

## THE EFFECT OF COMPENSATION AND MOTIVATION ON THE PERFORMANCE OF TEACHING STAFF IN HIGHER EDUCATION

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### Abstract

*This study aims to examine the influence of compensation and motivation on the performance of teaching staff at Sekolah Tinggi Ilmu Ekonomi YAPAN Surabaya (STIE) Yapan Surabaya using a quantitative research approach. The performance of teaching staff is a key factor in ensuring academic excellence, and it is significantly affected by internal factors such as the compensation they receive and their level of motivation. Survey questionnaires were given to full-time faculty members at STIE YAPAN Surabaya in order to gather data. An investigation was conducted utilizing multiple linear regression to assess how compensation and motivation impact teaching effectiveness independently and together. The findings indicated that both compensation and motivation play a crucial role in enhancing teaching performance, showing a positive and substantial impact when considered separately as well as together. These findings suggest that improving financial rewards and enhancing motivational support can lead to better performance among academic staff. This research provides valuable input for higher education management in developing effective strategies to improve the quality and productivity of educators.*

**Keywords:** Compensation, Motivation, Performance, Teaching Staff

## INTRODUCTION

Amidst the intense global competition and the evolving landscape of higher education, the caliber of faculty plays a crucial role in enhancing the overall quality of educational institutions. Faculty members are not only required to master their teaching, but also must have high performance, demonstrated through responsibility, productivity, and commitment to the institution (Winata, 2022). Good faculty performance will contribute to the achievement of educational institution goals, both in academic, research, and community service aspects (Soetrisno, 2016).

Higher education organizations have an essential role in cultivating skilled and competitive individuals. In the context of human resource management, there are two important factors often associated with performance improvement, namely compensation and motivation (Fariz, 2019; Fariz & Winarsih, 2024b). Compensation refers to all forms of rewards given by organizations to employees as recognition for their services in achieving

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organizational goals. Effective compensation includes not only financial aspects (salary, benefits), but also non-financial aspects such as recognition, acknowledgment, and career development opportunities (Hasibuan, 2017).

Motivation is a mental influence that spurs individuals to take action in order to reach particular objectives (Fariz et al., 2023). Motivation plays a crucial role in influencing an individual's productivity and performance within the realm of employment (Vroom, 1964). In the world of education, motivation greatly affects the performance of teaching staff (Mujitabah et al., 2023). The teaching staff's performance refers to the tasks completed by an instructor or educator based on the guidelines established by the school. Based on the definitions provided, it can be inferred that there is a strong connection or reliance between the three elements (Fariz, 2022; Fariz & Winarsih, 2024a). Which Compensation and motivation that runs in balance creates the spirit of the teaching staff.

STIE YAPAN Surabaya as a private higher education institution faces challenges in maintaining and improving the quality of its teaching staff. One of the issues faced is how to create a compensation system and work environment that is able to motivate teaching staff to remain productive and highly committed (Maslow, 1943). Therefore, it is important to examine the extent to which compensation and motivation affect the performance of teaching staff at this institution.

The main goal of this research is to examine how compensation and motivation impact the job performance of teachers at STIE YAPAN Surabaya. The findings of this study are anticipated to guide management in making informed decisions regarding human resource policies, particularly in the areas of compensation and professional growth within the academic staff.

Numerous studies in the past have looked into how compensation and motivation impact the job performance of teachers, including research conducted by Lestari (2020); Prasetyo & Wulandari (2019); Sari & Putra (2021), there is a lack in the specific context of application at the YAPAN Surabaya College of Economics. Previous research was generally conducted at different private universities and did not highlight the simultaneity of the influence of compensation and motivation in comprehensively improving the performance of teaching staff at this institution. In addition, the dynamics of internal and external factors in the STIE YAPAN Surabaya environment, including the characteristics of the teaching staff and institutional policies, have not been analyzed in depth. Therefore, this research aims to address the gap by investigating how compensation and motivation impact the

performance of teaching staff at STIE YAPAN Surabaya, both individually and collectively, within a contextual and seamless approach.

This research provides a unique perspective by analyzing how compensation and motivation impact the teaching performance at YAPAN College of Economics in Surabaya. This particular context has not been thoroughly studied before. Furthermore, this research integrates a quantitative approach that combines t-tests and F-tests to analyze the effects of variables partially and simultaneously, thus providing a more comprehensive overview of the factors influencing teacher performance. The findings of this study not only reinforce existing theories but also provide practical recommendations relevant to institutional management in formulating effective compensation and motivation policies to enhance the performance of teachers optimally.

## **LITERATURE REVIEW**

### **Compensation**

Compensation is the reward given by an organization to its employees in exchange for the services provided in achieving the organization's goals. As noted by Hasibuan (2017), compensation includes not only base salary but also incentives, allowances, and other non-financial rewards that can enhance the loyalty and work motivation of teachers. Financial compensation such as salary and incentives serves as an external incentive to improve the quality of teaching (Sholihin, 2019), while non-financial compensation such as recognition, self-development opportunities, and a conducive work environment are also important in motivating teachers (Cascio, 1993). Compensation can be categorized into direct compensation, such as salary and allowances, and indirect compensation, such as promotions and insurance (Cascio, 1993).

Dessler (2020) emphasizes that employees who feel they are receiving fair compensation tend to demonstrate better performance. Adequate compensation creates a sense of fairness and job satisfaction (E. Winarsih et al., 2023), ultimately enhancing the performance of teachers. Conversely, inadequate compensation can decrease motivation and the quality of learning (Huda et al., 2023). Therefore, providing competitive compensation, both financially and non-financially, is crucial to promote enthusiasm and optimal contribution from teachers (Pradana, 2024). In this paper, compensation is measured through salary indicators, allowances, incentives, and supporting facilities that enhance the effectiveness of teachers' academic tasks.

## **Motivation**

Motivation is a psychological factor that drives individuals to act and achieve specific goals. In the context of the work environment, motivation plays a crucial role in determining a person's level of productivity and performance (T. Winarsih & Hidayat, 2022). In the field of education, motivation plays a crucial role in shaping teacher performance. Several factors influence work motivation. (a) According to Robbins & Judge (2019), motivation can arise from both intrinsic and extrinsic sources. Intrinsic motivation originates from within the individual, such as a sense of fulfillment and the challenges associated with the job (Marhaenis, 2024). In contrast, extrinsic motivation is driven by external factors, including financial rewards, recognition, and a supportive work environment. (b) Herzberg (1959) Two-Factor Theory also categorizes motivational influences into hygiene factors and motivators. Hygiene factors such as salary and working conditions may not necessarily enhance motivation, but their absence can cause dissatisfaction. Motivators, on the other hand, such as achievement and personal growth, are more likely to foster genuine motivation.

This study identifies several indicators of motivation, which can be categorized into three main types which are (a) Intrinsic Motivation Indicators include interest and enthusiasm for work, pride and job satisfaction, the ability to learn and grow, opportunities to make decisions and take responsibility, and the need for achievement and self-fulfillment. (b) Extrinsic Motivation Indicators encompass salary and compensation, opportunities for promotion and career advancement, recognition and praise from superiors and colleagues, a comfortable and safe working environment, and access to leisure time and vacations. (c) Social Motivation Indicators involve opportunities for collaboration with colleagues, the need to maintain positive interpersonal relationships, the chance to support and assist others, a sense of togetherness and unity, and participation in social and community activities (Rivai & Sagala, 2013).

## **Teaching Staff Performance**

The teaching staff's performance refers to the tasks completed by educators based on the guidelines established by the institution. According to Mangkunegara (2018), the performance of teaching staff is not only measured based on how well they teach, but also includes aspects of pedagogical, professional, social, and personality competencies. Pedagogical competence includes the ability of teaching staff to design, manage, and evaluate the learning process effectively. Meanwhile, professional competence relates to the mastery of teaching materials and methodologies used. Social competence reflects the ability of

teaching staff to communicate and interact with students, colleagues, and the wider community.

Several factors influence the performance of teaching staff. Research conducted by Ivancevich et al. (2011) shows that the performance of teaching staff is strongly influenced by various factors, including compensation and motivation. When teaching staff are appropriately compensated and feel motivated at work, they tend to perform better. Conversely, if they feel undervalued or undermotivated, their morale will decline, which will ultimately impact the quality of learning. Educational organizations must offer adequate support, including financial and non-monetary incentives, in order to enhance the effectiveness of their teaching staff (T. Winarsih & Fariz, 2021). Moreover, establishing a supportive atmosphere at work and offering chances for career growth can also contribute to enhancing the efficiency of educators over time. In this study, the performance indicators of teaching staff can be divided into several categories, namely: (a) Teaching Quality, (b) Responsibility, (c) Teaching Quantity, (d) Discipline, (e) Academic Ability, (f) Communication Skills, (g) Self-Development Skills.

## **RESEARCH METHODS**

The study employs quantitative techniques, focusing on precise measurement and statistical analysis to examine the correlation between different factors (Bougie & Sekaran, 2019; Creswell & Creswell, 2017). This method is frequently employed in studies seeking to validate theories, identify trends, or assess the impact of one factor on another (Cooper & Schindler, 2014; Sugiyono, 2021). This research employs a quantitative method and utilizes multiple linear regression analysis techniques to assess how independent factors (Compensation and Motivation) impact the outcome variable (Teaching Staff Performance).

A quantitative method was employed in this research to investigate how compensation and motivation impact the teaching staff's performance at STIE YAPAN Surabaya. Primary data was collected by distributing questionnaires to all 33 teaching staff members at the YAPAN Surabaya College of Economics. The measurement scale uses a five-point Likert scale to measure respondents' perceptions of the variables of compensation, motivation, and teaching staff performance. With this method, the study can identify how much the role of compensation and motivation in improving the performance of teaching staff based on empirical data obtained through questionnaires and analyzed using multiple linear regression.

## RESULTS AND DISCUSSION

The study took place at the YAPAN Surabaya College of Economics (STIE) with the participation of 33 individuals, including 21 male and 12 female respondents. The majority of the participants hold a Master's degree (S2), totaling 24 individuals, while 7 participants have a Doctorate degree (S3) and only 2 have a Bachelor's degree (S1). In terms of teaching experience, 7 respondents have been teaching for 1-3 years, 7 other respondents for 4-5 years, 10 respondents have teaching experience for 7-10 years, and 11 respondents have been teaching for more than 10 years. This data shows that most of the respondents are experienced lecturers with high academic qualifications, who can make a meaningful contribution in answering the research instrument as many as 30 items of the questionnaire given.

**Table 1. Profile of Research Respondents at STIE YAPAN Surabaya**

Category	Subcategory	Number of Respondents
Sex	Male	21
	Female	12
Educational Level	S1 (Bachelor)	2
	S2 (Masters)	24
	S3 (Doctoral)	7
Length of Teaching	1-3 years	7
	4-5 years	7
	7-10 years	10
	>10 years	11

Based on the recapitulation table of respondents' responses to positive statements related to aspects of compensation, motivation, and performance of teaching staff at STIE YAPAN Surabaya, it can be concluded that the majority of respondents showed a tendency to give a positive assessment of these three aspects.

**Table 2. Summary of Respondents' Responses to Positive Statements**

Aspect	Statement Indicator	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Compensation	The salary is commensurate with the workload	5	14	8	4	1
Compensation	Benefits, incentives, supportive facilities	4	15	8	4	2
Motivation	Motivated by rewards and recognition	6	18	6	3	0
Motivation	The work environment supports motivation	8	15	6	4	0

Aspect	Statement Indicator	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Motivation	Other motivation indicators (average)	7	18	5	2	1
Performance	Complete assignments according to STIE YAPAN Surabaya standards	13	18	1	1	0
Performance	Other performance indicators (average)	11	18	2	1	1

On the compensation aspect, most respondents agreed (14 and 15 people) and strongly agreed (5 and 4 people) that the salaries, allowances, incentives, and facilities provided were appropriate and able to support improved performance. Only a small proportion expressed neutral, disagree, or strongly disagree. This reflects that in general, teaching staff feel that the compensation provided by the institution is quite appropriate and supports the implementation of their duties.

Furthermore, in the aspect of motivation, respondents also showed predominantly positive responses. A total of 18 respondents agreed that they feel motivated because of rewards and recognition, and 15 to 18 people also agreed that the work environment supports self-development. Only a little of respondents disagreed or strongly disagreed. This indicates that the work environment and reward system at the institution have succeeded in encouraging the enthusiasm and motivation of teaching staff.

Meanwhile, on the performance aspect, the responses showed a very positive assessment. A total of 18 to 19 respondents agreed and strongly agreed that teaching staff are able to complete tasks according to set standards. Almost no respondents disagreed. This indicates that the performance of teaching staff in general has met the institution's expectations and is running optimally.

Overall, the results of respondents' responses to all positive statements show that the majority of them are satisfied with the compensation policy, motivating work environment, and good performance achievement. This is an indicator that the human resource management system at STIE YAPAN Surabaya has been running effectively in supporting the professionalism and productivity of its teaching staff.



**Table 3. Summary of Classical Assumption Test**

Test Type	Assessment Criteria	Result	Conclusion
Validity test	r value > r table or Sig. < 0,05	Sig. of all item = 0,01 < 0,05	Valid
Reliability test	Cronbach's Alpha > 0,70	Compensation: 0.969; Motivation: 0.967; Teaching Staff Performance: 0.964	Reliable
Normality test	Sig. Kolmogorov-Smirnov > 0,05	Sig. = 0,200 > 0,05	Data is normally distributed
Multicollinearity test	Tolerance > 0,10 and VIF < 10	All variables: Tolerance > 0,10; VIF < 10	No multicollinearity
Heteroscedasticity test	Sig. > 0.05 on the glejser test or other methods	All variables Sig. > 0,05	No sign of heteroscedasticity

Prior to conducting multiple linear regression analysis, classical assumption tests were performed to verify data suitability. The validity assessment employed the criterion that if the calculated r-value exceeds the table r-value or the significance level falls below 0.05, the statement item is considered valid. Analysis of all statement items across the variables of compensation level (X1), motivation (X2), and teaching staff performance (Y) revealed that all items demonstrated significance values below 0.05 (specifically 0.01), confirming the validity of the measurement instruments for use in this research.

The reliability assessment was conducted using Cronbach's alpha, with values exceeding 0.7 indicating moderate reliability. Results showed that all variables achieved Cronbach's alpha values substantially above this threshold: Compensation (0.969), Motivation (0.967), and Teaching Staff Performance (0.964), confirming the reliability of the measurement scales.

Data normality was evaluated using the one-sample Kolmogorov-Smirnov test, which yielded an asymptotic significance value of 0.200, exceeding the 0.05 threshold. This result confirms that the data follows a normal distribution and is appropriate for the analytical procedures employed. The multicollinearity assessment examined Variance Inflation Factor (VIF) and tolerance values, revealing that all variables-maintained tolerance values above 0.10 and VIF values below 10, indicating the absence of multicollinearity issues. Similarly, the heteroscedasticity test demonstrated that all variables exhibited significance values above 0.05, confirming homoscedasticity in the data.



The derived multiple linear regression equation is  $Y = 11.816 + (-0.455)X_1 + 1.167X_2$ . The positive constant value of 11.816 indicates that when both independent variables are zero, the baseline teaching staff performance value is 11.816. The compensation variable ( $X_1$ ) demonstrates a negative coefficient of -0.455, suggesting that in the absence of compensation considerations, teaching staff performance would decrease by 45.5%, assuming other variables remain constant. Conversely, the motivation variable ( $X_2$ ) exhibits a positive coefficient of 1.167, indicating that a 1% increase in motivation corresponds to a 1.167% improvement in teaching staff performance, with other variables held constant.

The coefficient of determination analysis yielded an adjusted R-square value of 0.708, indicating that 70.8% of the variance in teaching staff performance is explained by the independent variables, while 29.2% is attributable to factors not included in the model.

Individual variable significance was assessed through t-tests, revealing that compensation ( $X_1$ ) significantly influences teaching staff performance with a t-value of 3.337 exceeding the critical value of 2.04 and a significance level of 0.002 below 0.05. Similarly, motivation ( $X_2$ ) demonstrated significant impact with a significance value of 0.001 below 0.05. The F-test for overall model significance produced an F-value of 36.297, surpassing the critical F-table value of 3.31 with a significance level of 0.01 below 0.05.

These findings demonstrate that both compensation and motivation, individually and collectively, exert significant positive effects on teaching staff performance. The analysis suggests that enhanced compensation coupled with increased motivation leads to improved teaching staff performance, with the combination of these factors contributing to optimal performance outcomes.

## Discussion

The findings from the t-test examination on the compensation variable ( $X_1$ ) reveal that compensation has a notable and beneficial impact on the teaching staff's performance ( $Y$ ). The t value obtained, 3.337, surpasses the critical t value of 2.04, with a significance level of  $0.002 < 0.05$ , pointing to the statistical relevance of the effect. Essentially, the study suggests that increasing compensation for teachers through various means such as salaries, benefits, bonuses, and non-monetary rewards leads to improved performance. Adequate compensation provides a sense of justice and appreciation for the contributions of teaching staff, which in turn encourages increased work motivation, loyalty, and enthusiasm in carrying out academic tasks such as teaching, researching, and guiding students. This finding is consistent with Herzberg's needs theory, in which compensation falls into the category of

hygiene factors, which although not directly motivating, its absence will reduce performance. This result is also in line with the findings of Sari & Putra (2021) which state that fair and transparent compensation can increase the motivation and loyalty of teaching staff to educational institutions.

Furthermore, the effect of motivation (X2) on teaching staff performance (Y) also shows significant results based on the t test, with a significance value of  $0.001 < 0.05$ . This means that motivation plays a real role in determining how much the teaching staff strives to achieve the set performance targets. Motivation can be intrinsic, such as the desire to excel, a moral calling in educating the younger generation, and a sense of academic responsibility; or extrinsic, such as rewards, promotions, or recognition from the institution. When faculty motivation is high, they tend to be more proactive in carrying out the functions of the tridharma of higher education, as well as showing a better quality of interaction with students. This finding is in line with Lestari (2020) which shows that intrinsic motivation has a significant influence on improving lecturer performance, higher than extrinsic motivation. This underscores the importance of higher education institutions in creating a work climate that supports and facilitates the psychological needs of teaching staff, such as autonomy, competence, and social integration.

Simultaneously, the F test results reinforce the previous findings by showing that compensation (X1) and motivation (X2) together have a significant effect on the performance of teaching staff (Y), as seen from the calculated F value of 36.297 which is greater than the F table of 3.31, and a significance value of  $0.01 < 0.05$ . This indicates that the two independent variables have a meaningful collective contribution to the achievement of teaching staff performance. Appropriate compensation provides financial security and a sense of being valued, while motivation encourages achievement orientation and professionalism. When these two factors are presented simultaneously in human resource management in educational institutions, then teaching staff have both internal and external encouragement to work more optimally. This finding supports research conducted by Prasetyo & Wulandari (2019), which states that a balanced combination of compensation and motivation can create a conducive work environment and encourage sustainable improvement in lecturer performance. Thus, compensating and managing motivation are key strategies in increasing the effectiveness and productivity of teaching staff.

The results of this research hold great significance in the way educational organizations are run, particularly when it comes to enhancing the effectiveness of teachers on a long-term

basis. The study underscores the importance of offering equitable and competitive compensation packages as a vital component of human resource management in order to drive performance improvements. With adequate compensation, teaching staff will feel valued and motivated to improve work quality, which has a direct impact on the quality of learning and academic output. Hence, the policy of providing salaries, allowances, and incentives must be optimally designed and tailored to the contributions and needs of teaching staff.

Motivation, which is proven to have a positive effect on performance, requires institutions to not only focus on financial aspects, but also develop a work environment that is able to increase the intrinsic motivation of teaching staff. This can be realized through the provision of non-financial rewards, career development opportunities, competency improvement training, and recognition of academic achievement. These efforts can strengthen the sense of ownership and responsibility of teaching staff towards the institution, as well as increase dedication in carrying out the duties of the tridharma of higher education.

The simultaneous effect of compensation and motivation on performance confirms that these two factors must be managed in an integrated and balanced manner. The practical implication is that performance improvement programs should not only focus on one aspect only, for example financial compensation without being balanced with good motivation, or vice versa. Institutional management needs to design a holistic policy that integrates both aspects so as to create an effective synergy in spurring the productivity and quality of teaching staff. Overall, this study illustrates that improving the performance of teaching staff is not only a matter of fulfilling material needs, but also fulfilling psychological and social needs, which contribute to the creation of professional, loyal and innovative human resources. Thus, educational institutions that are able to manage compensation and motivation effectively will be better able to compete in improving their academic reputation and overall quality of education.

## **CONCLUSION**

The research findings examining the impact of compensation and motivation on teaching staff performance at YAPAN Surabaya College of Economics reveal several key conclusions. The study demonstrates that compensation exerts a positive and statistically significant influence on teaching staff performance. When institutions provide equitable, reasonable, and proportionate compensation that reflects the contributions of their academic staff, this approach effectively enhances faculty morale and increases productivity in fulfilling

their educational responsibilities. Similarly, motivation emerges as a crucial factor that positively and significantly affects teaching staff performance. Faculty members who possess elevated levels of motivation, encompassing both internal drivers and external incentives, demonstrate superior performance outcomes, exhibit heightened dedication levels, and maintain stronger institutional commitment and loyalty. The combined effect of compensation and motivation proves to be particularly powerful in influencing teaching staff performance. The research indicates that the synergistic relationship between providing sufficient financial rewards and fostering a motivating work environment represents a critical determinant in achieving optimal faculty performance. This dual approach of adequate remuneration coupled with motivational workplace conditions emerges as the primary catalyst for maximizing teaching staff effectiveness and overall institutional success. The findings underscore the importance of implementing comprehensive human resource strategies that address both financial incentives and motivational factors to enhance academic performance outcomes within higher education institutions.

Based on these findings, the authors recommend that the management of STIE YAPAN Surabaya evaluate and adjust the existing compensation system to make it more competitive and in accordance with the workload and qualifications of the teaching staff. Fair compensation has the potential to be an important incentive in improving the performance of teaching staff. Furthermore, institutions need to develop motivation programs by creating a conducive work environment, rewarding achievements, and providing self-development opportunities, such as training, seminars, and further studies. These efforts are expected to effectively increase the intrinsic and extrinsic motivation of teaching staff. In addition, regular performance monitoring and evaluation need to be carried out routinely and objectively as a basis for assessing the contribution of teaching staff as well as awarding and career development. Finally, increased communication and participation of teaching staff in decision-making related to academic and campus policies is essential to increase their sense of ownership and work motivation.

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