

**Analysis of Salaries and Allowances on the Fulfillment of Teachers Rights
and Industrial Relations in Educational Institutions**

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Abstract

The fulfillment of teachers' rights through compensation systems, especially salaries and allowances, is an important aspect in creating harmonious industrial relations in educational institutions. The mismatch between workload and compensation is still often a trigger for dissatisfaction and a decline in the quality of teachers' performance. This study aims to analyze the role of salaries and allowances in fulfilling teachers' rights and their impact on industrial relations. The research uses a library research method with a qualitative approach, collecting data from scientific journals, books, and policies related to educator compensation. Content analysis is used to identify themes and conceptual relationships. The results show that salaries, allowances, incentives, and facilities have a direct effect on teachers' motivation, loyalty, and professionalism. Allowances that are given fairly and on time can improve teachers' economic stability and strengthen their commitment to work. Conversely, irregular payments and welfare inequalities can trigger industrial conflicts and reduce the quality of learning. It was concluded that a fair, transparent, and consistent compensation system is key to fulfilling teachers' rights and establishing stable and productive industrial relations. Therefore, educational institutions need to improve compensation management to create a conducive and sustainable work environment.

Keywords: Salaries, Allowances, Teachers Rights, Industrial Relations, Educational Institutions

Abstrak

Pemenuhan hak guru melalui sistem kompensasi, terutama gaji dan tunjangan, merupakan aspek penting dalam menciptakan hubungan industrial yang harmonis di lembaga pendidikan. Ketidaksiuaian antara beban kerja dan kompensasi masih sering menjadi pemicu ketidakpuasan dan menurunnya kualitas kinerja guru. Penelitian ini bertujuan menganalisis peran gaji dan tunjangan dalam pemenuhan hak guru serta dampaknya terhadap hubungan industrial. Penelitian menggunakan metode library research dengan pendekatan kualitatif, mengumpulkan data dari

jurnal ilmiah, buku, dan kebijakan terkait kompensasi pendidik. Analisis konten digunakan untuk mengidentifikasi tema dan keterkaitan konsep. Hasil kajian menunjukkan bahwa gaji, tunjangan, insentif, dan fasilitas berpengaruh langsung terhadap motivasi, loyalitas, dan profesionalisme guru. Tunjangan yang diberikan secara adil dan tepat waktu mampu meningkatkan stabilitas ekonomi guru dan memperkuat komitmen kerja. Sebaliknya, ketidakteraturan pembayaran dan ketimpangan kesejahteraan dapat memicu konflik industrial dan menurunkan kualitas pembelajaran. Disimpulkan bahwa sistem kompensasi yang adil, transparan, dan konsisten menjadi kunci dalam pemenuhan hak guru serta pembentukan hubungan industrial yang stabil dan produktif. Oleh karena itu, lembaga pendidikan perlu meningkatkan tata kelola kompensasi untuk menciptakan lingkungan kerja yang kondusif dan berkelanjutan.

Kata Kunci: Kompensasi, Tunjangan, Hubungan Industrial, Lembaga Pendidikan

INTRODUCTION

Salaries for educators and education personnel represent a form of compensation provided by supervisors to their subordinates. This compensation is monetary in nature and serves as the primary type of compensation received by employees.¹ Education serves as the fundamental basis for developing a nation's human resources. Law Number 20 of 2003 on the National Education System states that the purpose of national education is to cultivate knowledge, skills, and national civilization. Moreover, education aims to guide learners to become independent, creative, devoted, virtuous, intelligent, and self-reliant individuals.² To achieve these goals, improving the quality of education must go hand in hand with enhancing the quality of education personnel. As professional educators, teachers play a strategic role in the learning process. Teaching, educating, guiding, training, and assessing are responsibilities that help prepare students to face various challenges and take part in global development.

A professional teacher must demonstrate four essential competencies: pedagogical, professional, social, and personal. Mastery of these competencies enables teachers to deliver high-quality educational services, ensuring that the learning process is effective and capable of producing excellent graduates.

¹ Mohammad Arifin and Abdul Wahab, "Sistem Penggajian Guru Dan Tenaga Kependidikan Di Tk. 'Aisyiyah Bustanul Athfal I Kota Probolinggo Menurut Prinsip-Prinsip Akad Ijarah," *Jurnal Justisia Ekonomika: Magister Hukum Ekonomi Syariah* 4, no. 2 (2020), <https://doi.org/10.30651/justeko.v4i2.6857>.

² Noer Soetjipto, "Pengaruh Tunjangan Sertifikasi Guru Dan Motivasi Serta Pengembangan SDM Terhadap Kinerja Guru SMAN 1 Trenggalek," *Dinamika Governance : Jurnal Ilmu Administrasi Negara* 8, no. 1 (2018), <https://doi.org/10.33005/jdg.v8i1.1219>.

One crucial factor influencing educational success is the teacher's performance. Dedication to their duties, creativity in teaching, discipline, classroom management skills, and responsibility in guiding students are all indicators of strong performance. A supportive and conducive work environment will directly influence students' learning outcomes.

To improve the quality of the previously mentioned work, teachers need a supportive environment, one of which is transparent and accessible compensation management. Compensation is not limited to basic salary; it also includes allowances, incentives, and other forms of remuneration for the teacher's contributions to the educational institution. Good compensation is an important factor in increasing motivation, work ethic, and teacher loyalty. Motivation comes from the Latin word *movere*, which means 'to move,' referring to conditions that encourage an individual to strive toward their goals. Teachers feel more productive and engaged in their work when they are rewarded with appropriate compensation. However, not all educational institutions are able to implement effective compensation management.³

In addition to compensation, organizational commitment and work ethic also affect teachers' productivity. Factors such as lack of attention from the foundation, insufficient supporting facilities, and the mismatch between expectations and reality can reduce teachers' well-being and negatively impact their performance. Organizational commitment is a crucial factor in the relationship between compensation and productivity. Teachers with a high level of commitment consistently demonstrate good performance, even when the compensation they receive does not fully meet their expectations. Conversely, when teachers' commitment is low, even high compensation does not necessarily lead to increased productivity.⁴

This situation gives rise to issues such as poor classroom management, low productivity, and even a decline in the overall quality of education. If these problems are not addressed, they may impact educational institutions and hinder

³ Sania Kumala et al., "Peran Manajemen Kompensasi Dalam Meningkatkan Kinerja Pengajar Dan Pembelajaran," *Jurnal Manajemen Pendidikan (JMP)* 10, no. 2 (2025): 236–46.

⁴ Kukuh Briliarto, "Pengaruh Kompensasi Dan Kepuasan Kerja Terhadap Kinerja Guru Dengan Komitmen Organisasional Sebagai Variabel Intervening (Studi Pada Yayasan Perguruan Hamong Putera Di Sleman)," *Jurnal Studi Manajemen Organisasi* 17, no. 2 (2022): 1–7, <https://doi.org/10.14710/jsmo.v17i2.32076>.

their ability to achieve their goals comprehensively. Therefore, understanding compensation, work ethic, and organizational commitment is essential within the context of industrial relations in educational settings. Harmonious industrial relations can be achieved when teachers' rights are fulfilled, including receiving fair and adequate compensation.⁵

Analysis of salaries and allowances is not limited to financial aspects; it also influences work dynamics, motivation, loyalty, and the quality of professional interactions between teachers and institutions. When compensation is managed effectively, industrial relations become more stable and productive.⁶ Based on the aforementioned background, this article examines the topic 'Analysis of Salaries and Allowances on the Fulfillment of Teachers' Rights and Industrial Relations in Educational Institutions' to understand how the compensation system impacts teacher development and industrial relations within educational settings. It is expected that this study will offer recommendations for educational institutions to improve teacher performance and foster a professional, harmonious, and collaborative work environment.

RESEARCH METHODS

This study uses a library research strategy and a qualitative methodology. Scholarly journals, books, and policy documents pertinent to the subjects of teacher compensation, allowances, and labor relations were among the written sources from which research data were gathered. In order to create a thorough understanding in line with the study's goal, the data were qualitatively examined by reading, classifying, and evaluating the literature's content. Recurring themes, conclusions, and concepts that appeared throughout the chosen references were examined using content analysis. This approach was selected because it offers a thorough conceptual understanding of the connection between institutional stability and teacher remuneration systems without needing the collection of field data.

⁵ Luthfi Zamakhsyari, Yudhistira Aryoko, and Dwi Winarni, "The Effect of Compensation and Work Environment on Employee Performance," *Digital Business: Future Business Trends* 15, no. 2 (2024): 139–45, <https://doi.org/10.4108/eai.14-8-2024.2351952>.

⁶ Kumala et al., "Peran Manajemen Kompensasi Dalam Meningkatkan Kinerja Pengajar Dan Pembelajaran."

RESULT AND DISCUSSION

Teacher Payroll System and Challenges in Its Implementation in Educational Institutions

The teacher payroll system in an educational institution is generally based on the institution's internal regulations, financial capacity, and the initial agreements made during recruitment. The wage scheme is often communicated as a form of transparency in the working relationship between the institution and the teaching staff. This information typically includes the amount of the initial salary, the salary period, and the components of compensation to be provided to the teacher. Such a payroll system reflects the presence of administrative mechanisms that serve as the foundation for employment relations, even though they are not always supported by formal written agreements.

Educational institutions often use a compensation structure that includes elements such as years of service, position allowances, family allowances, supporting facilities, and routine components like transportation and meal provisions. This structure is intended to balance the various needs of teachers with the institution's financial capacity. Such adjustments represent a form of managerial adaptation that ensures the payroll system remains operational and sustainable. Compensation arrangements are not determined unilaterally by institutional leaders, but are instead formulated through a budget-planning process that involves both the financial division and the management committee. The preparation of annual and monthly budgets plays a crucial role in determining the institution's ability to provide fair compensation and support to its teaching staff. This process demonstrates that payroll is an inseparable component of the financial management of an educational institution.⁷

An institution's ability to provide adequate salaries becomes increasingly limited when it lacks external financial support, such as government subsidies. In such circumstances, teachers and educational staff often work with compensation that depends almost entirely on student contributions. This condition can create structural disparities within the educational system, ultimately affecting the overall welfare of teachers. The salary payment process is typically carried out at

⁷ Arifin and Wahab, "Sistem Penggajian Guru Dan Tenaga Kependidikan Di Tk. 'Aisyiyah Bustanul Athfal I Kota Probolinggo Menurut Prinsip-Prinsip Akad Ijarah."

the end of each month in accordance with the institution's operational schedule. In certain cases, holidays or technical adjustments may result in accelerated payments. Additionally, to maintain timely and transparent financial reconciliation, institutions usually conduct preliminary checks on relevant deductions, such as internal loans.

In the context of the allowance system, national labor regulations distinguish between fixed and non-fixed allowances. Fixed allowances are provided routinely, whereas non-fixed allowances are conditional in nature. This distinction is essential for educational institutions as they determine compensation structures in accordance with existing regulations. Furthermore, funding for teacher allowances is often affected by annually changing regulations, which creates instability in the financing process. Several regulatory modifications require the government to offer special accommodations for educators who are not fully supported through school operational funds. This situation reflects ongoing administrative challenges within the teacher compensation system.⁸

Allowances for teaching staff in some regions are determined by local governments. However, this mechanism underscores the need for accurate and comprehensive teacher data reporting. Delays in verification, often caused by incomplete administrative requirements, frequently lead to delays in disbursing allowances, which in turn affects teacher welfare. Allowance planning is typically conducted before the budgeting period begins. Educational institutions or local education departments collect data on eligible teachers to ensure that allocation funds can be properly fulfilled. Surplus quotas are prepared as an anticipatory measure in response to changes in staffing dynamics. This procedure highlights the importance of thorough planning in the management of compensation.

In addition to basic salary, teacher compensation also includes functional allowances, incentives, and skill-based components. Fair and competitive compensation is essential for enhancing motivation and improving the quality of teachers' work. Providing appropriate rewards through compensation reflects an institution's commitment to improving the overall quality of education. Teacher motivation and productivity are strongly influenced by compensation, as a

⁸ Muhammad Ghozali, Diyan Ekawati, and Erni Munastiwi, "Analisis Pengelolaan Tunjangan Guru Honorer: Studi Dinas Pendidikan Bangka Tengah," *Sustainable Jurnal Kajian Mutu Pendidikan* 5, no. 2 (2022): 299–307, <https://doi.org/10.32923/kjmp.v5i2.2437>.

supportive working environment, recognition for achievements, and opportunities for career development help strengthen teachers' loyalty to the organization. Thus, compensation is not merely a financial matter but also an integral component of human resource management strategies.⁹

Research shows that adequate compensation can increase teacher productivity, maintain organizational stability, and strengthen professional commitment. Improvements in teacher welfare are directly proportional to the enhancement of the learning process, indicating the strategic role of compensation in improving the effectiveness of educational institutions. Teacher compensation consists of both material and non-material components. Material components include salaries, allowances, and incentives, whereas non-material components include a sense of security, recognition, and sustainable career assurance.¹⁰ These elements help create a positive and productive working environment. In certain cases, compensation follows government regulations, particularly for teachers with national employment status. However, for non-government teachers, compensation mechanisms vary and are determined by individual institutions, often resulting in welfare disparities among teachers.

National data indicates that the number of teachers who do not receive regular and adequate income remains very high. Welfare disparities are further exacerbated by irregular salary payments and uncertainty in employment status. Teachers who face economic difficulties are more susceptible to work-related stress and declining productivity, which ultimately affects the quality of learning. The growing demand among teachers for improved welfare reflects their response to compensation inequities. In several cases, instability in salary distribution has triggered collective actions by educators to draw government attention. This demonstrates that issues surrounding teacher compensation are not merely internal organizational matters, but also broader structural problems at the national level.¹¹

⁹ Mohammad Nurul Yaqin and Subiyantoro Subiyantoro, "Pengembangan Sdm Melalui Kompensasi, Motivasi Dan Kepuasan Kerja Tenaga Pendidik Di Smk Islam Krembung," *ASCENT: Al-Bahjah Journal of Islamic Education Management* 2, no. 2 (2024): 105–14, <https://doi.org/10.61553/ascent.v2i2.182>.

¹⁰ Tarisa Anjani et al., "Kebijakan Pemberian Kompensasi Guru Dan Implikasinya Terhadap Kinerja Mengajar," *Al-Ibrah: Jurnal Pendidikan Dan Keilmuan Islam* 7, no. 2 (2022): 45–62, <https://doi.org/10.61815/alibrah.v7i2.198>.

¹¹ Florentinus Minarta Nua, "Tunjangan Profesi Guru Sebagai Upaya Meningkatkan Kompetensi Guru Dan Karakter Peserta Didik," *REVITALISASI: Jurnal Ilmu Manajemen* 9, no. 2 (2020): 250–

A teacher's commitment to fulfilling their professional duties is often hindered by an underdeveloped payroll system. To meet their basic needs, many teachers must seek additional work, which reduces their focus on teaching. This situation negatively affects the quality of education received by students. In many educational institutions, compensation is considered an integral component of delivering quality educational services. Fair and adequate compensation can encourage teachers to enhance their professionalism and develop their skills, whereas inadequate compensation can hinder educational quality. The primary challenge in implementing an effective teacher payroll system lies in balancing institutional needs with teacher competencies. This requires adjustments in educational regulations, financial management, and the alignment of national standards with institutional capacities to ensure that the education system functions clearly and efficiently.¹²

Contribution of Allowances to Fulfilling Teachers' Rights and Enhancing Professionalism in Educational Institutions

Allowances are one of the most important components of the compensation system for educational personnel, serving to enhance work stability. As part of teachers' professional rights, allowances are generally determined by position, length of service, and official responsibilities related to student needs. Providing adequate allowances helps teachers meet their daily needs and pursue their careers more effectively. In the context of educational organizations, allowances are also used as a means of rewarding teachers who demonstrate strong work ethics. Such recognition may take the form of financial incentives, certification, career development opportunities, or special institutional support. This mechanism shows that allowances function not only as a fulfillment of teachers' rights but also as a form of appreciation for their achievements.¹³

Professional allowances are a form of compensation provided to teachers who have been certified as meeting established competency standards. These allowances increase teachers' income and overall welfare, while also serving as

66, <https://ejournal.uniska-kediri.ac.id/index.php/Revitalisasi/article/view/1369>.

¹² Zamakhsyari, Aryoko, and Winarni, "The Effect of Compensation and Work Environment on Employee Performance."

¹³ Zahrah Rahmadina Tauba et al., "Manajemen Tenaga Pendidik Dan Kependidikan Di Sekolah Dasar," *El-Mujtama: Jurnal Pengabdian Masyarakat* 5, no. 4 (2025): 112–21, <https://doi.org/10.47467/elmujtama.v5i4.9160>.

financial support that enhances their motivation and work performance. When allowances are granted based on principles of fairness and merit, teachers feel valued, which strengthens their ability to work professionally. Moreover, performance-based professional compensation ensures that teachers receive rewards proportional to their contributions. Such objective allowances boost motivation, reinforce organizational commitment, and promote healthy competitive behavior within the educational environment.¹⁴

In addition to professional development programs, educational institutions also provide various forms of training, such as structural training, position-based training, and financial support for further studies. These efforts aim to strengthen teachers' competencies so they can effectively address ongoing professional challenges. In this regard, allowances function as a means of enhancing the quality of human resources within educational institutions. Some organizations also offer additional forms of appreciation, such as worship facilities, personal development trips, or other types of recognition for teachers who demonstrate strong commitment and loyalty. Such rewards help strengthen the emotional bond between teachers and the institution and encourage them to perform their professional duties diligently.¹⁵

In modern compensation systems, allowances serve as one of the key strategies for enhancing teacher motivation. Adequate compensation not only improves teachers' work performance but also strengthens their sense of being valued. The theory of work motivation highlights that financial rewards significantly influence employee performance, including that of educators. Allowances are also closely linked to the development of teacher competencies. When compensation is provided appropriately, teachers become more motivated to engage in teaching activities, deepen their understanding, and improve their instructional skills. This contributes to achieving educational goals, as competent teachers are more likely to deliver high-quality learning experiences. In addition to financial benefits, non-financial allowances, such as opportunities for career advancement, also play an important role in increasing teacher productivity.

¹⁴ Syahbari Efendi et al., "Pengaruh Lingkungan Kerja, Disiplin Dan Tunjangan Profesi Guru Terhadap Kinerja Guru Madrasah Aliyah Negeri 3 Tapanuli Selatan," *JRAM (Jurnal Riset Akuntansi Multiparadigma)* 7, no. 2 (2021): 248–59, <https://doi.org/10.30743/akutansi.v7i2.3382>.

¹⁵ Tauba et al., "Manajemen Tenaga Pendidik Dan Kependidikan Di Sekolah Dasar."

Support mechanisms such as workshops, training funding, and advanced education have a substantial impact on developing the professional competencies required in 21st-century education.¹⁶

The implementation of allowances in educational institutions often encounters various administrative obstacles, such as verification difficulties, data inconsistencies, and challenges in the validation process. These administrative issues can lead to teacher dissatisfaction, particularly when they remain unresolved for long periods even after teachers have obtained professional status. Uncertainty in allowance disbursement can reduce teachers' focus and productivity in the classroom. This situation illustrates that, beyond its financial value, effective governance plays a crucial role in ensuring that allowances function optimally as a support mechanism for teaching.

Allowances that are provided regularly have been shown to improve teachers' economic stability and overall welfare. Teachers who experience financial stability are better able to perform their instructional duties consistently without needing to take on additional jobs to meet daily needs. Consequently, uncertainty in allowance disbursement or discrepancies between the value of the allowance and the teacher's workload can reduce motivation, discipline, and the quality of learning outcomes. For this reason, timely and proportional allowance distribution is a crucial indicator in fulfilling the rights of educational personnel.¹⁷

Allowances for teachers serve not only as a means of improving their financial situation but also as a tool for promoting high-quality education and enhancing professional standards. Fair compensation encourages teachers to remain at their schools, reduces turnover, and increases student engagement and participation in school programs. Additionally, allowances enable teachers to invest in their own development through training, workshops, or long-term studies, thereby enhancing their pedagogical, professional, social, and personal competencies. To simultaneously improve educational quality and fulfill teachers' rights, allowances are essential, as teachers feel valued, motivated, and more

¹⁶ Windasari Windasari and Muchammad Zulham Yahya, "Pengaruh Motivasi Kerja Dan Kompensasi Guru Terhadap Kinerja Guru SMK Swasta Se-Kecamatan Bangil," *Kelola: Jurnal Manajemen Pendidikan* 6, no. 2 (2019): 188–92, <https://doi.org/10.24246/j.jk.2019.v6.i2.p188-192>.

¹⁷ Efendi et al., "Pengaruh Lingkungan Kerja, Disiplin Dan Tunjangan Profesi Guru Terhadap Kinerja Guru Madrasah Aliyah Negeri 3 Tapanuli Selatan."

committed when the distribution of allowances is transparent and fair.¹⁸

The Impact of Compensation Systems on Industrial Relations in Educational Institutions

In an educational organization, the compensation system is a strategic factor that directly influences the quality of industrial relations among teachers, education personnel, and management staff. According to Dessler and Simamora, compensation encompasses all forms of financial and non-financial rewards received by employees in return for their contributions. In the context of educational institutions, compensation is viewed not only as a form of salary but also as a professional valuation of educational responsibilities that require dedication, pedagogical competence, and moral integrity.¹⁹

The importance of compensation in an industrial relationship increases when it is linked to the efforts of the educational body to maintain internal harmony and stability. A formal and structured compensation system limits the ability of the organization to provide atas kinerja guru. When compensation is given in a clear, transparent, and consistent manner, the relationship between the manager and the teacher will be more harmonious, which will reduce the potential for industrial conflict that frequently arises as a result of misconceptions about the value of labor and the prices paid. Terminologies such as salary, incentives, allowances, and facilities are essential in assessing the quality of industrial relations. Salary provides financial stability, while incentives serve to encourage higher productivity. Facilities and allowances reflect the institution's commitment to employee well-being. When all these components are managed carefully and consistently, industrial relations become more professional and harmonious.

Furthermore, factors such as work productivity, the organization's financial capacity, and the conditions of labor supply and demand also influence compensation and shape industrial dynamics. Compensation that effectively enhances productivity will improve teacher satisfaction, whereas compensation that does not align with workload or work expectations may lead to conflict

¹⁸ Windasari and Yahya, "Pengaruh Motivasi Kerja Dan Kompensasi Guru Terhadap Kinerja Guru SMK Swasta Se-Kecamatan Bangil."

¹⁹ Aulia Kiftiah Kencana et al., "Peran Kompensasi Dalam Manajemen Pendidikan Islam Dan Dampaknya Terhadap Motivasi Serta Kinerja Staf," *Jejak Digital: Jurnal Ilmiah Multidisiplin* 1, no. 3 (2025): 598–604, <https://doi.org/10.63822/nc1wen36>.

between teachers and management, especially in private institutions with limited financial resources. Recognition of work performance, fairness, employee retention, and cost control are examples of compensation objectives that play a crucial role in establishing harmonious industrial relations. An effective compensation system can reduce the likelihood of conflict between teachers and managers, as well as among teachers themselves, thereby strengthening social cohesion within educational institutions.

Direct compensation, such as salaries and incentives, is highly sensitive because it is closely tied to teachers' economic needs. As demonstrated in Methanoia's study, motivation and teacher innovation tend to decline when compensation expectations are not met, while dissatisfaction increases. An imbalance between workload and rewards can trigger industrial tension, weaken employee loyalty, and potentially reduce the overall quality of educational services.²⁰ The compensation system plays a crucial role in shaping the quality of industrial relations within educational institutions. When compensation is provided in a clear, transparent, and work-related manner, the relationship between managers and teachers becomes more harmonious and productive. Conversely, when compensation is not objective or fails to meet expectations—such as not contributing to the enhancement of teachers' competencies—it can heighten perceptions of unfairness, lower motivation, and increase dissatisfaction and potential conflict. Therefore, educational institutions must implement a comprehensive and equitable compensation system to maintain industrial stability and ensure high-quality organizational performance.²¹

CONCLUSION

Based on the analysis, it is concluded that compensation in the form of salaries, incentives, allowances, and institutional facilities has a direct and substantial impact on teachers' rights and industrial relations in educational institutions. A well-managed, transparent, and fair compensation system enhances teacher

²⁰ Louise Yuve Methanoia, Christian Wiradendi Wolor, and Eka Dewi Utari, "Analisis Kelayakan Sistem Kompensasi Langsung Pada Tenaga Pendidik Di Sekolah TK Swasta ABD: Studi Kasus Di Jakarta," *Jurnal Ilmiah Manajemen, Ekonomi Dan Bisnis* 4, no. 2 (2025): 1–10, <https://doi.org/10.51903/tn70ws13>.

²¹ NOVITA, "Model Pemberian Kompensasi Pada Bisnis Pendidikan," *Jurnal Bisnis Kompetitif* 1, no. Maret 2022 (2022): 9–15.

motivation, strengthens organizational commitment, and contributes to higher performance and educational quality. Allowances—especially professional and performance-based allowances—serve not only as financial support but also as recognition of teachers’ competencies and contributions. However, disparities in institutional financial capacity, administrative inconsistencies, and delays in allowance distribution often hinder the full realization of teacher welfare, leading to dissatisfaction and potential industrial tension. Furthermore, compensation that does not reflect workload, performance, or competency development may weaken teacher loyalty and reduce productivity, ultimately affecting the quality of education. Therefore, educational institutions need to design comprehensive compensation systems aligned with national regulations, institutional resources, and teachers’ professional needs. Strengthened governance, accuracy in administrative processes, and consistent transparency are essential to ensuring stable, harmonious, and mutually beneficial industrial relations.

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