

Impact of Work Environment, Work Discipline, and Compensation on Teaching Motivation of Manba'ul Huda Foundation Teachers, Bandung City

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Abstract

This journal is intended to present, draw conclusions, suggestions, and summaries (abstracts) from research conducted as educators, teachers have a very meaningful position in sorting out success in educational goals Article 4 Chapter 2 UURI No. 14 of 2005 on teachers and lecturers said that the role of teachers as applicable experts increases the dignity and degree of teachers as representatives of education to improve the quality of national education. Work area, lack of communication between teachers, causing awkwardness and insufficient facilities make teachers less safe and disciplined in teaching teachers who still often arrive late when they want to teach students / students when class hours are about to start, as well as compensation has an impact on teacher teaching motivation where there is still a lack of wage / salary levels and other benefits (Health, employment). The research technique used is quantitative method. The population technique in this deepening is the Manba'ul Huda Foundation of Bandung City which totalled 52 people. Data collection method by giving questionnaires to each teacher. The analysis used in this study is normality test, multicollinearity test, heteroscedasticity test, hypothesis test, multiple linear regression analysis test, t test, f test, determination coefficient test using SPSS application version 20. Based on the results of this study, it can be interpreted that the impact of the work environment will have an impact on increasing by 0.106 or 10.6%, the coefficient is positive and will increase the increase in teacher teaching motivation. Work discipline will have an impact on increasing by 0.101 or 10.1%, the coefficient is positive and will increase the increase in teacher teaching motivation. Compensation will increase by 0.097 or 9.7%, a positive coefficient and will increase the increase in teacher motivation.

Keywords

Work Environment, Work Discipline, Teacher Compensation and Motivation.

According to article 3 of UURI No. 20 of 2003 on the form of National Education, the main purpose of National Education is to improve

skills and shape the nation's dignified morals and culture in order to build the intellectual life of the nation. The main objective of

National Education is to increase the resilience of students to become obedient and fearful human beings (Christinla 2003). Indonesia's overall educational goals will show that Indonesia also has a great responsibility to achieve consistent educational goals. Teachers play a very vital role in determining success in education. According to Article 4 Chapter 2 of UURI No. 14 of 2005 concerning Teachers and Lecturers, the role of teachers such as educational representatives improve the quality of national learning and the position of teachers as professionals increases dignity. The definition of a teacher is a professional mentor who teaches students, teaches science, nurtures, forges, assesses and evaluates.

Management is one of the efforts to carry out the management of all aspects of education to achieve the success of an educational process that is carried out and implemented (Nurhayati 2022). Education is one that is very meaningful in the lives of people with the existence of education so that they can share knowledge, intelligence skills so that they can make a dignified nation, and produce the best generation.

According to Hamdani, Nurhafisah, and Silvia (2022) Education can also be referred to as an effort to humanize humans, where education has an essential meaning is education as a place to create self-abilities by familiarizing each child's talents and attention and needs to become more human. Education is one of the efforts to coach, make directions, intelligence, training intended for all students officially, informally or non-officially (Nurhayati 2022).

The success of the school in achieving its goals is also inseparable from the aspect of the work area. Aspects that can affect the work area are: first, the lack of communication between Ibtidaiyah, Tsanawiyah, and Aliyah teachers which causes awkwardness in the work area, second, limited teaching equipment such as laptops and infocus which makes teachers less secure in conducting education for Manba'ul Huda students. It is very meaningful to think about the condition of the school work area. The work environment is also very impactful on the motivation of an employee and teacher. The teacher's work area is the condition and work bond of a teacher as an individual and a group which includes, lighting, motive, cleanliness, exchange of security,

commotion (sound), workspace layout and work equipment, and work ties consisting of communication, cooperation, work atmosphere and behavior (Purnamasari 2018).

Good working conditions can help smooth the implementation of duties and make workers feel comfortable, make the working atmosphere peaceful, and not make bored quickly at work, so that workers will feel happy with the results of their respective work. Good working conditions can also provide peace of mind for teachers at work, so that they become loyal and satisfied with the school where they work (Damayantias, 2020).

According to (Purnamasari 2018) Teacher work discipline is teacher obedience created through the process of a series of attitudes that display regularity based on the reference to a teacher's moral values to get changes in behavior that include changes in thinking, having responsibilities, and actions that are in accordance with social standards. Good work discipline can also produce a positive work atmosphere, orderly teachers and perform their duties in an orderly manner contribute to the creation of a conducive learning atmosphere. Good discipline intensifies the achievement of school goals, while shrinking discipline creates obstacles and slows down the achievement of school goals. Work discipline is a person's expertise to work in an orderly manner, diligent, not changing and in accordance with applicable regulations without violating the provisions that have been formalized (Mindari 2023). That way discipline is very important because discipline shows how much a teacher can follow the rules.

When a teacher provides instruction with discipline, education occurs effectively and efficiently. The success of Manba'ul Huda students' learning cannot be separated from the success of teaching and learning, which is certainly influenced by teacher discipline. However, the reality is different, many teachers are not aware of their duties and responsibilities. As a result, there are often inequalities in the implementation of tasks, which cause educational goals not to be achieved. For example, there are teachers who often arrive late to teach students even before class starts. Work discipline is intended to increase the motivation of teachers to complete

the tasks and responsibilities assigned to them. (Sinaga and Hasibuan 2022).

Often, compensation (especially salary) for teachers or employees working in different schools is lower than for employees working in one school. In many educational institutions, there are many employees and educators who do not receive proper compensation. Although the law already stipulates that teachers are jobs, teacher salaries are not automatically raised. There are many things to consider when determining the salary of teachers. All educational operations in private educational institutions, including payments, are funded by the funder society. According to Lestari and Pangesti (2022) Compensation is one of several factors supporting the creation of employee job satisfaction, if employee job satisfaction is based on compensation received for their work, employees will feel satisfied, happy, and responsible for their work. This is one of the factors that help increase employee job satisfaction.

To achieve educational goals in general and teaching and learning procedures in particular, teachers must have a unique motivational impact. (Badrus 2018). Work motivation is a demand in teachers to carry out and fulfill various activities or work related to the curriculum effectively and efficiently. According to Ferdian et al. (2023) Motivation has a significant impact on a teacher to achieve a goal or target in educational achievement, teachers must be given motivation to make them enthusiastic to achieve these goals. Motivation plays an important role in realizing education, making them have a lot of patience and common sense.

To strengthen the theory used in the studies conducted, the authors refer to various previous studies. According to Imam Soetopo et al. (2018) The results of the research we have obtained, that if teacher performance is impacted by leadership style transformation, teacher performance is not impacted by individual characteristics, the work environment is not impacted by leadership style transformation, and work motivation is not impacted by individual characteristics.

Jufrizen, Fadilla Puspita Hadi (2021) The results of the research stated that: (1) work facilities have a positive and significant impact

on employee performance; (2) work discipline has a significant impact on employee performance; (3) work discipline has a significant impact on work motivation; (4) work discipline has a significant impact on work motivation; and (5) work discipline as a mediator variable has a significant impact on work motivation as a mediator factor. (6) Work motivation as a mediator factor does not have a significant impact on kin.

Ni Made Diah Malini Cahyani, Ni Wayan Mujiati (2019) Based on the results of the analysis, it was found that the enthusiasm of teachers at Taman Sastra Junior High School was impacted by the work environment, motivation, and compensation. Partially, the work environment has a positive impact on teacher morale at SMP Taman Sastra, and motivation has a positive impact on teacher morale at SMP Taman Sastra.

Izza Nur Alawiyah, Resdianto Permata Raharjo (2023) Several strategies were found by school principals in providing compensation and obstacles and solutions in the compensation process. Good strategy development in the compensation process is needed. This can have an impact on the size of the compensation given and the timing of compensation. The obstacles found can be overcome and prevented by applying the solutions that have been described. The obstacles that arise in each institution will vary according to the capabilities of the institution and environmental conditions.

Literature Review

Work Environment Theory

According to Purnama, Safitri, and Agustina (2020) The teacher's work environment can be in the form of an environment or conditions that exist in the teacher's workplace, whether it is virtual or physical. The work environment is a place where employees do their work. It is a working condition that can be assessed based on the nature and subjective perception of employees who live and work consistently and produce effective actions in carrying out their responsibilities and duties (Nofianto 2020). According to Firmansyah and Mahardhika (2018) An environment where employees perform their daily work and responsibilities.

Theory Of Work Discipline

Discipline of a teacher is an attitude of responsibility to comply with rules and standards in the performance of his duties as a person responsible for educating his students. (Gani and M.Darwis Nur Tintri 2022). Meanwhile, according to Rosmayni, Arafat, and Rosani (2023). Discipline in the workplace is about following rules that are respected, valued, and respected both in writing and unwritten, and not in denial. Teachers with good work discipline will know and be willing to follow applicable procedures, rules, and policies (Eni 2023).

Compensation Theory

According to Alawiyah and Raharjo (2023) In the case of teachers, compensation is what employees deserve. This can be in the form of money or rewards for the work they do. One way to lift morale is to offer leniency (Wicaksana and Rachman 2018). In line with this, Mariam Marsita and Nani Imaniyati (2017) claim that compensation is given by educational institutions as recognition to educators who have helped achieve their goals through work or teaching.

Theory Of Teacher Motivation

According to Arianti (2019), motivation is an effort to influence the people he leads to do the work he wants in accordance with the goals that have been set. So motivation is also considered as a determinant of one's behavior based on responsibility (Imran, Makhdalena, and Chairilisyah 2021). According to Hamsal, Nurman, Abdul Razak (2023) Teacher work motivation is motivation that, because their

needs have been met, makes teachers eager to teach.

Research Methods

The research model used in this study is using quantitative research methods using observation, questionnaire and interview methods as the main tool to collect survey data. Quantitative methods according to Sugiyono (2022) in the research of Fauziah and Siti Aisyah Nur Wahyuningrum (2023) research models are based on the philosophy of positivism and are used to study certain populations or illustrations. Data is collected using research tools and analyzed quantitatively or statistically. The goal is to validate assumptions that have been made before.

The method used in this study was to use the observation method, where the author distributed questionnaires to collect data. In this study, monitoring the impact of the work environment, work discipline and remuneration on lecturer teaching motivation was carried out by means of surveys, with data collection techniques with questionnaires or observations.

The research was conducted during July 2023 with the subject of the research, namely the educators of the Manba'ul Huda Foundation in Bandung City which is addressed at Jl Cijawura Girang IV No.21c Sekejati, Buah Batu District, Bandung City, West Java 40286. Data was obtained through a survey method conducted by distributing questionnaires and distributed to 52 educators of the Manba'ul Huda Foundation formed from Madrasah Ibtidaiyah, Madrasah Tsanawiyah, and Madrasah Aliyah as the population along with samples in this study.

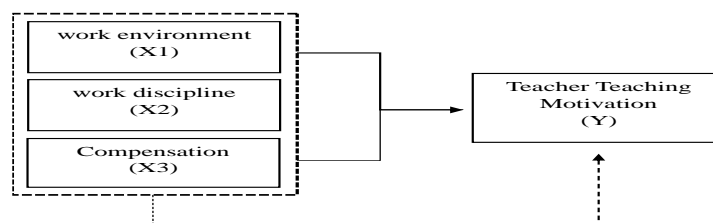


Figure 1. Research Model

- H1 : The impact of the work environment on teacher motivation of Manba'ul Huda Foundation Bandung City.
- H2 : The Impact of Work Discipline on Teacher Teaching Motivation of Manba'ul Huda Foundation Bandung City.
- H3 : The Impact of Compensation on Teacher Motivation of Manba'ul Huda Foundation Bandung City.
- H4 : Impact of Work Environment, Work Discipline, and Compensation pxada Motivation to Teach Teachers Manba'ul Huda Foundation Bandung City.

distribution of data follows or reaches normal distribution, namely oblique distribution. A good data distribution, which has the same pattern as the normal distribution, is not tilted to the left or right (Sugiyono 2016). In this study, a normality test was carried out to determine whether the collected data came from a normally distributed population. The study used the Kolmogorov-Smirnov method to check normality. If $\alpha = 0.05$, the instrument is considered significant. This means that if the p value > 0.05 , then the sample used by the researcher comes from a normally distributed population; Conversely if the p value < 0.05 , then the example used by the researchers does not come from a normally distributed population.

The results of the standardization test in this study can be reviewed in the following Table:

Research Results and Discussion

Normality Test

According to Sugiyono (2016), normality testing is used to determine whether the

Normality Test Table

| | | Unstandardized Residual |
|--------------------------------|----------------|-------------------------|
| N | | 52 |
| Normal Parameters ^a | Mean | .0000000 |
| | Std. Deviation | 1.84338971 |
| Most Extreme Differences | Absolute | .145 |
| | Positive | .145 |
| | Negative | -.105 |
| Kolmogorov-Smirnov Z | | 1.043 |
| Asymp. Sig. (2-tailed) | | .227 |

Based on the results of the table above, the results of the standardization test with the Kolomogronov-Smirnov Z technique. The results of the normality test of the sig value > 0.05 , it can be said that the data of this study are normally distributed.

Multicollinearity Test

According to Sugiyono (2016), the multicollinearity test intends to check whether the regression version finds a connection

between independent variables. It is therefore necessary to be tested to find out if two or more elements are related or there is an absolute linear relationship between some or all independent elements. If it is not found then it does not include multicollinearity. To find out whether or not there is multicollinearity in the regression version by reviewing the VIF (Variance Inflation Factor) value in the regression model. if the VIF value < 10 has no multicollinearity.

The Results Of The Multicollinearity Test In This Study Can Be Reviewed In The Following Table:

Table Multicollinearity Test

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|-------|------------------|-----------------------------|------------|---------------------------|-------|------|-------------------------|-------|
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 | (Constant) | .951 | .112 | | 8.511 | .000 | | |
| | Work environment | .106 | .037 | .580 | 2.843 | .007 | .256 | 3.902 |
| | work discipline | .101 | .041 | .616 | 2.463 | .017 | .171 | 5.865 |
| | Compensation | .097 | .018 | .816 | 5.462 | .000 | .478 | 2.093 |

a. Dependent Variable: Motivasi Mengajar

The table above shows the calculation of tolerance values without a value of < 0.10 , so there is no connection between independent variables, if there is a correlation then the value is greater than 95%. Although the results of calculating the VIF value also do not give results greater than 10, it can be concluded that there is no multicollinearity in the regression model of this study.

Heteroscedasticity Test

According to Sugiyono (2016) The variance of the independent variable is constant for any given number of the independent variable (variance varies uniformly). A good regression model is one that has no variable variance. The heteroscedasticity test is performed to check whether in the regression model there are

Heteroscedasticity Test

similarities or differences in variance between one residual and one observation with other observations. If the variance from one residual to another residual is the same, then the variance varies with the variance, and vice versa if there is a difference it is called variable variance. Regression models are said to be good in case of excessive slippage. The ability to glide quickly can be seen using the Glejser test.

If the significant number (p-value) of all independent variables > 0.05 , then the variables in this study do not contract heteroscedasticity problems. The results of the heteroscedasticity test can be seen in the table below:

Table

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|------------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | 3.783 | 1.579 | | 2.396 | .021 |
| | Work environment | .053 | .073 | .120 | .726 | .471 |
| | work discipline | -.180 | .097 | -.295 | -1.866 | .068 |
| | Compensation | -.025 | .077 | -.056 | -.323 | .748 |

a. Dependent Variable: ABS_RES

The results of viewing the SPSS output show that the parameter coefficients of the independent variable are not significant. From the results of the table above it can be seen that the significant value of all independent variables is greater than 0.05 (5% alpha), that is, there is no impact of the independent variable it is concluded that there is no variable variance.

Results Of Hypothesis Analysis

The next step after hypothesis testing is hypothesis testing. Hypothesis testing will test the hypothesis intended by the researcher.

Hypothesis Testing H1, H2, H3 And H4 With T Test

Hypothesis testing in this study used multiple linear regression analysis test. Knowing the impact of the work environment (X1), work discipline (X2) and salary (X3) on teacher teaching motivation at the Manba'ul Huda Foundation Bandung City (Y). The calculation is done with a computer application program, namely SPSS. To know the impact can be known at the level of significance. If the significance level is 0.05, then the proposed hypothesis is rejected.

The entire amount of data processing with the SPSS program is contained in the appendix and is described in more detail in the table below:

Table of Test Results T

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|------------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | .951 | .112 | | 8.511 | .000 |
| | Work environment | .106 | .037 | .580 | 2.843 | .007 |
| | work discipline | .101 | .041 | .616 | 2.463 | .017 |
| | Compensation | .097 | .018 | .816 | 5.462 | .000 |

a. Dependent Variable: Motivasi Mengajar

The t-statistic basically states the impact of each independent variable on the entanglement of the dependent variable with a significance level of 5% of $df=n-K-1$ achieved:

1. H1 Hypothesis of the impact of Work Environment Variables (X1) on teacher motivation Manba'ul Huda Foundation Bandung City.

It is known that the calculated t value of 2.843 > 1.96 (t table) then the HO is rejected, with a significance value of $0.007 < 0.05$, so it can be concluded that partially the work environment has a significant impact on the teaching motivation of teachers of the Manba'ul Huda Foundation Bandung City.

2. H2 Hypothesis of the impact of Work Discipline Variables (X2) on teacher motivation Manba'ul Huda Foundation Bandung City.

It was found that the calculated t value of 2.463 > 1.96 (t table) then the HO was rejected, at a significance value of $0.017 < 0.05$, so it can be interpreted that partially work discipline has a significant impact on the teaching motivation of teachers of the Manba'ul Huda Foundation Bandung City.

3. H3 Hypothesis of the impact of Compensation Variables (X3) on teacher motivation Manba'ul Huda Foundation Bandung City.

It is known that the calculated t value of 5.462 > 1.96 (t table) then the HO is rejected, with a significance value of $0.000 < 0.05$, so it can be interpreted that partially the waivers have a significant impact on the teaching motivation of teachers of the Manba'ul Huda Foundation Bandung City.

From the t-test table in this study, it can be understood that the multiple linear regression equation in this study is as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e$$

$$Y = 0.951 + 0.106 X_1 + 0.101 X_2 + 0.097 X_3 + e$$

Information:

Y = teaching motivation

a = Konstanta

β_1 = Working Environment Regression Coefficient

β_2 = Labor Discipline Regression Coefficient

β_3 = Compensatory Regression

Coefficient

X1 = Working Environment

X2 = Work Discipline

X3 = Compensation

e = Estimated Error

Judging from the regression similarity above, then:

1. $\alpha = 0,951$. It means that a positive constant number indicates a positive impact of the independent variable (work environment, work discipline and remuneration). If the independent variable increases or has an impact on one unit, then the motivation to learn teachers at the Manba'ul Huda Foundation in Bandung City will increase or increase.

2. $\beta_1 = 0,106$. This means that if the work environment (X1) increases by one unit, the motivation to teach at the Manba'ul Huda Foundation in Bandung City (Y) will increase by 0.106 or 10.6%, which is positive, namely that there is a positive bond between the work environment (X1) and teacher education motivation in the Manba'ul Huda Organization in Bandung City (Y). Improved work environment (X1) will lead to increased teacher teaching motivation at Yayasan Manba'ul Huda (Y) Bandung City.

3. $\beta_2 = 0,101$. This means that if work discipline (X2) increases by one unit, the learning motivation of Manba'ul Huda Bandung City teachers (Y) will increase by 0.101 or 10.1%, the system This number is positive which means there is a positive bond between work discipline (X2) and the motivation of Manba'ul Huda Foundation Bandung City teachers (Y). Increased work discipline (X2) will lead to increased teaching motivation for teachers at Yayasan Manba'ul Huda Kota Bandung (Y).

4. $\beta_3 = 0.097$. This means that if compensation (X3) increases by one unit, then the teaching motivation of Manba'ul Huda Foundation teachers in Bandung City (Y) will increase by 0.097 or 9.7%, the coefficient of positive value means that compensation (X3) and teaching motivation of Manba'ul Huda Foundation teachers in Bandung City (Y) has a positive relationship. An increase in compensation (X3) will result in an

increase in teacher motivation of Yayasan Manba'ul Huda Kota Bandung (Y).

H4 Hypothesis Testing With F Test

Table Perhitungan Uji F

| ANOVA ^b | | | | | | |
|--------------------|------------|----------------|----|-------------|--------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | .044 | 3 | .015 | 15.235 | .000 ^a |
| | Residual | .047 | 48 | .001 | | |
| | Total | .091 | 51 | | | |

a. Predictors: (Constant), Kompensasi, Lingkungan Kerja, Disiplin Kerja

b. Dependent Variable: Motivasi Mengajar

This test is used to determine whether the independent variables in this case work environment (X1), work discipline (X2) and salary and bonus (X3) are simultaneously (also) significantly related to variables related to teacher learning motivation or not. Manba'ul Ville Huda Foundation Bandung (Y). Make a decision about the F test by comparing the calculated F value with the F table, that is, if the calculated F value > the F table then the hypothesis is accepted. Conversely, if the F value is calculated < In the F table, the hypothesis is rejected. By determining table F with the formula $F = (k ; n - k)$, where "k" is the number of independent variables (independent variable or X), and "n" is the number of respondents or research samples. Here are the results of the F (simultaneous) test:

Based on the table above, it is known that the work environment (X1), work discipline (X2) and salary (X3) are simultaneously (also) significantly related to the dependent variable, namely the dynamics of teacher teaching

motivation at the Manba'ul Huda Foundation, Bandung City (Y). This is evidenced by the significance value of F count 15.235 greater than F table 3.89 and significance level 0.000 less than alpha 0.05.

Test Results of Coefficient of Determination (Adjustment R2)

The coefficient of determination of multiple sizes was used to understand the magnitude of the relationship of regression model variables in this study and to measure how close the regression estimation line is to real economic data. The coefficient of determination is a measure to determine the adequacy or accuracy of an estimate or regression line with sample data. If the value of the correlation coefficient is known, the coefficient of determination can be obtained by squaring it. This can be seen through the coefficients R and R2 (Coefficient of Determination), the results of measuring the multiple correlation coefficients from this study are shown in the following table:

Table of Calculation Results of Coefficient of Determination

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .698 ^a | .488 | .456 | .03115 |

a. Predictors: (Constant), Kompensasi, Lingkungan Kerja, Disiplin Kerja

In calculating the coefficient of determination of multiples using SPSS, it is known that the value of the R-Square multiple determination coefficient is 0.698 or 69.8%. The value shows that the variables of work environment (X1), work discipline (X2) and salary (X3) simultaneously have an impact on the learning motivation of Manba'ul Huda Organization teachers on Bandung street by 69.8%. The remaining 30.2%

were impacted by other variables not studied in this study.

Conclusion

The work environment, lack of communication between teachers, causes awkwardness and inadequate facilities make teachers less comfortable, and the discipline of teaching

teachers who still often arrive late when going to teach students / students when class hours will start, as well as compensation has an impact on teacher teaching motivation where there is still a lack of wages / salaries and other benefits (Health, employment).

In the results of this study, it was concluded that the impact of the work environment, work discipline, salary and bonus if the independent variable increases or the impact in one unit then teacher learning motivation can increase or be motivated. The work environment will increase by 0.106 or 10.6%, this coefficient is a positive sign and will increase teacher teaching motivation. Work discipline will increase by 0.101 or 10.1% which means positive and will increase teacher motivation. Remuneration can increase by 0.097 or 9.7% which is positive and will increase teacher motivation in teaching.

Suggestion

For future research can add new variables such as Industry characteristics, Leadership, Work Ethic. To confirm and support the findings of this study, retesting is needed to ascertain whether the study is consistent with previous and subsequent studies. It looks like fixing the statement items in the questionnaire or using various indicators to measure each variable. Likewise for the Management of Manba'ul Huda Foundation Bandung City. Some efforts to increase the motivation of teachers who have competence in their fields in order to create a more comfortable and conducive work environment, increase work discipline through the addition of a attendance system and additional compensation aimed at improving the welfare of educators.

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