

# The Effect of Compensation on Loyalty through Empowerment of Teachers and Staff at Madrasah Aliyah Negeri 2 Mojokerto

*by Nur Asni Gani*

---

**Submission date:** 22-Apr-2022 03:35AM (UTC+0700)

**Submission ID:** 1816666772

**File name:** Submit\_AI-Islah\_English.docx (138.38K)

**Word count:** 5742

**Character count:** 31741

**2**  
**The Effect of Compensation on Loyalty through Empowerment of Teachers and Staff at Madrasah Aliyah Negeri 2 Mojokerto**

Nur Asni Gani<sup>1</sup>, Anita Kusumaningrum<sup>2</sup> Nurul Kusuma Dewi<sup>3</sup>, Ari Kartiko<sup>4</sup>, Ainun Nisai Anuha<sup>5</sup>,

- <sup>1</sup> Universitas Muhammadiyah Jakarta, Indonesia; [n.asnigani@umj.ac.id](mailto:n.asnigani@umj.ac.id)  
<sup>2</sup> Institut Pesantren Kh. Abdul Chalim Pacet, Mojokerto, Indonesia; [knanita48@gmail.com](mailto:knanita48@gmail.com)  
<sup>3</sup> Universitas PGRI Madiun; [nurulkd@unipma.ac.id](mailto:nurulkd@unipma.ac.id)  
<sup>4</sup> Institut Pesantren Kh. Abdul Chalim Pacet, Mojokerto, Indonesia; [ari.kartiko5@gmail.com](mailto:ari.kartiko5@gmail.com)  
<sup>5</sup> Institut Pesantren Kh. Abdul Chalim Pacet, Mojokerto, Indonesia; e-mail@e-mail.com

---

**ARTICLE INFO**

**Keywords:**

Compensation, Loyalty,  
Empowerment Teacher,  
Madrasah, Structural  
Equation Modeling

---

**Article history:**

Received 2021-08-14  
Revised 2021-11-12  
Accepted 2022-01-17

---

**ABSTRACT**

**2** This study aims to analyze the effect of compensation on loyalty through empowerment, this study uses a quantitative approach using SEM (Structural Equation Modeling) analysis through the help of SPSS 23 and Amos 24 programs. Validity and reliability tests were carried out on the research instrument. Respondents in this study were 125 respondents using a saturated sampling technique, namely with the entire population as a sample, and data collection was carried out using a questionnaire. Based on the results of this study, it is known that in H1 the value of cr is 4.215 2 so that it has significant results, so there is a significant influence between compensation variables on loyalty. H2 is known to have a cr value of 2.860 2 so there is a significant influence between the empowerment variables on loyalty. H3 has a value of the total influence of compensation on loyalty through empowerment is greater than the value of direct influence so that based on this result, empowerment becomes an intervening variable that will actively help increase the loyalty of teachers and staff at Madrasah Aliyah Negeri 2 Mojokerto.

*This is an open-access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.*



---

**Corresponding Author:**

Nur Asni Gani  
Universitas Muhammadiyah Jakarta, Indonesia; [n.asnigani@umj.ac.id](mailto:n.asnigani@umj.ac.id)

---

## 1. INTRODUCTION

Human Resources are one of the most important elements in every institution and organization, excellence in human resources is needed for the achievement of goals and targets in every institution and organization (Annisa et al., 2020; Santosa & Devi, 2021). The competition from globalization is very high and there are changes in environmental conditions that continue to increase the ability of human resources to be expected to survive so as not to be left behind by the changes that occur (Baharun et al., 2021; Sa'dullah & Hidayatullah, 2020).

The process of developing education cannot be separated from the role of a teacher, especially in efforts to form the nation's character and personality, the learning process in society is very dominant with the role of the teacher, even though technology in the current era has developed very rapidly but will not be able to release the role of the teacher in the learning process (Korotaeva & Chugaeva, 2019; Suyadi et al., 2022).

Based on Law Number 14 of 2005 concerning Teachers and Lecturers, regarding the duties and functions of educators, namely as learning agents to improve the quality of national education, development of science, technology, and art, as well as community service, Article 6 states that the position of teachers as Professional staff aims to implement the national education system and realize the goals of national education, namely the development of the potential of students to become human beings who believe and are devoted to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become good citizens. democratic and responsible (Ahid & Chamid, 2021; Budiarto & Salsabila, 2022).

Teachers must get welfare guarantees to realize the maximum educational process so that teachers can focus on carrying out their professional responsibilities and duties to educate the nation's children, one of which is through the provision of compensation. compensation according to Werther and Davis in Andika (Azis et al., 2022; Sirojuddin et al., 2021) states that compensation is everything that is received by the workforce as a measure of the contribution of their services to the organization or company. Lijan (Sinambela, 2021) stated that compensation is part of the reward system which is only related to the economic part, but since there is a belief that individual behavior is influenced by the system in a wider spectrum, the compensation system cannot be separated from the overall reward system available from the organization. This means that rewards themselves are all things provided by the organization to meet one or more individual needs (Lipuku et al., 2022; Mugizi et al., 2021).

In the compensation indicators proposed by (Sedarmayanti, 2007), it is explained that there are four points of compensation indicators including salaries, incentives, allowances, and facilities. 1) Salary or wages are rewards given to workers or teachers and staff which usually apply to weekly, monthly or annual rates, the longer they work, the greater the salary or wages that will be received. 2) Incentives are awards or additional salaries given outside of salaries or wages to motivate teachers and staff or labor so that their work productivity increases, incentives are given that are not permanent or at any time based on profits, sales, and employee productivity. 3) Allowances are given by the institution to teachers and staff based on position or job title, so the higher the position, the higher the allowance. This happens because the higher the position, the greater the responsibility for the provision of allowances must be commensurate with the responsibilities and heavier work. Examples of benefits such as health insurance, life insurance, pension plans, and other benefits related to the workforce. 4) Facilities are provided by the institution to teachers and staff to streamline the working time of teachers and staff and provide comfort at work. Examples of facilities such as special parking lots, transportation facilities, and other facilities.

Maharani (Trisna & Guridno, 2021) states that compensation has a simultaneous effect between compensation and work motivation on teacher loyalty. The results of the same study were also revealed (2020) Rizana, 2020) that compensation has a positive effect on loyalty.

Compensation can foster a sense and attitude of teacher loyalty to an institution, in this case, it is necessary to have good compensation management for educators or teachers (Sherly et al., 2021). The compensation received by a teacher will create a sense of satisfaction and enthusiasm in realizing the goals of the institution, if the teacher feels that the compensation they receive is inadequate then the

teacher's loyalty to the institution will decrease because compensation will affect the attitude of a teacher's loyalty in an institutional institution. a teacher is the main control holder in the implementation of the teaching and learning process, so a teacher must have an attitude and a sense of loyalty to the institutions. If teacher loyalty to institutions is low, it will have an impact on the implementation of the learning process so student achievement will also have a negative impact (Muazza, 2021).

Loyalty according to (Sitinjak et al., 2017) is a form of loyalty and obedience of the workforce to the leader including physical and non-physical loyalty, in this case, it is very much needed to achieve the goals of an organization and institution. According to Siswanto in (Safitri et al., 2020) that aspects of work loyalty that can focus on the implementation of the work of each teacher and staff or workforce, namely: obeying regulations, responsibility to the company, willingness to work together, sense of belonging and liking for work.

Indicators of teacher loyalty, according to (Riniwati, 2016), can be identified by four related factors, namely: 1) Obedience and obedience of teachers to an institution is a form of teacher tendency to carry out instructions recommended by the institution. This can help efforts to achieve the success of the institution's goals. 2) Every teacher has duties and roles as educators and school administrators, teachers must prepare and realize them optimally so that every teacher can improve their abilities and professional roles as well as possible. 3) The teacher is the service itself, the central role of education in building society and serving students who need help to get a variety of knowledge. So teachers are required to have a high dedication to society, especially in educating students. 4) The honesty of a teacher in carrying out his duties and educating students will provide a good example and should be imitated by students.

Teacher empowerment is a form of effort in improving human resources so that the potential for optimal performance systems is created, developing capabilities, and strengthening the power and potential possessed so that tasks and responsibilities can be carried out optimally (Ma'arif et al., 2022). Through this empowerment, teachers or educators are required to be responsible for carrying out their professional duties in decisions that have been or will be taken through the given authority and can optimally and creatively utilize the freedoms that have been given so that the quality of education can develop properly (Kango et al., 2021; Karim et al., 2021).

(Widodo & Sriyono, 2020) said that self-empowerment is a key to effective teacher professional development. According to (Pidarta, 2009), the concept of empowerment comes from the word power or power so empowerment is defined as empowerment, power has the meaning of power that comes from within but can be strengthened through elements from outside.

The importance of empowering human resources according to (Sedarmayanti, 2007), has benefits for various other sources and synergizes every process of organizational activity, so its existence plays a role, among others: 1) As a management tool to empower various sources to achieve the goals that have been set. 2) As a management reformer to improve organizational performance. 3) As the initiator of the organization take advantage of opportunities to improve and develop the organization. 4) As a mediator to other parties to improve organizational performance. 5) As a thinker in the context of organizational development.

The results of the research obtained (Dagan, 2020), Teacher Empowerment by School Principals to Improve Optimal Work Performance at Tumbang Kalemei State Elementary School. Based on the description above, the problem can be formulated as follows: 1) Does compensation affect the loyalty of teachers and staff at Madrasah Aliyah Negeri 2 Mojokerto? 2) Does empowerment affect the loyalty of teachers and staff at Madrasah Aliyah Negeri 2 Mojokerto? 3) Does compensation affect loyalty through empowering teachers and staff at Madrasah Aliyah Negeri Mojokerto?

Based on the formulation of the research problem described above, the objectives of this study are to 1) examine and analyze the effect of compensation on teacher and staff loyalty. 2) To test and analyze the effect of empowerment on teacher and staff loyalty. 3) To find out how the effect of compensation on loyalty through empowering teachers and staff.

## 2. METHODS

The method used in this study uses a survey method with a quantitative approach that aims to test hypotheses between variables and explain the effect of causal relationships between variables by involving empirical evidence, theories, facts, and existing evidence (Bungin, 2015). According to Sekaran (Suryani & Hendriyadi, 2016), it is explained that the population is the whole group of people, events, or things of interest that researchers want to investigate. then the population in this study are all teachers and staff who are connected in the educational performance structure of Madrasah Aliyah Negeri 2 Mojokerto, amounting to 125 people, while the sampling technique in this study is using a probability sampling technique.

The type of data in this study is primary data obtained directly and collected by researchers Suryani & Hendryadi (2018). The method or approach implemented in the primary data collection process uses a questionnaire/questionnaire, by providing a set of questions to be answered or filled out by respondents at Madrasah Aliyah Negeri 2 Mojokerto.

The instrument used in this study with a Likert scale using a checklist, the questionnaire in this study used 5 alternative answers to the instrument as follows: 1) Very not good, 2) Not good, 3) Neutral, 4) Good and 5) Very good. Data analysis in this study is based on sample data, through the data analysis stage by conducting instrument tests through validity and reliability tests. Then using SEM analysis, and finally testing the hypothesis.

## 3. FINDINGS AND DISCUSSION

### Finding

#### 1) Test validity and reliability

The validity test is used on a research instrument that is considered capable of displaying valid data results, using item analysis on each questionnaire item, namely by correlating the score of each item with the total score which is the number of each item score. The method of measuring each item is by comparing the value of the R count with the R table. If it is known that the value of R count is greater than the value of R table, then the result is declared valid, and vice versa, if the value of R table is greater than the value of R count, the result is declared invalid. The following is a table of values for the validity test results:

Table 1 Test the Validity of the X1 Variable (Compensation)

Question	3		Description
	r <sub>Hitung</sub>	r <sub>Tabel</sub>	
X1.1	0.598	0.361	Valid
X1.2	0.680	0.361	Valid
X1.3	0.474	0.361	Valid
X1.4	0.498	0.361	Valid
X1.5	0.778	0.361	Valid
X1.6	0.612	0.361	Valid
X1.7	0.574	0.361	Valid
X1.8	0.518	0.361	Valid
X1.9	0.595	0.361	Valid
X1.10	0.778	0.361	Valid
X1.11	0.518	0.361	Valid
X1.12	0.543	0.361	Valid
X1.13	0.458	0.361	Valid
X1.14	0.595	0.361	Valid

Source: Primary Data Processed, (2021)

Based on the data in table 1, the validity test of the X1 (Compensation) variable, there are 14 questions on the X1 (Compensation) variable which are declared valid because they have the result value of r arithmetic r table. So it can measure the compensation variable in this study.

Table 2 Y1 Variable Validity Test (Empowerment)

Question	r Hitung	r Tabel	Information
Y1.1	0.635	0.361	Valid
Y1.2	0.609	0.361	Valid
Y1.3	0.712	0.361	Valid
Y1.4	0.484	0.361	Valid
Y1.5	0.635	0.361	Valid
Y1.6	0.590	0.361	Valid
Y1.7	0.635	0.361	Valid
Y1.8	0.414	0.361	Valid
Y1.9	0.484	0.361	Valid
Y1.10	0.414	0.361	Valid
Y1.11	0.459	0.361	Valid

13  
Source: Primary Data Processed, (2021)

Based on table 2, it can be concluded that all questionnaire items total 11 items, with each item having an R count value greater than the R table value, so it can be stated that all questionnaire items are valid and able to measure empowerment variables in this study.

Table 3. Y2 Variable Validity Test (Loyalty)

Pertanyaan	r Hitung	r Tabel	Keterangan
Y2.1	0.638	0.361	Valid
Y2.2	0.687	0.361	Valid
Y2.3	0.732	0.361	Valid
Y2.4	0.787	0.361	Valid
Y2.5	0.738	0.361	Valid
Y2.6	0.735	0.361	Valid
Y2.7	0.683	0.361	Valid
Y2.8	0.634	0.361	Valid
Y2.9	0.831	0.361	Valid
Y2.10	0.648	0.361	Valid
Y2.11	0.393	0.361	Valid

Y2.12	0.499	0.361	Valid
Y2.13	0.579	0.361	Valid
Y2.14	0.667	0.361	Valid
Y2.15	0.721	0.361	Valid
Y2.16	0.476	0.361	Valid

Source: Primary Data Processed, (2021)

Based on the results of the values in table 3, it can be concluded that all questionnaire items totaling 16 items, with each item having an R count value greater than the Rtable value, so it can be stated that, all questionnaire items are valid and able to measure the loyalty variable in this study.

A reliability test is used to measure research instruments, a data can be declared reliable if two or more researchers in the same object produce the same data. The measuring instrument used is Cronbach alpha through the computer program Excel Statistical Analysis & SPSS 23. The reliability of a constructor variable will be said to be good if it has a Cronbach alpha value > 0.60. The following are the results of the reliability test on each of the variables in the table:

Table 4 Reliability Test

No	Variable	Cronbach's Alpha	Information
1	Compensation (X1)	0.846	Reliable
2	Empowerment (Y1)	0.777	Reliable
3	Loyalty (Y2)	0.909	Reliable

Based on the results of table 4 reliability tests, all variables have a sufficient Cronbach's Alpha coefficient value of 0.60 so it can be concluded that all measuring concepts in each variable are declared reliable and can be used in this study.

2) 1 Structural Equation Modeling Test

a. Confirmatory Factor Analysis Variabel Eksogen

Based on the results of the Confirmatory Factor Analysis of Exogenous Variables, it can be shown by the results that it is known that the loading value of the compensation variable is X1.1 = 80, X1.2 = 73, X1.3 = 79, and X1.4 = 71. Then the value of the loading factor is known overall 0.50, so that the four indicators used provide unidimensionality to become a construct for compensating variables.

b. Confirmatory Factor Analisis Variabel Intervening

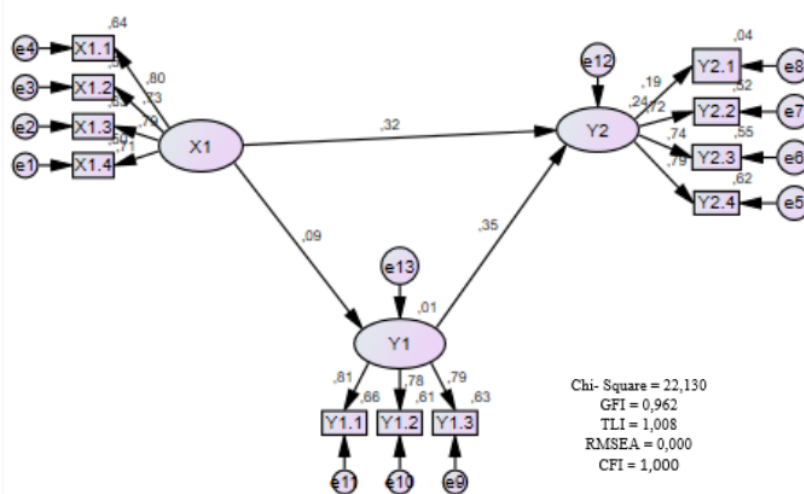
Based on the results of the Confirmatory Factor Analysis of Intervening Variables, it can be shown that the loading value of the empowerment variable is known to be Y1.1 = 81, Y1.2 = 78, and Y1.3 = 79. Then it is known that the overall loading factor value is > 0.50 so the three indicators provide unidimensionality to become a construct for the empowerment variable.

c. Confirmatory Factor Analisis Variabel Endogen

Based on the results of confirmatory factor analysis, endogenous variables can be shown with the results that it is known that the loading value of the loyalty variable is  $Y2.1 = .19$ ,  $Y2.2 = .24$ ,  $Y2.3 = .74$ , and  $Y2.4 = .79$ . indicators  $Y2.2$ ,  $Y2.3$ , and  $Y2.4$  have a loading factor value of 0.50 so they provide unidimensionality to become a construct for forming loyalty variables.

d. Teknik Full Structural Model

The full structural model engineering model is used to carry out the causality model test on the previously stated causal relationship. So that through a full analysis of this model, it will be known the suitability of the model and the causal relationship in the model being tested. Then the results of the full structural model technique in this study can be seen in Figure 1 below:



Picture. 1 Full Model SEM

Based on the results of the full SEM model analysis, it can be seen that the value of the standard regression coefficient, the coefficient of the influence of compensation on loyalty is 0.32, the coefficient of the effect of compensation on empowerment is 0.09, while the coefficient of the influence of empowerment on loyalty is 0.35.

The results of the suitability test and statistical test for the full SEM model can be seen in the following table:

Table 5 Conformity Test Results

Goodness of fit index	Cut off value	Analysis Results	Model Evaluation
Chi-Square ( $\chi^2$ )	The smaller the better	22,130	
Probability	$\geq 0.05$	0,571	Well
CMIN/DF	$\leq 2.00$	0,922	Well

<b>GFI</b>	≥ 0.90	0,962	Well
<b>AGFI</b>	≥ 0.90	0,930	Well
<b>TLI</b>	≥ 0.95	1,008	Well
<b>CFI</b>	≥ 0.95	1,000	Well
<b>RMSEA</b>	≤ 0.08	0,000	Well

The results of the fit model test show that the Chi-Square value is 22.130, while other results show that the values of CMIN/DF, TLI, CFI, RMSEA, GFI, and AGFI are all by the predetermined cut-off value. So based on the value of the results that have been obtained, it shows that in general, the SEM model used enters the good category, so that it can be used to describe the causality relationship through the factors used.

**Evaluation of goodness-of-fit criteria**

**SEM Assumptions**

**Sample size**

The sample size used in this study was 125 samples. As for the number of samples used, the number of samples used has met the requirements, namely, the minimum number of samples used is 100 samples.

**Normalitytas**

To find out whether the data is normal or not, it is necessary to know the distribution of the data first, so that the data can be used further in the SEM model. normality test results can be seen as follows:

**Table 6 Normality Assumption Test Results**

Variable	min	Max	skew	c.r.	kurtosis	c.r.
X1.4	2,000	4,000	,079	,359	-,830	-1,894
X1.3	2,000	4,000	,090	,411	-,465	-1,062
Y1.1	2,000	4,000	,004	,020	-,340	-,777
Y1.2	2,000	5,000	,164	,750	-,058	-,132
Y1.3	2,000	5,000	,321	1,467	-,107	-,245
Y2.1	2,000	4,000	,034	,153	-,274	-,626
Y2.2	1,000	5,000	,073	,332	,220	,503
Y2.3	1,000	5,000	,061	,277	,754	1,722
Y2.4	2,000	5,000	,224	1,021	-,694	-1,585
X1.1	2,000	5,000	,213	,971	,350	,798
X1.2	2,000	4,000	,001	,003	-,024	-,054
Multivariate					,109	,036

Processed primary data source, 2021.

Based on the results of the normality test, it can be seen that all indicators on the variables studied have a value of c.r -2.58 - 2.58 so all indicators on the variables used are normally distributed.

### Hypothesis testing

Find out the results of the calculation of the hypothesis test, can be known through the critical ratio value and the level of the sig value, which is worth cr 2.00, and the level of sig = 0.05 is a condition for accepting the hypothesis test. Then the value of cr and the level of sig between the hypothesized variables can be known through the following table:

Table 7. Hypothesis Test Results

		Estimate	S.E.	C.R.	P	Keterangan
Y1	<--- X1	,365	,139	2,622	,009	Signifikan
Y2	<--- X1	,708	,168	4,215	***	Significance
Y2	<--- Y1	,402	,141	2,860	,004	Signifikan

Processed primary data source, 2021.

The results obtained show the following results:

a. Test the first hypothesis, the effect of compensation on loyalty.

The critical ratio value on the compensation variable is 2.622, empowerment is 2.860 and loyalty is 4.215. Where all these variables have a critical ratio value of more than 2 as a condition for accepting the hypothesis. And all these variables have a p-value of 0.05 smaller as a condition for the acceptance of the hypothesis. So based on the results of the value held, the first hypothesis states that compensation and empowerment of loyalty have been tested.

b. Test the second hypothesis, the significant effect of empowerment on loyalty

The critical ratio value on the compensation variable is 2.622 and the loyalty variable is 4.215 which is greater than the value of 2 as a requirement for acceptance of the hypothesis results, while the p-value of 0.009 is smaller than 0.05 as a condition for the acceptance of the hypothesis. So based on these results, the third hypothesis states that compensation has a significant effect on loyalty.

c. Test the third hypothesis, compensation has an effect on loyalty through empowerment

The results of testing the third hypothesis that compensation has an effect on loyalty through empowerment can be seen through direct influence and total influence can be seen in the table:

Table: 8 Result of Standardized direct effect

Variable	X1	Y1	Y2
<i>Standardized direct effect</i>			
Y1	0,325	0,000	0,000
Y2	0,463	0,295	0,000
<i>Standardized total effect</i>			
Y1	0,325	0,000	0,000
Y2	0,558	0,295	0,000

Processed primary data source, 2021.

9  
Based on the results of the total influence and direct effect, it can be seen as follows: the direct effect of compensation on loyalty shows that the value of the direct influence of compensation is 0.463 and loyalty is 0.295. While the effect of total compensation on loyalty through empowerment, shows that the compensation value is 0.325, loyalty is 0.558 and empowerment is 0.295. Based on the results of the total influence value which is higher than the result of the direct influence value, the third hypothesis states that the effect of compensation on loyalty through empowerment has been tested.

## A. Discussion

2  
This study aims to determine the effect of compensation on loyalty through empowering teachers and staff at Madrasah Aliyah Negeri 2 Mojokerto. The research was carried out using quantitative methods by paying attention to research instruments, and carrying out tests on each variable so that the accuracy of the test results on each data carried out by the researcher could be known.

### 1. Effect of compensation on loyalty

Based on the results of hypothesis testing, it shows that there is an effect of compensation and empowerment on loyalty in MAN 2 Mojokerto, it is known through the p-value of 0.009 so that it shows that the compensation and empowerment variables have a significant effect on loyalty. According to Hasibuan's statement, all opinions are in the form of money, goods are directly or indirectly given by employees as a form of compensation for services provided by the company.

According to the results of research conducted by (Rizana, 2020) entitled "The Effect of Compensation and Empowerment on Loyalty with Job Satisfaction as an Intervening Variable", the results of the study state that the compensation variable has a positive effect on loyalty and job satisfaction, and the empowerment variable has a positive effect on job satisfaction. work with a distribution of 75.7%. According to Henri (Simamora, 2004), compensation is any form of financial return, as well as materialized services, as well as in the form of allowances given to workers, which will lead to morale, behavior, and loyalty towards organizations and institutions.

### 2. The influence of empowerment on loyalty

Based on the results of hypothesis testing, it shows that there is an influence of empowerment on loyalty in MAN 2 Mojokerto, it can be seen through the p-value which shows significant results, empowerment affects loyalty.

Empowerment is one aspect of management in optimizing organizational resources, to provide optimization of the system and its performance. As well as to strengthen the power or potential possessed, it is necessary to take real steps, directed programs, and create a conducive climate. According to Kadarisma (Sudaryo et al., 2020), that empowerment is the granting of autonomy rights from superiors to subordinates and given the power to complete their duties and responsibilities, it will increase the loyalty attitude of each teacher.

6  
Based on the results of research conducted by Juliadi (Saputra & Fermayani, 2019), entitled "The Effect of Employee Empowerment and Compensation on Employee Performance at PT. Paramita Padang Clinical Laboratory" 2019 with research results showing that the empowerment and compensation variables jointly affect employee performance. Meanwhile, (Sufyarman, 2004) argues that empowerment is a form of effort in realizing maximum potential by raising awareness and providing motivation so that the potential that continues to grow is realized. Empowerment is also an effort that can be made to mobilize strength, power, and influence on others so that they can carry out their duties and responsibilities properly and optimally so that educators can provide good performance and provide effective and efficient services and loyalty to the organization through potential owned.

### 1 Kompensasi berpengaruh terhadap loyalitas melalui pemberdayaan

2  
Based on the results of SEM analysis shows the results that the effect of total compensation on loyalty through empowerment is greater than the value of the direct influence of compensation on loyalty through empowerment. Based on these results, empowerment becomes an intervening variable that will actively help increase the loyalty of educators at MAN 2 Mojokerto.

Based on the results of research conducted by (R. Maharani et al., 2020) (L. P. Maharani, 2018), entitled "The Influence of Compensation, Motivation, and Work Environment on Loyalty of Genius Teachers at Yatim Mandiri Surabaya Branch", with the results of this study stating that compensation and motivation variables affect loyalty. In addition to compensation, factors that can affect teacher loyalty are empowerment variables. According to Gibson, et al., empowerment is an opportunity for workers to make decisions in carrying out workloads on time.

#### 4. CONCLUSION

Based on the results of data analysis on the effect of compensation on loyalty through empowerment, in this chapter, it can be concluded that the results of the analysis of the effect of compensation on loyalty through empowerment have been carried out by researchers using SPSS software version 23 and Amos version 24. Based on the results of hypothesis testing, namely: 1) In the first hypothesis has results by looking at the value of cr. 4.215 2 so that it has a significant result, then there is a significant influence between compensation variables on loyalty. 2) In the second hypothesis has a value of cr. It is 2.860 2 so there is a significant influence between the empowerment variables on loyalty. 3) In the third hypothesis, the value of the total influence of compensation on loyalty through empowerment is greater than the value of direct influence, so based on this result, empowerment becomes an intervening variable that will actively help increase the loyalty of educators at MAN 2 Mojokerto.

Based on the research results that have been obtained after testing the hypothesis and conclusions, the implications can be found as follows: 1) By knowing the effect of compensation on loyalty through empowerment at MAN 2 Mojokerto, it can be used for research elsewhere. 2) These results can be used as consideration in improving and increasing the attitude of educator loyalty. 3) By knowing the significant positive effect of compensation on loyalty through empowering teachers and staff at Madrasah Aliyah Negeri 2 Mojokerto, can be used as additional insight and be considered by the management of the institution to increase teacher and staff loyalty so that the vision, mission, and goals of educational institutions can be achieved well.

#### REFERENCES

- Ahid, N., & Chamid, N. (2021). Implementation of Indonesian National Qualification Framework Based Curriculum in Higher Islamic Education. *Jurnal Pendidikan Islam*, 7(1), 109–122. <https://doi.org/10.15575/jpi.v7i1.12425>
- Annisa, N., Akrim, A., & Manurung, A. A. (2020). Development Of Teacher's Professional Competency In Realizing Quality Of Human Resources In The Basic School. *IJEMS: Indonesian Journal of Education and Mathematical Science*, 1(2), 156–160. <https://doi.org/10.30596/ijems.v1i2.4590>
- Azis, A., Abou-Samra, R., & Aprilianto, A. (2022). Online Assessment of Islamic Religious Education Learning. *Tafkir: Interdisciplinary Journal of Islamic Education*, 3(1), 60–76. <https://doi.org/10.31538/tijie.v3i1.114>
- Baharun, H., Hefniy, H., Silviani, S., Maarif, M. A., & Wibowo, A. (2021). Knowledge Sharing Management: Strategy for Improving the Quality of Human Resources. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 5(1), 129–139. <https://doi.org/10.33650/al-tanzim.v5i1.1831>
- Budiarto, M. A., & Salsabila, U. H. (2022). Optimizing Islamic Education Towards the Golden Era of Indonesia. *Tafkir: Interdisciplinary Journal of Islamic Education*, 3(1), 1–19. <https://doi.org/10.31538/tijie.v3i1.105>
- Bungin, B. (2015). *Metodologi Penelitian Kuantitatif: Edisi Kedua*. Kencana.
- Dagan, D. (2020). Upaya Pemberdayaan Guru Oleh Kepala Sekolah Guna Meningkatkan Prestasi Kerja Yang Optimal Pada SD Negeri Tumbang Kalemei. *Pedagogik: Jurnal Pendidikan*, 15(2), 70–78. <https://doi.org/10.33084/pedagogik.v15i2.1702>

- Kango, U., Kartiko, A., & Maarif, M. A. (2021). The Effect of Promotion on the Decision to Choose a Higher Education through the Brand Image of Education. *AL-ISHLAH: Jurnal Pendidikan*, 13(3), 1611–1621. <https://doi.org/10.35445/alishlah.v13i3.852>
- Karim, A., Kartiko, A., Daulay, D. E., & Kumalasari, I. D. (2021). The Effect of The Supervision of The Principal and The Professional Competency of Teachers on Teacher Performance in Private MI in Pacet District. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 6(3), 497–512. <https://doi.org/10.31538/ndh.v6i3.1686>
- Korotaeva, E., & Chugaeva, I. (2019). Socio-Moral Development of Preschool Children: Aspects of Theory and Practice. *Behavioral Sciences*, 9(12), 129. <https://doi.org/10.3390/bs9120129>
- Lipuku, F., Sang, H., & Rop, W. (2022). Reward and Compensation Management Initiatives on Employee Performance: An Evidence of Organization Development Initiatives. *East African Journal of Business and Economics*, 5(1), 72–79. <https://doi.org/10.37284/eajbe.5.1.552>
- Ma'arif, M. A., Zuana, M. M. M., & Sirojuddin, A. (2022). Improving Islamic Self-Motivation for Professional Development (Study in Islamic Boarding Schools). In *Supporting Modern Teaching in Islamic Schools*. Routledge.
- Maharani, L. P. (2018). *Pengaruh kompensasi, motivasi, dan lingkungan kerja terhadap loyalitas guru Genius di Yatim Mandiri Surabaya* [Undergraduate, UIN Sunan Ampel Surabaya]. [https://doi.org/10.6/Laksmi%20Putri%20Maharani\\_G93214032.pdf](https://doi.org/10.6/Laksmi%20Putri%20Maharani_G93214032.pdf)
- Maharani, R., Marsigit, M., & Wijaya, A. (2020). Collaborative learning with scientific approach and multiple intelligence: Its impact toward math learning achievement. *The Journal of Educational Research*, 113(4), 303–316. <https://doi.org/10.1080/00220671.2020.1806196>
- Muazza, M. (2021). In Search of Quality Human Resources in Education: Professional Competency, Compensation, Working Climate, and Motivation toward Vocational Teachers' Performance. *Indonesian Research Journal in Education |IRJE|*, 5(1), 175–191. <https://doi.org/10.22437/irje.v5i1.12497>
- Mugizi, W., Rwothumio, J., & Amwine, C. M. (2021). Compensation Management and Employee Wellbeing of Academic Staff in Ugandan Private Universities during COVID-19 Lockdown. *Interdisciplinary Journal of Education Research*, 3(1), 1–12. <https://doi.org/10.51986/ijer-2021.vol3.01.01>
- Pidarta, M. (2009). *Wawasan pendidikan: Mencapai tujuan pendidikan nasional, pengembangan afeksi, dan budaya Pancasila, mengurangi lulusan menganggur*. Penerbit SIC.
- Riniwati, H. (2016). *Manajemen Sumberdaya Manusia: Aktivitas Utama dan Pengembangan SDM*. Universitas Brawijaya Press.
- Rizana, D. (2020). Pengaruh Kompensasi dan Pemberdayaan Terhadap Loyalitas Dengan Kepuasan Kerja Sebagai Variabel Intervening. *Jurnal E-Bis (Ekonomi-Bisnis)*, 4(2), 179–191. <https://doi.org/10.37339/e-bis.v4i2.222>
- Sa'dullah, A., & Hidayatullah, M. F. (2020). Design of Improving The Quality of Human Resources Based on Islamic Schools in Anak Saleh Foundation, Malang City. *Nazhruna: Jurnal Pendidikan Islam*, 3(2), 260–272. <https://doi.org/10.31538/nzh.v3i2.740>
- Safitri, D. I., Mudzanata, M., & Putri, A. D. S. (2020). The Implementation of Authentic Assessment in Thematic Learning in Elementary Schools. *International Journal of Elementary Education*, 4(2), 255–260. <https://doi.org/10.23887/ijee.v4i2.25551>
- Santosa, S., & Devi, A. D. (2021). The Problematics Online Lectures on Human Resource Management Courses (HRM) at The Islamic College Level. *Nazhruna: Jurnal Pendidikan Islam*, 4(2), 261–271. <https://doi.org/10.31538/nzh.v4i2.1452>
- Saputra, J., & Fermayani, R. (2019). Pengaruh Pemberdayaan Karyawan Dan Kompensasi Terhadap Kinerja Karyawan Pt. Laboratorium Klinik Pramita Padang. *Jurnal Menara Ekonomi: Penelitian dan Kajian Ilmiah Bidang Ekonomi*, 5(1), Article 1. <https://doi.org/10.31869/me.v5i1.1270>
- Sedarmayanti. (2007). *Manajemen sumber daya manusia, reformasi birokrasi, dan manajemen pegawai negeri sipil*. Refika Aditama.

- Sherly, S., Lie, D., Candra, V., Siallagan, D. M., & Sudirman, A. (2021). Interpretation of the Effects of Job Satisfaction Mediation on the Effect of Principal Supervision and Compensation on Teacher Performance. *Journal of Educational Science and Technology (EST)*, 7(1), 105–116. <https://doi.org/10.26858/est.v7i1.19208>
- Simamora, H. (2004). *Manajemen sumber daya manusia: Edisi 3*. Stie YKPN.
- Sinambela, L. P. (2021). *Manajemen Sumber Daya Manusia: Membangun Tim Kerja yang Solid untuk Meningkatkan Kinerja*. Bumi Aksara.
- Sirojuddin, A., Aprilianto, A., & Zahari, N. E. (2021). Peran Kepala Sekolah Sebagai Supervisor Pendidikan Dalam Meningkatkan Profesionalisme Guru. *Chalim Journal of Teaching and Learning (CJoTL)*, 1(2), 159–168.
- Sitinjak, D. A., Suryawardani, G. A. O., & Wijayanti, P. U. (2017). Analisis Faktor-Faktor yang Menentukan Kepuasan Kerja dan Loyalitas Karyawan (Studi Kasus di Perusahaan Kopi PT Golden Kirrin Internasional, Kabupaten Badung). *Jurnal Agribisnis Dan Agrowisata (Journal of Agribusiness and Agritourism)*, 378–386. <https://doi.org/10.24843/JAA.2017.v06.i03.p06>
- Sudaryo, Y., Aribowo, A., & Sofiati, N. A. (2020). *Manajemen Sumber Daya Manusia: Kompensasi Tidak Langsung Dan Lingkungan Kerja Fisik*. Penerbit Andi.
- Sufyarma, M. (2004). *Kapita selekta manajemen pendidikan*. Alfabeta.
- Suryani, & Hendriyadi. (2016). *Metode Riset Kuantitatif: Teori dan Aplikasi pada Penelitian Bidang Manajemen dan Ekonomi Islam*. Prenada Media.
- Suyadi, Nuryana, Z., Sutrisno, & Baidi. (2022). Academic reform and sustainability of Islamic higher education in Indonesia. *International Journal of Educational Development*, 89, 102534. <https://doi.org/10.1016/j.ijedudev.2021.102534>
- Trisna, A., & Guridno, E. (2021). Pengaruh Kompensasi, Motivasi, Dan Lingkungan Kerja Terhadap Kinerja Karyawan PT. Saiba Cipta Selaras Kota Jakarta Selatan. *Oikonomia: Jurnal Manajemen*, 17(2), 127–140. <https://doi.org/10.47313/oikonomia.v17i2.1276>
- Widodo, W., & Sriyono, H. (2020). Strategi Pemberdayaan Guru Dalam Meningkatkan Mutu Pendidikan. *Faktor : Jurnal Ilmiah Kependidikan*, 7(1), 7–12. <https://doi.org/10.30998/fjik.v7i1.5628>
- Undang-Undang Republik Indonesia, No 14 Tahun 2005, Tentang Guru dan Dosen

# The Effect of Compensation on Loyalty through Empowerment of Teachers and Staff at Madrasah Aliyah Negeri 2 Mojokerto

## ORIGINALITY REPORT

26%

SIMILARITY INDEX

27%

INTERNET SOURCES

18%

PUBLICATIONS

11%

STUDENT PAPERS

## PRIMARY SOURCES

1	<a href="http://journal.staihubbulwathan.id">journal.staihubbulwathan.id</a> Internet Source	7%
2	<a href="http://repository.ikhac.ac.id">repository.ikhac.ac.id</a> Internet Source	6%
3	Submitted to Universitas Diponegoro Student Paper	1%
4	Submitted to Clayton College & State University Student Paper	1%
5	Submitted to Universitas Terbuka Student Paper	1%
6	<a href="http://repository.uinsu.ac.id">repository.uinsu.ac.id</a> Internet Source	1%
7	<a href="http://ijmmu.com">ijmmu.com</a> Internet Source	1%
8	<a href="http://journal.unismuh.ac.id">journal.unismuh.ac.id</a> Internet Source	1%

[psdku-morowali.untad.ac.id](http://psdku-morowali.untad.ac.id)

9	Internet Source	1 %
10	<a href="http://www.ca-c.org">www.ca-c.org</a> Internet Source	1 %
11	Umin Kango, Ari Kartiko, Muhammad Anas Maarif. "The Effect of Promotion on the Decision to Choose a Higher Education through the Brand Image of Education", AL-ISHLAH: Jurnal Pendidikan, 2021 Publication	1 %
12	Submitted to Universitas Mahasaraswati Denpasar Student Paper	1 %
13	<a href="http://ejournal.polbeng.ac.id">ejournal.polbeng.ac.id</a> Internet Source	1 %
14	<a href="http://repository.wima.ac.id">repository.wima.ac.id</a> Internet Source	1 %
15	<a href="http://www.scitepress.org">www.scitepress.org</a> Internet Source	1 %
16	<a href="http://repository.ub.ac.id">repository.ub.ac.id</a> Internet Source	1 %

Exclude quotes  On

Exclude matches  < 1%

Exclude bibliography  On