

**THE EFFECT OF COMPENSATION, WORK LIFE BALANCE AND  
WORK ENVIRONMENT ON TEACHERS' JOB SATISFACTION YPKM  
NU MADIUN**

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**Abstrak**

Penelitian ini bertujuan untuk membuktikan secara empiris pengaruh kompensasi, *Work life Balance* dan lingkungan kerja terhadap kepuasan kerja guru di Lembaga Yayasan Pendidikan Kesejahteraan Muslimat NU Kota Madiun. Penelitian ini merupakan penelitian kuantitatif dengan jumlah sampel sebanyak 113 tenaga guru. Metode pengambilan sampel yaitu menggunakan sampel jenuh. Pengambilan data menggunakan kuesioner. Teknik analisis data menggunakan alat uji berupa SmartPLS Versi 3.0. Hasil penelitian ini menunjukkan bahwa Kompensasi dan *Work life Balance* berpengaruh terhadap Kepuasan Kerja Guru di Lembaga Yayasan Pendidikan Kesejahteraan Muslimat NU Kota Madiun, sedangkan Lingkungan Kerja tidak berpengaruh terhadap Kepuasan Kerja Guru di Lembaga Yayasan Pendidikan Kesejahteraan Muslimat Nu Kota Madiun.

**Kata Kunci:** Kompensasi, *Work life Balance*, Lingkungan Kerja dan Kepuasan Kerja.

**Abstract**

*This research intends to empirically demonstrate the impact of compensation, work-life balance, and the work environment on teacher job satisfaction at the NU Muslimat Welfare Education Foundation located in Madiun City. This research is a quantitative analysis involving a sample of 113 educators. The sampling technique employs saturated samples. The questionnaire is used for data collection. The analytical method employs a testing tool known as SmartPLS Version 3.0. The findings of this research suggest that Compensation and Work-life Balance impact Teacher Job Satisfaction at the NU Muslimat Welfare Education Foundation in Madiun City, whereas the Work Environment does not influence Teacher Job Satisfaction at the NU Muslimat Welfare Education Foundation in Madiun City.*

**Keywords:** Compensation, Work Life Balance, Work Environment and Job Satisfaction.

## **A. INTRODUCTION**

Human resources (HR) are a vital asset in any organization, including in education. In the school context, teachers are a key factor in successful learning. The quality of teachers will have a direct impact on Graduate quality. According to Minister of National Education Regulation No. 16 of 2007, the minimum academic standard for teachers is a bachelor's degree (S1) or diploma four (D4), making competency development and welfare improvements crucial.

However, in Indonesia, many teachers, especially contract teachers, still face issues regarding welfare, employment status, and work facilities. Significant salary differences compared to civil servant teachers, along with limited facilities, can impact their motivation and job satisfaction. Yet, teacher job satisfaction impacts teaching enthusiasm, performance, and the achievement of educational goals (Hardianto, 2018).

Factors such as compensation, work-life balance, and the work environment determine job satisfaction. Compensation includes more than just salary, but also benefits, facilities, and performance recognition (Warisno, 2022). A conducive work environment, both physical and non-physical, also influences teachers' comfort and effectiveness in carrying out their duties (Rahmawati et al., 2014).

Based on observations at the NU Muslimat Welfare Education Foundation in Madiun City, which oversees nine schools (elementary, Islamic elementary, kindergarten, early childhood education, and special needs schools), several issues related to teacher job satisfaction were identified. These include teachers lacking a teaching background, poor communication between teachers, limited classroom facilities, low salaries, and a lack of social security. These conditions indicate the need for further study of the factors influencing teacher job satisfaction at the foundation.

This research is important because teacher job satisfaction impacts not only individual performance but also the overall quality of education. Schools with satisfied and motivated teachers tend to have more effective learning processes, better relationships with students, and higher academic achievement. Therefore, understanding the factors that influencing teacher job satisfaction can help foundations and policy makers in designing strategies to improve the quality of education.

## **1. Theoretical review**

Human resource management (HRM) is a crucial area of management within an organization (Mamuaya, 2024). According to Soekidjo (2009), the primary objective of HRM is to expand employee commitment to the organization, ultimately increasing organizational efficiency. From the definitions above, it can be concluded that HRM is a key component of an organization's prosperity. Without HRM, an organization will struggle to perform effectively, even if other assets are met.

According to Poatob (2023), compensation is all income in the form of money or goods that is directly or indirectly received by employees as compensation for services provided to the organization. Compensation includes all elements given or distributed by the company to its team members as a form of appreciation for all the efforts that have been made, both directly and indirectly (Yazid & Husniati, 2023). From above, employee competency can be defined as a set of traits including but not limited to knowledge, skills and expertise, and can be observed in work results that can be measured and analyzed.

Work-life balance is defined as a strength that can be used in terms of effectiveness and output in various areas of work and life to make good decisions (Abdullah et al., 2022). According to Mardiani & Widiyanto (2021), Work-life balance refers to how well individuals can manage and feel equally fulfilled regarding their time and emotional engagement in both their professional and personal lives, along with the lack of conflict between these two roles. It

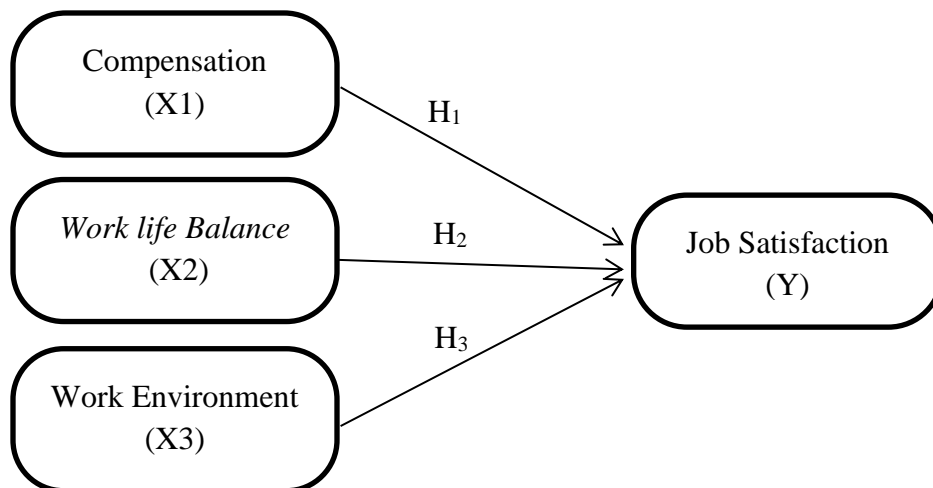
can be inferred that work-life balance is a state in which an individual can establish priorities and dedicate themselves to both work and family, experiencing fulfillment in their responsibilities.

According to Yazid & Husniati (2023), the work environment is everything in the workplace that can affect employee comfort and their ability to perform their work well. The workplace includes all the facilities and infrastructure surrounding employees as they perform their tasks, which can influence how the work is carried out (Vohra et al., 2022). It can be concluded that the work environment is everything around employees while they are working, both physical and non-physical, that can improve employee performance.

Employee job satisfaction is an employee's feelings of pleasure or displeasure regarding their current work (Yazid & Husniati, 2023). According to Katabalo & Mwita (2024), job satisfaction is a global issue in the workplace and is one area that has received considerable attention from academics and management practitioners. It can be concluded that Employee job satisfaction is a crucial factor to examine regarding work productivity, and dissatisfaction is frequently linked to elevated job demands and grievances.

## 2. Framework of Thinking

Figure 1.1 Thinking Framework



Source: Research from Yazid & Husniati (2023) , Katabalo & Mwita (2024) , Abdullah *et al.* (2022) , and Vohra *et al.* (2022)

H<sub>1</sub>: It is suspected that compensation has a positive effect on teacher job satisfaction at the NU Muslimat Welfare Education Foundation in Madiun City.

H<sub>2</sub>: It is suspected that *Work Life Balance* has a positive influence on Teacher Job Satisfaction at the NU Muslimat Welfare Education Foundation in Madiun City.

H<sub>3</sub>: It is suspected that the work environment has a positive influence on teacher job satisfaction at the NU Muslimat Welfare Education Foundation in Madiun City.

## **B. METHOD**

This research falls under the category of quantitative descriptive studies. Quantitative research involves a systematic approach to uncovering knowledge by utilizing numerical data as a means to evaluate information regarding what is desired (Sugiyono, 2022). This research was conducted on teachers at the Muslimat NU Welfare Education Foundation in Madiun City. The Muslimat NU Welfare Education Foundation in Madiun City itself is a private school with 9 schools including Elementary School, Islamic Elementary School, Kindergarten, Early Childhood Education, and Special Needs School (SLB). The population in this study was taken from 113 teachers at the Muslimat NU Welfare Education Foundation in Madiun City. The sampling technique used was nonprobability sampling with a saturated sampling technique (census). The sample selection used a saturated sampling technique due to the relatively small population.

This research instrument uses a questionnaire distribution system measured using a Likert scale. The measurement scale used is a five-point Likert scale, namely 1 (strongly disagree) to 5 (strongly agree). This questionnaire has been tested for validity and reliability before being fully distributed. Data analysis techniques used include: validity testing through convergent validity testing, average variance extracted (AVE), and discriminant validity, reliability testing, R-Square. (R<sup>2</sup>), Q<sup>2</sup> Predictive Relevance, Goodness of Fit (GoF) criteria test, and hypothesis testing. All data processing was performed using smartPLS software.

## C. RESULTS AND DISCUSSIONS

**Table 1.1 Convergent Validity Test (*Outer Loading*)**

<b>Variables</b>	<b>Item</b>	<b>Outer loadings value</b>	<b>Outer Loading Value Limit</b>	<b>Information</b>
Compensation (X1)	X1.1	0.858	0.7	VALID
	X1.2	0.767	0.7	VALID
	X1.3	0.763	0.7	VALID
	X1.4	0.834	0.7	VALID
	X1.5	0.819	0.7	VALID
	X1.6	0.744	0.7	VALID
	X1.7	0.761	0.7	VALID
	X1.8	0.775	0.7	VALID
	X1.9	0.772	0.7	VALID
	X1.10	0.818	0.7	VALID
<i>Work-life Balance</i> (X2)	X2.1	0.891	0.7	VALID
	X2.2	0.872	0.7	VALID
	X2.3	0.844	0.7	VALID
	X2.4	0.867	0.7	VALID
	X2.5	0.883	0.7	VALID
Work Environment (X2)	X3.3	0.935	0.7	VALID
	X3.4	0.981	0.7	VALID
	X3.5	0.988	0.7	VALID
	X3.6	0.966	0.7	VALID

Variables	Item	Outer loadings value	Outer Loading Value Limit	Information
Job satisfaction	Y.1	0.815	0.7	VALID
	Y.2	0.770	0.7	VALID
	Y.4	0.826	0.7	VALID
	Y.5	0.788	0.7	VALID
	Y.8	0.850	0.7	VALID
	Y.10	0.761	0.7	VALID

Source: SmartPLS results, 2025 (processed)

Based on table 1.1, the results show that the indicators in the The questionnaire in this research has a loading factor value exceeding 0.70, which means that the indicators used in this study have good ability to explain the construct (Ghozali & Latan, 2015) .

**Table 1.2 Reliability Test**

Variables	Cronbach's alpha	Composite Reliability	Information
Compensation (X1)	0.935	0.944	Reliable
Work-life Balance (X2)	0.926	0.941	Reliable
Work Environment (X3)	0.978	0.983	Reliable
Job Satisfaction (Y)	0.891	0.915	Reliable

Source: SmartPLS results, 2025 (processed)

Table 1.2 shows satisfactory data processing results, with all variables above the 0.70 threshold, showing strong consistency and stability of the employed instruments. It is determined that all constructs in this research are appropriate measurement tools and exhibit strong reliability (Ghozali & Latan, 2015) .

**Table 1.3 Discriminant Validity Test**

<b>Variables</b>	<b>Average variance extracted (AVE)</b>
Compensation (X1)	0.627
<i>Work-life Balance</i> (X2)	0.760
Work Environment (X3)	0.937
Job Satisfaction (Y)	0.644

Source: SmartPLS results, 2025 (processed)

The results of table 1.3 above can be concluded that the *Average Variant Extracted* (AVE) value for the variables compensation, *Work-life Balance* , work environment and job satisfaction is  $> 0.5$ . This indicates that each variable in this study has good *Discriminant Validity* .

**Table 1.4 Discriminant Test**

<b>Variables</b>	<b>Job satisfaction</b>	<b>Compensation</b>	<b>Work environment</b>	<b>Work Life Balance</b>
Job satisfaction	0.802			
Compensation i	-0.213	0.792		
Work environment	0.126	-0.115	0.968	
<i>Work Life Balance</i>	0.199	0.057	-0.044	0.872

Source: SmartPLS results, 2025 (processed)

Based on Table 1.4, each variable has the highest correlation value with itself, namely job satisfaction (Y) = 0.802, compensation (X1) = 0.792, work environment (X2) = 0.968, and *work life balance* (X3) = 0.872. This shows that all variables have met the *discriminant validity criteria* (Ghozali & Latan, 2015).

**Table 1.5 R- Square ( $R^2$ )**

Variables	R Square	R Square Adjusted
Job satisfaction	0.702	0.778

Source: SmartPLS results, 2025 (processed)

In Table 1.5, the *R-square value* for job satisfaction is 0.702, meaning that 70% of the variation in job satisfaction is explained by compensation, *work-life balance*, and the work environment, while 30% is explained by other variables. Referring to Ghozali & Latan (2015), this value is in the strong category, so its influence is high.

**Table 1.6 Q- Square Test**

Variables	Q <sup>2</sup> predict
Compensation	0.488
Work Life Balance	0.630
Work environment	0.851
Job satisfaction	0.484

Source: SmartPLS results, 2025 (processed)

Based on table 1.6, the Q-Square values for compensation (0.488), work life balance (0.630), work environment (0.851), and job satisfaction (0.484) are all  $> 0$ , so the model has predictive relevance (Ghozali & Latan, 2015).

**Table 1.7 Hypothesis Testing**

Hypothesis	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (OSTDEV)	P values
H1	0.213	0.262	0.051	4.143	0.000
H2	0.216	0.221	0.093	2.325	0.022
H3	0.111	0.125	0.094	1.184	0.239

Source: PLS results, 2025 (processed)

Based on table 1.7, it shows that of the three hypotheses, two are accepted and one is rejected, namely the relationship  $X_3 \rightarrow Y$  because the t-statistic value is  $< 1.65$ .

## **D. CONCLUSIONS**

Drawing from the data analysis outcomes concerning the effects of compensation, work-life balance, and workplace environment on teacher job satisfaction at the NU Muslimat Welfare Education Foundation in Madiun City, it can be concluded that compensation has been proven to influence teacher job satisfaction. This shows that the better the compensation provided, the higher the level of teacher job satisfaction. Furthermore, work-life balance also has an influence on teacher job satisfaction, meaning that a balance between personal life and work can increase teachers' satisfaction while performing their responsibilities.

Meanwhile, work environment variables do not have a significant effect on teacher job satisfaction, so that the work environment conditions in this institution do not directly determine the level of teacher job satisfaction, in contrast to compensation and work-life balance which have been proven to have an effect.

## **E. SUGGESTIONS**

Some suggestions that can be given by researchers based on The conclusions that have been mentioned are as follows:

### **1. Practical Advice**

Further research is expected to be able to evaluate the variables Apart from compensation, *work life balance* and work environment on job satisfaction are expected to be able to determine their influence and improve the results of the research.

### **2. Theoretical Suggestions**

Further research is expected to cover a wider area so that there is equality, further research can add other related variables to increase teacher job satisfaction , further research can make comparisons on other objects that are not the same so that the research results can develop.

### 3. Academic Advice

The findings of this study may serve as a reference for research. Following. As a source for research and a literature review reference who has an interest in researching Compensation, *Work Life Balance* and Work Environment on Teacher Job Satisfaction at the Muslimat Nu Welfare Education Foundation in Madiun City.

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