external factor that strengthens teacher motivation and job satisfaction. Compensation encompasses not only financial rewards but also indirect forms of

recognition that provide a sense of security and recognition for work contributions. In a simultaneous relationship with work discipline, compensation serves as a counterbalance to the work demands placed on teachers. Argumentatively, fair and adequate compensation can increase teacher acceptance of disciplinary rules, as it creates a balance between obligations and rights. Thus, compensation strengthens the effectiveness of work discipline by building positive attitudes, loyalty, and commitment to the school organization. This interaction explains why the simultaneous influence of work discipline and compensation on teacher productivity is stronger than the partial influence of each variable.

This research finding aligns with the theoretical framework for work productivity proposed by Sedarmayanti, which states that productivity is influenced by work attitudes, skills, work relationships, and organizational management systems (Mulyadi, 2010). In this study, work discipline represents teachers' work attitudes and behaviors, while compensation reflects the management system that regulates the relationship between contributions and rewards. When these two aspects are managed synergistically, teacher work productivity increases not only quantitatively but also qualitatively, reflected in improvements in the quality of learning, the effectiveness of classroom management, and the achievement of educational goals. Thus, the results of this study not only strengthen existing theory but also provide relevant empirical evidence in the context of secondary education.

These results are also consistent with various previous studies that suggest that work discipline and compensation simultaneously have a significant effect on work productivity (Arif et al., 2019; Sitopu et al., 2021). The similarity of these findings indicates a relatively stable pattern of relationships between variables across various organizational contexts. Argumentatively, this consistency strengthens the external validity of the study and confirms that strategies to increase teacher work productivity should be directed at strengthening consistent work discipline and a fair and sustainable compensation system. Therefore, it can be concluded that teacher work productivity is the result of a synergy between structural and motivational policies. Schools that are able to integrate work discipline and compensation in a balanced manner will be more effective in encouraging optimal and sustainable teacher performance.

## **CONCLUSION**

The most interesting finding from the above description is the strong simultaneous influence of work discipline and compensation on increasing teacher productivity, which has been empirically proven to be more significant than the partial influence of each variable. This indicates that teacher productivity is not simply the result of compliance with regulations or the amount of rewards received separately, but rather arises from the synergy between behavioral control mechanisms and a fair reward system. Work discipline functions effectively when supported by adequate compensation, while compensation becomes more meaningful when accompanied by a consistent disciplinary culture. This finding confirms that a partial managerial approach tends to be suboptimal, whereas an integrated policy can explain a significant proportion of the variation in teacher productivity. Thus, the primary contribution of this study lies in confirming that increasing teacher productivity requires a holistic, rather than sectoral, policy strategy, making it relevant as a reference for performance-based human resource management in education.

This research makes important academic and practical contributions to the development of human resource management studies in education, particularly by confirming that work discipline and compensation not only have a partial influence but also have strong explanatory power when

tested simultaneously on teacher productivity. The main contribution of this study lies in providing measurable empirical evidence through regression analysis and coefficient of determination, thus strengthening the argument that improving teacher productivity requires an integrated policy approach that combines work behavior control and a fair reward system. Practically, these findings can form the basis for formulating more strategic and data-driven school managerial policies. However, this study has limitations, including the use of independent variables that are still limited to work discipline and compensation, thus not fully capturing the complexity of other factors such as leadership, organizational culture, workload, and teacher intrinsic motivation. Furthermore, the quantitative research design based on respondents' perceptions also opens up the possibility of subjectivity bias. Therefore, the results of this study need to be interpreted carefully and can be further developed through more diverse methodological approaches.

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