



Work Productivity Based on Work Ability, Compensation, and Work Discipline

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ABSTRACT

Teacher work productivity is one of the crucial factors in improving the quality of education. It helps students to gain the necessary academic progress and personal development. The purpose of this study is to reveal the effect of work ability, compensation, and work discipline on teacher work productivity at Phatnawitya Yala School, Thailand. This study used a quantitative approach with multiple linear regression analysis method. The research sample was 65 teachers of the school. The results showed that simultaneously work ability, compensation, and work discipline have a positive and significant effect on work productivity. Partially, work ability have a positive and significant effect on work productivity, compensation have a positive and significant effect on work productivity, and work discipline have a positive and significant effect on work productivity

INTRODUCTION

Teachers have an important and multifaceted role in the education system. In addition to being educators, teachers play a role in shaping the development of students and the quality of the education system as a whole. The teaching profession is faced with various challenges, such as: increasingly complex curriculum demands, increasing student diversity, and increasing application of technology in learning. To meet the needs in the scope of education, teacher work productivity is one of the measures in optimizing the work done. Teacher productivity is not only related to the amount of material taught in class, but also the extent to which teachers are able to manage their time, resources and energy to have the greatest positive impact on students.

Phatnawitya Yala School is located in Yala province, Southern Thailand. Phatnawitya School was founded in 1961 by Hajihama Wae and uses an Islamic-based system under the name Natoltul - UM Yala School (Islamic Education). However, in 1987 the name of the school was changed to Phatnawitya Yala School. The school focuses on three aspects of learning namely; Islamic subjects, academic subjects and specialization of students skills.

Basically, a teacher must play an active role in assisting the learning process of his students. Various methods are applied so that the knowledge given can be absorbed well by the students. This is inseparable from work productivity which is a measure of how optimal teacher performance is in carrying out their duties. Based on the results of a pre-survey to 20 teachers, 52% of teachers stated that they were not productive in terms of work quantity, work quality, and timeliness. The factor that is thought to affect work productivity is work discipline. Based on data from the school, the average teacher absence per month is 8% compared to the predetermined tolerance limit, the average is higher, because the standard for absence is 5% per month. This indicates that work discipline is still low.

Work ability is thought to be another factor that can affect work productivity. As a teacher, they need to take formal education that will support their work abilities. As for the education of teachers at Phatnawitya School, it is dominated by workers who have a bachelor's degree as many as 62 people or 95%. Apart from the level of education, how to assess the teacher's work ability can be seen from his tenure. The tenure of teachers at Phatnawitya School is dominated by 32% with a teaching time of 5-10 years as many as 21 people. In relation to education level and tenure, teachers' employability needs to be supported by training. The existence of training can help teachers improve work skills so that it will affect the increase in teacher work productivity. The data obtained shows that 42 teachers have attended training in the form of seminars at the ministry of education or private institutions with a total attendance of 50 hours to more than 100 hours per year. However, out of 65 teachers, there are still 23 teachers (36%) who have not participated in educational training/seminars, although in relatively small numbers, therefore equal distribution of teacher and education personnel training is very important in order to support professional development and produce superior human resources. This will also help improve teacher work productivity.

One factor that is also believed to affect work productivity is compensation. Compensation is a form of appreciation given by the company to employees in recognition of their contributions and work results. In this context, the focus is on financial compensation. Salaries and bonuses are part of direct financial compensation, while allowances and other facilities are indirect financial compensation. The data shows that the direct financial compensation received by teachers and staff at Phatnawitya School is the same amount. However, because Phatnawitya is a private school, it has its own provisions and rules regarding compensation. The basic salary that teachers get per month at Phatnawitya School is 15,000 THB (Thai Baht) equivalent to IDR 6,720,000. However, teacher compensation in the form of basic salary based on the provisions of the Royal Thai Government in Public Schools is 20,091 THB or equivalent to IDR 9,000,768. This shows that the provision of direct financial compensation for Phatnawitya School teachers is still below the standard. There are also problems with indirect financial compensation, namely the absence of teacher work facilities to support the creation of productivity and comfort such as teacher workspaces.

Based on this description, research on teacher work productivity needs to be conducted. This is done to find references to get input related to improving teacher work productivity at Phatnawitya Yala School, Thailand.

LITERATURE REVIEW

Work Productivity

Work productivity is a comparison between the output produced and the resources used in production, such as labor, land, raw materials, supporting materials, and machinery and equipment, (Afandi, 2016). Some factors that can affect work productivity include: level of education; work ability and competence; skills; production support facilities and infrastructure; conducive work environment; work discipline; and compensation, salaries, and wages, (Sutrisno, 2019). Quantity, quality of work and timeliness are indicators of work productivity, (Afandi, 2016).

Work Discipline

Work discipline is an attitude of adhering to the norms and regulations that apply within an organization. This attitude aims to increase the determination and commitment of employees to achieve the goals previously formulated by the company, (Agustini, 2019). The level of attendance, obedience to superiors, work procedures and awareness and responsibility at work are indicators of work discipline, (Agustini, 2019).

Work Ability

Work ability is defined as the capacity of an individual or employee to perform various tasks in the job assigned to that employee, (Robbins & Judge, 2015). Indicators of work ability are education, length of service, and job skills, (Robbins & Judge, 2015).

Compensation

Compensation is the total amount of reward that employees get from their company as a form of appreciation for their involvement, (Sinambela, 2016). Compensation indicators include wages, salaries, allowances, intensives, and facilities (Sinambela, 2016).

Previous research conducted by Maharani, et al (2022) stated that work ability, motivation, and work discipline have a positive and significant effect on employee performance. Supported by research conducted by Agustini and Dewi (2019), the results of their research are compensation, work discipline, and motivation have a positive and significant effect on employee productivity.

H₁: Work ability, compensation, and work discipline simultaneously have a positive and significant effect on work productivity.

Research conducted by Maharani, et al (2022) work ability has a positive and significant effect on employee performance. Supported by research conducted by Mayasari (2017), the result of his research is that work ability has a positive and significant effect on employee productivity.

H₂: Work ability have a positive and significant effect on work productivity

Research conducted by Perawati, et al (2018) states that compensation has a significant effect on teacher work productivity. Supported by research conducted by Butar Butar and Nuridin (2022), the results of their research are compensation has a positive and significant effect on employee productivity.

H₃: Compensation have a positive and significant effect on work productivity

Research conducted by Perawati, et al (2018) states that discipline has a significant effect on teacher work productivity. Supported by research conducted by Butar Butar and Nuridin (2022), the results of their research are work discipline has a positive and significant effect on employee productivity.

H₄: Work discipline have a positive and significant effect on work productivity

METHODOLOGY

The research aims to obtain an overview of the independent variables (work ability, compensation, and work discipline) in relation to the dependent variable (work productivity). The research method uses descriptive and verificative analysis with a quantitative approach. The population that is the subject of the research consists of 65 teachers. The sampling technique used is saturated sampling. This technique is employed when all members of the population are made into a sample, so every individual in that population is included in the research analysis, (Sugiyono, 2021). The data collection procedure involves a literature review consisting of theories and opinions from experts found in books, articles, and regulations related to the issues in this research, as well as field studies conducted through observations, questionnaires, and interviews. The method of instrument testing in this research using the SPSS version 25.00 program. The regression equation in this study is as follows:

$$Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \varepsilon$$

Description:

Y: Work Productivity

α : Constanta

X_1 : Work Ability

X_2 : Compensation

X_3 : Work Discipline

β_1 : Regression coefficient to determine the effect of work ability on work productivity

β_2 : Regression coefficient to determine the effect of compensation on work productivity

β_3 : Regression coefficient to determine the effect of work discipline on work productivity

ε : Error disturbances/other factors not examined.

RESULTS

Teacher Characteristics

This research involves 65 teachers working at Phatnawitya School. The characteristics of the majority of teachers as subjects in this study are female (88%/57 people), hold a bachelor's degree (95%/62 people), aged 20-30 years (43%/28 people), and have work experience of 5-10 years (32%/21 people).

Teacher Responses to Work Productivity Variables

The mean value of teachers' responses to work productivity variables is 3.49 which is included in the high category. The school strives for teachers to have a good and optimal level of work productivity thus helping the school to achieve the desired goals. Among the three indicators of work productivity variables, the indicator that has the highest score of 3.66 is the timeliness indicator. This means that teachers are able to utilize time effectively and efficiently according to the time given. The lowest score of 3.37 is on the work quantity indicator. This means that teachers need to increase their work quantity by meeting better work targets. Teacher work targets include realizing the learning program plan for one (1) year, introducing the surrounding environment to students, knowing and directing students interests & talents, applying effective learning methods, and participating in teacher training programs both internal and external to the school. Work quantity refers to the results obtained by an employee in a certain period of time, compared to the standards set by the organization or company, (Afandi, 2016).

Teacher Responses to Work Ability Variables

The average value of teacher responses to the work ability variable is 3.49 which is included in the good category. Schools encourage increased productivity through work programs and training programs so that teachers have a good level of work ability, so that they can help schools achieve their goals. The teacher's answer to the work ability variable has the highest score of 3.60, namely the tenure indicator. This means that teachers need to have experience in carrying out their work so that their work abilities are getting better. The lowest score of 3.40 is on the education indicator. There are still teachers who do not have an educational background that is in accordance with their current field of work. Therefore, it is important for every teacher to continue to improve their abilities through various trainings. Through work experience, teachers can expand their knowledge. Training materials play an important role in improving employee performance, while work experience

includes a person's background and personality that develops through education and past work experience, (Handoko, 2013).

Teacher Responses to Compensation Variables

The average value of teacher responses for the compensation variable is 3.42 which is included in the high category. The school provides compensation as a reward to teachers for their performance in accordance with applicable regulations. The teacher's answer to the compensation variable has the highest score of 3.53, namely the allowance indicator. This means that the allowances provided by the school to teachers are good and appropriate. The lowest score of 3.29 is on the facilities indicator. This means that the work facilities provided to teachers need to be reviewed and improved. Work facilities include all equipment, supplies, and other facilities that assist in carrying out tasks and meeting the social needs of people related to the organization or company (Runtunuwu, 2020). This facility is a real gift from a company or organization, which is given specifically so that employee welfare increases, (Bachrun, 2019).

Teacher Responses to Work Discipline Variables

The average value of teachers responses to the work discipline variable is 3.73, which is included in the high category. Schools strive for teachers to have a good level of work discipline so that they can help schools achieve optimal performance. Teachers answers to work productivity variables have the highest score of 3.92, namely in the indicator of obedience to superiors. This means that teachers always obey orders and rules given by school leaders/directors. The lowest score of 3.38 is on the attendance rate indicator. This means that the level of teacher attendance needs to be improved and given firmer sanctions if absent without giving any information. The level of discipline of an employee can be measured by how often the employee is present and how low the absence rate is. This indicates that the employee has shown a high level of discipline, (Sinambela, 2016). More severe sanctions can legally encourage employees to avoid undisciplined behavior and comply with all applicable regulations, (Hasibuan, 2020).

Multiple Linear Regression Analysis

Table 1. Regression Coefficients and Significance Test Coefficients

		Coefficients ^a			
		Unstandardized Coefficients	Std. Error	Standardized Coefficients	
Model		B		Beta	T Sig.
1	(Constant)	11.541	3.108		3.713 .000
	Work Ability	.270	.115	.258	2.356 .022
	Compensation	.245	.086	.327	2.840 .006
	Work Discipline	.191	.077	.284	2.470 .016

Source: Results of statistical data processing with SPSS version 25.00, 2024

Based on Table 1 of the multiple linear regression analysis results, a regression equation with the estimated model will be obtained as follows:

$$Y = 11,541 + 0,270X_1 + 0,245X_2 + 0,191X_3 + \varepsilon$$

The regression coefficient of the work ability, compensation, and work discipline variables is positive, which means that the three variables have a positive effect on work productivity. If teachers work ability, compensation, and work discipline increase, it is expected that teachers work productivity will increase.

Hypothesis Testing

1. Testing the Regression Model Simultaneously (F Test)

Courtesy of the calculated F value, it can be seen that F_{count} is 23.445 while F_{table} needs to be calculated using a level of $\alpha = 0.05$ with degrees of freedom $df_1 = (k-1)$ or $df_1 (3-1 = 2)$ and $df_2 = (n-k-1)$ or $df_2 (65-3-1 = 61)$ of 3.15 so that F_{count} is greater than F_{table} ($23.445 > 3.15$) and has a significance value of $0.000 < 0.05$ then H_0 is rejected and H_a is accepted. This means that work ability (X_1), compensation (X_2), and work discipline (X_3) simultaneously have a positive and significant effect on work productivity (Y).

2. Partial Regression Model Testing (t test)

a. The Influence of Work Ability on Teacher Productivity

Courtesy of Table 2, it can be seen that the work ability variable obtained a t_{count} value of 2.356 and the t_{table} value for the $\alpha = 0.05$ level with a degree of freedom of $65-3-1 = 61$ of 1.670, so that the t_{count} is greater than the t_{table} ($2.356 > 1.670$) with a significance of $0.022 < 0.05$, it can be concluded that H_0 is rejected and H_a is accepted. This means that work ability have a positive and significant effect on work productivity.

b. The Influence of Compensation on Teacher Productivity

Courtesy of Table 2, it can be seen that the compensation variable obtained a t_{count} value of 2.840 and the t_{table} value for the $\alpha = 0.05$ level with a degree of freedom of $65-3-1 = 61$ of 1.670, so that the t_{count} is greater than the t_{table} ($2.840 > 1.670$) with a significance of $0.006 < 0.05$, it can be concluded that H_0 is rejected and H_a is accepted. This means that compensation have a positive and significant effect on work productivity.

c. The Influence of Work Discipline on Teacher Productivity

Courtesy of Table 2, it can be seen that the work discipline variable obtained a t_{count} value of 2.470 and the t_{table} value for the $\alpha = 0.05$ level with a degree of freedom of $65-3-1 = 61$ of 1.670, so that the t_{count} is greater than the t_{table} ($2.470 > 1.670$) with a significance of $0.016 < 0.05$, it can be concluded that H_0 is rejected and H_a is accepted. This means that work discipline have a positive and significant effect on work productivity.

DISCUSSION

Multiple correlation analysis is used to determine how the relationship between work ability, compensation, and work discipline with teacher work productivity. Based on the results of multiple correlation analysis, the R value is 0.732. The interval value with a strong category is 0.60 - 0.799 (Sugiyono, 2021). So that the correlation or relationship of the variables of work ability, compensation, and work discipline to work productivity is strong. This means that the better the work ability, the higher the compensation received, and the higher the work discipline, the more the teacher's work productivity will increase.

Individual growth and development in organizations can be hindered by organizational structures and policies. Ensuring jobs match workers skills can optimize productivity, (Argyris, 2021). Adequate compensation will meet basic needs such as physiological and security, this allows workers to focus on higher needs such as job satisfaction and self-actualization so that it can support increased productivity, (Maslow, 2013). Scientific management theory which involves detailed job analysis and strict supervision to ensure that workers work according to predetermined methods, strict work discipline can increase efficiency and productivity, (Taylor, 2016).

Courtesy of the results of the determination coefficient test, it can be seen that the R^2 (R square) value is 0.536 or 53.6%. This indicates that the percentage contribution of the influence of the variables of work ability, compensation, and work discipline on work productivity is 53.6%, while the remaining 46.4% is influenced by other variables not included in this research model, such as: work attitude and ethics, motivation, work environment, work climate, technology, production facilities, work performance, and training, (Sutrisno, 2020).

CONCLUSIONS AND RECOMMENDATIONS

1. Courtesy of the responses of teachers at Phatnawitya Yala School on work ability variables, compensation variables, work discipline, and work productivity, it can be concluded that:
 - a. Work productivity based on indicators of work quantity, work quality, and timeliness is in the high category. The highest indicator is timeliness with a high category while the lowest indicator is work quantity with a sufficient category.
 - b. Work discipline based on indicators of attendance rates, work procedures, obedience to superiors, work awareness, and responsibility is in the high category. The highest indicator is obedience to superiors in the high category while the lowest indicator is the attendance rate in the sufficient category.
 - c. Work ability based on indicators of work ability, education, and tenure is in the good category. The highest indicator is length of service with a good category while the lowest indicator is education with a sufficient category.
 - d. Compensation based on indicators of wages and salaries, incentives, allowances and facilities in the high category. The highest indicator is

the allowance with a high category while the lowest indicator is the facility with a sufficient category.

2. Work ability, compensation, and work discipline simultaneously have a positive and significant effect on teacher productivity at Phatnawitya Yala School.
3. Work ability, compensation, and work discipline partially have a positive and significant effect on teacher productivity at Phatnawitya Yala School.

Courtesy of the research results and conclusions obtained, the authors propose the following recommendations:

1. The school needs to open recruitment for teachers to increase the number of educators according to the required and mastered fields. This is due to the fact that the number of students at Phatnawitya Yala School exceeds the number of available teachers.
2. The school should emphasize the sanctions for teachers who are undisciplined in their work, such as salary deductions, loss of incentives, and non-renewal of contracts. This is necessary to enhance teachers work discipline for better performance.
3. The school should encourage teachers to participate in various specialized training that can enhance work productivity so that teachers skills improve and contribute to achieving the school's goals.
4. The school authorities need to pay more attention to the welfare of the teachers so that they feel satisfied and can dedicate themselves to the school by providing separate workspaces for the teachers.

FURTHER STUDY

This research can be used as a reference and guideline. Future researchers are advised to investigate other variables that may influence work productivity, such as: leadership, attitudes and work ethics, motivation, work environment, work climate, technology, production facilities, work performance, and training. (Sutrisno, 2020).

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