

THE EFFECT OF DISCIPLINE, MOTIVATION AND COMPENSATION ON CIVIL SERVANTS' PERFORMANCE AT GANESHA UNIVERSITY OF EDUCATION

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Abstract:

This study aims to analyze the influence of discipline, motivation, and compensation on the performance of civil servants (PNS) at the Ganesha University of Education. This research was designed using a survey approach. Data collection was carried out using an instrument in the form of a questionnaire. The questionnaire was designed using various indicators obtained through literature review. These indicators were then developed into several statement items. The research sample consisted of 145 respondents who were selected using a purposive sampling technique. Data was collected through a questionnaire, which was then analyzed using multiple linear regression. The results showed that motivation had a significant positive effect on the performance of civil servants at the Ganesha University of Education. Meanwhile, discipline and compensation do not affect the performance of civil servants at the Ganesha University of Education. Therefore, the management of the Ganesha University of Education should pay special attention to the motivational aspect of improving the performance of their civil servants.

Keywords: Discipline, Motivation, Compensation, Performance

INTRODUCTION

In a company or organization, human resources are the central figure. In order for management activities to run well, the company must have knowledgeable and highly skilled employees and efforts to manage the company as optimally as possible so that employee performance increases. According to (Bukit et al., 2017), human resources are the integrated abilities of the individual's mental and physical skills; their heredity and environment determine their behavior and nature, while their work performance is motivated by the desire to satisfy them. Companies must be able to analyze what affects employee performance. To overcome these problems, human resources (HR) are the most important factor that must be considered in its development because, basically, good, superior and professional HR greatly influences the continuity of a company in achieving its predetermined goals. Individual career development begins with defining the level of education and the transition to the next level (Alam, 2022). This career will certainly affect performance. Employee performance is one of the results of the form of work carried out by individuals that is adjusted to the role or task of the individual himself in a company at a certain time, with results that are always linked to a certain measure of value or standard of the company where the individual works (Abni & Hamdani, 2023). The human resources of an organization have an important role in achieving and improving organizational performance effectively and efficiently. The quality of employee performance greatly influences the success of an organization/institution. The company must be able to create conditions that can encourage and



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enable employees to develop and improve their abilities and skills optimally in order to obtain maximum performance (Rahman, 2021). So, employee performance is one of the things that determines the success of an institution.

Ganesha University of Education is a state higher education institution that produces human resources in the fields of education and non-education. Ganesha University of Education is one of the educational institutions and education personnel (LPTK) that is authorized to produce human resources for educators. Smoothness in the field of administration and services to students requires the role of employees so that administrative activities at Ganesha University of Education can run well. Based on Undiksha's personnel data, currently, Undiksha has 598 employees consisting of 247 civil servants, 329 contract employees and 22 retired employees. All of these employees are spread across Undiksha, both in the Rectorate and throughout the Faculties in Undiksha. In achieving the targets to be achieved, each institution has its strategy to maintain the performance of its employees so that the goals of the institution can be realized. Based on the qualifications and quantity of human resource fulfillment at Undiksha, the performance of employees at Undiksha should be fairly high. In reality, the performance of employees at Undiksha is still relatively low. Based on the results of observations made, employee performance is currently not fully optimal. According to (Hardiansyah, 2019) and (Suprahirja, 2021), employee performance in an organization can be influenced by several factors, including 1) the factor of providing financial compensation to employees, 2) the factor of employee work motivation, 3) the factor of discipline in work. Of the three factors, it greatly influences employee performance in a company, both small and large scale. Where each factor has its formula to be resolved properly by the organization, it can be said that employee performance determines a goal set by a company.

Discipline at work is an attitude of respect, appreciation, obedience and obedience to the rules of a company, and discipline can also be defined as a procedure that corrects or punishes subordinates for violating a person's rules or guidelines for the tasks assigned to them. (Hasibuan, 2012), states that discipline is a person's awareness and willingness to obey all applicable regulations and social norms. Meanwhile, (Bintoro & Daryanto, 2017) states that work discipline is a constructive development process for interested employees because work discipline is shown in actions, not people. Work discipline is a tool that must be obeyed by employees in order to achieve a well-defined organizational/company goal. In a study conducted (Sherlie & Hikmah, 2020), it was stated that work discipline has a positive effect on employee performance at PT Benwin Indonesia in Batam City. However, it is different from the research conducted by (Suwanto, 2019), which stated that work discipline does not affect employee performance. The second factor is motivation. Motivation is a force within a person that will influence the direction, intensity and sustainability of voluntary actions to achieve goals that have become common goals. In addition, compensation also affects employee performance. According to (Hasibuan, 2012), several indicators affect work motivation, namely 1) Working Conditions, 2) Work Planning, 3) Work Instructions, 4) Supervision, and 5) Awards. If employee work motivation decreases, it will certainly affect employee performance, as they work less enthusiastically. It is also supported (Sherlie & Hikmah, 2020) that motivation affects employee performance. This study is in line with research conducted by (Farhah et al., 2020), stating that motivation has a positive and significant influence on employee performance, where one of the parameters of employee performance is providing good service quality (Limbong, 2020).

The third factor is compensation. According to (Hasibuan, 2012), compensation is all income in the form of money or goods directly or indirectly received by employees in return for services provided to the company. (Mulyati & Luturlean, 2018) Stated that the compensation variable has a



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significant influence on employee performance. Company bonuses are given if employees are able to achieve their work goals (Bahri, 2022). A similar statement was also made (Shofwani & Hariyadi, 2019) that compensation has a positive effect on employee performance. Based on the background of the problem that has been explained above, it is still very important to conduct a study on employee performance, especially at Undiksha. The author wants to know the effect of discipline, motivation, and compensation on employee performance in the Undiksha environment.

METHODS

This research tests the influence of 3 X variables (dependent) on 1 Y variable (independent). The X variables consist of discipline, motivation and compensation, and the Y variable is employee performance. This research is a type of causal quantitative research. Causal quantitative research is a type of research that aims to determine the cause-and-effect relationship between two or more variables. This research tries to explain whether changes in the independent variable (cause) have a direct or indirect effect on the dependent variable (effect). The main purpose of causal quantitative research is to establish cause and effect objectively and comprehensively.

This research was designed using a survey approach. Data collection was carried out using a questionnaire as an instrument. The questionnaire was designed using various indicators obtained through literature reviews. These indicators were then developed into several statement items. These statements will then be sent directly to respondents, who are directed to answer the statements provided. A Likert scale of 1-5 (strongly agree to disagree strongly) is used as the basis for measuring each questionnaire statement item. The Likert scale is intended to measure perceptions, opinions, and attitudes of individuals or groups toward a social phenomenon. The subjects of this study were all civil servants at the Ganesha University of Education. The research implementation period began in November 2022. The objects of this study are discipline, motivation, and compensation.

The sampling method in this study uses the purposive sampling method. Purposive sampling is the determination of samples based on certain criteria. The criteria used in determining the sample are civil servants who are still active.

The research data that has been successfully collected will then be processed and analyzed to answer the research problem through acceptance or rejection of the hypothesis. In terms of data processing and analysis, researchers use the help of Microsoft Excel software and IBM SPSS Statistics 25 software. Statistical testing is carried out sequentially, including research instrument testing (validity testing and reliability testing), descriptive statistical analysis, classical assumption testing (normality testing, multicollinearity testing, and heteroscedasticity testing), and the last is hypothesis testing (multiple linear regression analysis, determination coefficient testing, and t-test).

RESULT AND DISCUSSION

The respondents in this study were 145 Undiksha employees. Data were collected by distributing questionnaires directly. The distribution and filling of the questionnaires began from April 3, 2023, to April 11, 2023. The respondents in this study were 94 male respondents, or 70%, and 41 female respondents, or 30%. So, male respondents are more dominant. Respondents with a last high school education were 28 people or 20.7%; a previous Diploma 3 education was 8 people or 5.9%; a last S1 education was 88 people or 65.2%. And a previous S2 education was 11 people or 8.2%. It means that most respondents have a last S1 education.

Research Instrument Test, Validity Test.



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Table 1. Validity Test Results

Variable	Instrument	Pearson Correlation	Sign. (2-tailed)	Ket.
Discipline	X1.1	0,621	0,000	Valid
	X1.2	0,818	0,000	Valid
	X1.3	0,713	0,000	Valid
	X1.4	0,696	0,000	Valid
	X1.5	0,373	0,000	Valid
	X1.6	0,818	0,000	Valid
Motivation	X2.1	0,619	0,000	Valid
	X2.2	0,620	0,000	Valid
	X2.3	0,597	0,000	Valid
	X2.4	0,624	0,000	Valid
	X2.5	0,712	0,000	Valid
	X2.6	0,681	0,000	Valid
Compensation	X3.1	0,681	0,000	Valid
	X3.2	0,656	0,000	Valid
	X3.3	0,733	0,000	Valid
	X3.4	0,617	0,000	Valid
	X3.5	0,609	0,000	Valid
Performance	Y.1	0,485	0,000	Valid
	Y.2	0,558	0,000	Valid
	Y.3	0,609	0,000	Valid
	Y.4	0,655	0,000	Valid
	Y.5	0,585	0,000	Valid

(Source: Processed Data, 2023)

Based on the data in the table above, it can be seen that all instruments have a Sig. (2-tailed) correlation value for all items smaller than 0.05 so that it can be concluded that all statement items are valid

Reliability Test.

Table 2. Reliability Test Results

No.	Variable	Cronbach Alpha	Information
1	Discipline (X ₁)	0,765	Reliable
2	Motivation (X ₂)	0,751	Reliable
3	Compensation (X ₃)	0,762	Reliable
3	Performance (Y)	0,719	Reliable

Source: Processed Data, 2023

Based on the data in the table above, it can be seen that the Discipline variable (X₁) has a Cronbach's Alpha value of 0.765. The Motivation variable (X₂) has a Cronbach's Alpha value of 0.751. The Performance variable (Y) has a Cronbach's Alpha value of 0.719. All variables have a Cronbach's Alpha value greater than 0.60, so it can be stated that the instrument in this study is reliable

Descriptive Statistical Analysis.



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Table 3. Results of Descriptive Analysis

	N	Minimum	Maximum	Mean	Std.Deviation
Discipline (X ₁)	135	21	30	25.09	2.323
Motivation (X ₂)	135	17	25	20.56	1.761
Compensation (X ₃)	135	11	25	19.46	2.129
Performance (Y)	135	17	25	20.55	1.606

Source: Processed Data, 2023

Based on the data in Table 3, it can be explained as follows: Discipline variable (X₁) has a minimum score of 21, a maximum score of 30, and an average score of 25.09 with a standard deviation of 2.323. The motivation variable (X₂) has a minimum score of 17, a maximum score of 25, and an average score of 20.56 with a standard deviation of 1.761. The motivation variable (X₃) has a minimum score of 11, a maximum score of 25, and an average score of 19.46, with a standard deviation of 2.129. Performance variable (Y) has a minimum score of 17, a maximum score of 25, and an average score of 20.55 with a standard deviation of 1.606.

Classical Assumption Testing. There are 3 types of classical assumption testing in this study, including normality test, multicollinearity test, and heteroscedasticity test.

Table 4. Values and Results of Classical Assumption Tests

Classical Assumption Test			Mark		
Uji Normalitas (Uji Kolmogorov-Smirnov)					
Test Statistic			0,068		
Monte Carlo Sig. (2-tailed)			0,808		
Multicollinearity Test (Tolerance Value Test and VIF Value)					
Tolerance					
Discipline			0,948		
Motivation			0,819		
Compensation			0,834		
VIF					
Discipline			1,055		
Motivation			1,221		
Kompensasi			1,199		
Heteroscedasticity Test Results					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-.721	.778		-.927	.356
Discipline	.022	.023	.084	.951	.343
Motivation	.046	.032	.135	1.421	.158
Compensation	-.002	.027	-.007	-.079	.937

a. Dependent Variable: abs_res

(Source: Processed Data, 2023)



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Normality Test. It can be seen that the Test Statistic value is 0.067 with an Asymp. Sig. (2-tailed) value of 0.097, where this value is more than 0.05, which means that the residual value is normally distributed.

Multicollinearity Test. It can be seen that all independent variables have a VIF value of less than 10 and a tolerance value of more than 0.10, so it can be concluded that the model is free from multicollinearity.

Heteroscedasticity Test. It can be seen that each independent variable is not statistically significant in influencing the dependent variable of the Absolute Residual value (abs_res). All variables have a probability of significance > 0.05, so it can be concluded that the regression model does not contain heteroscedasticity.

Hypothesis Testing, Multiple Linear Regression Analysis.

Table 5. Results of Multiple Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.862	1.245		3.905	.000
Discipline	.021	.037	.031	.584	.560
Motivation	.724	.052	.794	13.964	.000
Compensation	.014	.042	.019	.331	.741

a. Dependent Variable: Performance
(data source processed 2023)

Based on the multiple linear regression calculations in Table 4, the following regression equation results are obtained.

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

$$Y = 4,862 + 0,021X_1 + 0,724X_2 + 0,014 + \varepsilon$$

Description:

Y: employee performance

α : Constant

$\beta_1 \beta_2 \beta_3$: Regression coefficient of variables X1, X2, and X3

X₁: Discipline

X₂: Motivation

X₃: Compensation

e: Residual/Error

Based on the regression model formed, the results can be mathematically interpreted as follows: The constant 4.862 shows that if the variables Discipline (X1), Motivation (X2), and Compensation (X3) are zero, then the value of the Performance variable (Y) is 4.862. The regression coefficient of Discipline (X1) of 0.021 means that if there is an increase in Discipline (X1) of 1 unit, then Performance (Y) will increase by 0.021 units, assuming that other variables remain constant. The regression coefficient of Motivation (X2) of 0.724 means that if there is an increase in Motivation (X2) of 1 unit, then Performance will increase by 0.724 units, assuming that other variables remain



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constant. The regression coefficient of Compensation (X3) of 0.014 means that if there is an increase in Compensation (X3) of 1 unit, then Performance will increase by 0.014 units, assuming that other variables remain constant.

Determination Coefficient Test. The R Square value is 0.653, indicating that the variation of the Discipline (X1), Work Motivation (X2), and Compensation (X3) variables is able to explain 62.6% of the variation of the Employee Performance (Y) variable. The remaining 37.4% is influenced by other factors not examined in this study.

T-test (Partial Effect Test).

Table 6. Results of Partial Effect T-test Analysis

Variable	Nilai Sig.	Conclusion	
X ₁	0,560	0.560 > 0.05	Not Significant
X ₂	0,000	0.000 < 0.05	Significant
X ₃	0,741	0.741 > 0.05	Not Significant

(Source: Processed Data, 2020)

Based on the significance table above, the first hypothesis test (H1) can be seen in Table 7 that the significance value of the Discipline variable (X1) is $0.560 > 0.05$, so it can be stated that the X1 variable does not affect Y. So it can be concluded that H1 is rejected, Discipline (X1) has no effect on Employee Performance (Y). The second hypothesis test (H2) can be seen in Table 4.7 that the significance value of Motivation (X2) is $0.000 < 0.05$, so it can be stated that the X2 variable affects Y. A positive t value indicates that the X2 variable has a relationship in the same direction as Y. So it can be concluded that H2 is accepted, namely Motivation (X2) has a positive and significant effect on Employee Performance (Y). The second hypothesis test (H3) can be seen in Table 4.7 that the significance value of Compensation (X3) is $0.741 > 0.05$, so it can be stated that variable X3 does not affect Y. So it can be concluded that H3 is rejected. Namely Compensation (X3) does not affect Employee Performance (Y).

The Influence of Discipline on Employee Performance. Based on the hypothesis testing of the Discipline variable, it can be seen that the significance value of the Discipline variable (X1) is $0.560 > 0.05$. So, discipline does not affect the performance of Civil Servants at Ganesha University of Education. Hypothesis testing in this study was carried out using multiple linear regression analysis. The hypothesis tested is that the discipline variable has a significant positive effect on the performance of civil servants at Ganesha University of Education. In this study, the results showed that Discipline does not affect Employee Performance at Ganesha University of Education. This means that there is no significant relationship between the level of discipline possessed by employees and their performance at the university. This study was conducted at Ganesha University of Education with the aim of evaluating the relationship between the level of employee discipline and their performance. Discipline is measured by considering the level of employee compliance with the rules and regulations in place at the university, such as punctual attendance, completing tasks with discipline, and carrying out tasks with the established rules. Employee performance is measured based on an evaluation of the achievement of work targets, productivity, and the quality of their work results. The results of this study are in line with research by (Wirawan, 2009), which also states that discipline does not affect employee performance.

The Influence of Motivation on Employee Performance. Based on hypothesis testing, it can be seen that the significance value of Motivation (X2) is $0.000 < 0.05$. It can be concluded that



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motivation has a positive effect on the performance of Civil Servants at Ganesha University of Education. Job satisfaction is a feeling of pleasure or displeasure that employees have when doing their jobs (Damayanti et al., 2018). The emergence of feelings of pleasure and displeasure is caused when employees do their jobs they bring all their desires, needs, and past experiences that shape employee work expectations. Where, this expectation is the employee's motivation to work. When the leader is able to provide this motivation by way of appreciation and praise for all the work results done (Sutrisno et al., 2022). The higher this work expectation can be met, the higher the level of employee job satisfaction. An employee's job satisfaction cannot be separated from the existence of work motivation, which is the employee's hope (Sharma & Aparicio, 2022). This study was conducted at Ganesha University of Education with the aim of evaluating the influence of motivation on employee performance. Motivation is measured by considering the extent to which employees feel motivated to achieve their goals, enthusiasm in carrying out tasks, initiative to improve the quality of work, and determination to achieve good results. Employee performance is measured based on evaluations of the achievement of work targets, productivity, and the quality of their work results.

Data obtained from surveys and interviews with employees show that there is a significant relationship between employee motivation and performance at Ganesha University of Education. The results of statistical analysis show that the Sig. (significance) value of the relationship between Motivation (X1) and Employee Performance (Y) is smaller than the set level of significance. It means that a high level of motivation in employees at the university is significantly related to better performance. Employees who feel motivated, enthusiastic, and have the initiative to improve the quality of their work tend to achieve better work results, are more productive, and reach or even exceed the set targets.

For example, an employee at Ganesha University of Education who has high motivation tends to have a desire to continue learning and developing themselves. They will take the initiative to seek opportunities for skill improvement, take training, or get involved in challenging projects. It will have a positive impact on the quality of their performance, such as making better contributions to teaching, research, or university administration activities. These results provide important implications for the management of Ganesha University of Education. Management can identify factors that can increase employee motivation, such as giving recognition for work achievements, providing opportunities for self-development, creating a supportive work environment, and designing an appropriate incentive system. By paying attention to employee motivation, universities can improve their overall performance.

The Effect of Compensation on Employee Performance. Based on the hypothesis testing carried out, it is known that the significance value of Compensation (X3) is $0.741 > 0.05$. So, compensation does not affect the performance of Civil Servants at Ganesha University of Education. The results of this study do not support the results of research conducted by (Putri & Sary, 2020), which found that there is a positive relationship between compensation and employee performance. The results of this study also do not support the theory of (Abni & Hamdani, 2023), which states that compensation reflects the size of their work among the employees themselves, their families and the community. Also, the theory (Mathis, 2000) states that one way for management to improve work performance, motivate and improve employee performance is through compensation. In this study, the results showed that compensation did not affect employee performance at Ganesha University of Education. This means that there is no significant relationship between the level of compensation received by employees and their performance at the university. This explanation can be illustrated



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with several indicators that can cause the research results to show that compensation does not affect employee performance at Ganesha University of Education. Variation in compensation levels: If in the university there is very little variation in the level of compensation given to employees, it means that there is no significant difference between the compensation received by employees and the level of performance they show. For example, all employees at the university receive the same compensation without any performance incentives or differentiation based on job quality.

Dominant non-financial factors: If non-financial factors, such as a good working environment, career development opportunities, recognition for achievement, or the opportunity to contribute significantly, are more dominant factors in influencing employee performance. In this case, even though the level of compensation may not be too high, employees are still motivated and perform well because of the non-financial factors that influence job satisfaction and motivation. **Strong intrinsic motivation factors:** Employees at Ganesha University of Education have strong inherent motivation in doing their jobs, meaning that their performance is driven by personal satisfaction, the need to feel recognized, or a sense of achievement. In this case, the level of compensation may not have a significant effect on performance because employee motivation is more driven by internal factors that come from themselves. **External factors that influence performance:** If there are external factors outside the control of university management that influence employee performance, such as government policies that regulate compensation limits or economic factors that affect employee purchasing power, then the level of compensation will not have a significant impact on employee performance.

CONCLUSION

Based on the results of data analysis and the results of the discussion in the previous chapter, the conclusions of this study are: 1) Discipline does not affect employee performance at Ganesha University of Education: The results of the study indicate that the level of discipline possessed by employees does not have a significant relationship with their performance at the university. It suggests that other factors, such as motivation, knowledge, skills, work environment, or management support, may have a greater influence on employee performance. 2) Motivation affects employee performance at Ganesha University of Education: The results of the study indicate that the level of motivation possessed by employees has a significant relationship with their performance at the university. Employees who feel motivated, enthusiastic, and have the initiative to improve the quality of their work tend to achieve better work results, are more productive, and reach or even exceed the targets set. Factors such as recognition for work achievements, opportunities for self-development, and a supportive work environment can affect the level of employee motivation. 3) Compensation does not affect employee performance at Ganesha University of Education: The results of the study indicate that the level of compensation received by employees does not have a significant relationship with their performance at the university. It suggests that other factors, such as a good working environment, career development opportunities, recognition for achievement, or the opportunity to contribute significantly, are more dominant factors in influencing employee performance. Strong intrinsic motivation may also be a factor affecting performance, where the level of compensation may not have a significant effect if internal factors drive employee motivation.

The suggestions that can be given are: Strengthening the discipline management system: Universities need to have clear policies and procedures related to employee discipline. It can include the implementation of attendance rules, order in carrying out tasks, and consistent disciplinary action for employees who violate the rules. Management must ensure that the regulations and



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sanctions applied are consistent and fair to create an orderly and disciplined work environment. Encouraging employee motivation: Universities need to pay sufficient attention to employee motivation factors. It can be done through recognition of work achievements, providing career development opportunities, conducting training and skills enhancement programs, and providing challenging tasks and projects. Management must also create a supportive work environment, with open communication, participation in decision-making, and promotion based on achievement. Reviewing compensation policies: Universities need to review the compensation policies provided to employees. It involves reassessing the level of salary, benefits, and incentives provided. Management must ensure that the compensation offered is in accordance with the level of qualifications, job responsibilities, and employee performance. In addition, the use of performance incentives based on achievement can encourage motivation and better performance achievement. Periodic performance evaluation: Universities need to carry out regular and periodic performance evaluations to measure employee performance achievement. This evaluation must be transparent, objective, and conducted using clear criteria. The results of the performance evaluation can be used as a basis for making decisions regarding promotions, recognition of achievements, and career development. Increased communication and participation: Management needs to improve employee communication and involvement in decision-making related to disciplinary policies, motivation, and compensation. Involving employees in the decision-making process will provide a sense of ownership and increase commitment to the organization. Effective communication is also important in conveying information regarding policies, expectations, and changes that occur at the university.

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