



The influence of compensation, competence, and the work environment on employee performance at the Al Irsyad Islamic Education Foundation in Banten

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ARTICLE INFO

Article history:

Received Dec 30, 2025

Revised Jan 10, 2026

Accepted Jan 24, 2026

Keywords:

Compensation;
Competence;
Employee Performance;
Islamic Education Foundation;
Work Environment.

ABSTRACT

This study was conducted at the Al Irsyad Islamic Education Foundation in Banten, an educational institution that seeks to enhance employee performance in order to remain competitive with other foundations, both at the provincial level of Banten and specifically within Serang Regency. The research focuses on analyzing the influence of compensation, competence, and the work environment on employee performance. The objective of the study is to examine, describe, and provide empirical insights regarding the effects of these three variables. A quantitative research design was applied, employing various statistical procedures, including validity and reliability tests, normality testing, multicollinearity testing, heteroscedasticity testing, multiple linear regression analysis, the coefficient of determination (R^2), as well as partial (t-test) and simultaneous (F-test) hypothesis testing. The research population comprised all employees of the Al Irsyad Islamic Education Foundation in Banten, with a total of 62 respondents. Data were collected using structured questionnaires and supported by interviews to obtain a more comprehensive understanding of employee perceptions and working conditions. The data were analyzed using SPSS version 25. The findings reveal that compensation, competence, and the work environment each have a positive and statistically significant effect on employee performance. Furthermore, the simultaneous test results indicate that these three variables collectively contribute significantly to improving employee performance. Based on these findings, the study recommends that the foundation consistently enhance compensation systems, employee competencies, and the quality of the work environment to achieve superior performance and more effectively attain organizational objectives.

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INTRODUCTION

The management of education in Indonesia is not only the responsibility of the government but also involves non-governmental institutions that are constitutionally mandated to contribute to national educational development. Law No. 20 of 2003 on the National Education System emphasizes the importance of integration across all educational elements in achieving national goals. One of the non-governmental institutions that plays a strategic role in educational implementation is an educational foundation, namely a non-profit legal entity oriented toward a social mission rather than profit. Historically, the concept of the foundation originates from the term *stichting* in the Netherlands in the 19th century and was later adopted in Indonesia during the Dutch East Indies colonial period (Sugiharti et al., 2020).

In educational practice, foundations act as governing bodies overseeing various institutional elements, including supervisory boards, principals, educators, students, and the support of parents and the community. The synergy among these elements constitutes a crucial foundation for educational sustainability and quality improvement (Erstiawan, 2021). One form of foundation that has developed in Indonesia is the Islamic Education Foundation, which provides education based on Islamic values. Islamic education plays a strategic role in the national education system because it not only imparts religious understanding, but also shapes students' character, morality, and social responsibility. The implementation of Islamic education in Indonesia is supported by various regulations that provide legal standing for faith-based educational institutions (Lubis et al., 2024).

Profesionalisme dalam pengelolaan Yayasan Pendidikan Islam menjadi kebutuhan yang Professionalism in the management of Islamic Education Foundations has become an urgent need given increasing demands for education quality and competition among institutions. Islamic education management emphasizes governance rooted in the values of the Qur'an and Hadith with the goal of optimizing all educational resources to achieve institutional objectives. The success of an educational foundation is greatly determined by the effectiveness of the management system applied, one of which is reflected in employee performance as the primary executor of the educational process (Nelliraharti & Nurmalina, 2022).

The Al Irsyad Banten Islamic Education Foundation is a legal entity operating in education, da'wah, and community development in Serang Regency, Banten Province. The foundation offers multiple educational levels, ranging from kindergarten, Islamic primary school, junior high school, and senior high school to community learning centers, and has established cooperation with universities outside Banten Province. As one of the long-established Islamic education foundations, it faces challenges in maintaining and improving organizational performance amid the increasing number of educational institutions, both Islamic-based and general, at regional and national scales.

Improving human resource quality is a primary requirement in facing global dynamics and intensifying competition. In educational institutions, employee performance plays a crucial role as it directly influences the quality of learning processes and educational outcomes. Performance reflects the results of employee work in terms of quality and quantity when carrying out assigned duties and responsibilities (Nuraeni & Irawati, 2020). Therefore, managing factors that affect employee performance becomes a key concern for educational foundations.

One factor that affects employee performance is compensation. Compensation is viewed as a reward for employee contributions and a means to enhance professionalism and reduce unproductive work behavior. Inadequate or misaligned compensation often leads to declining performance and in some cases becomes a primary indicator of high or low performance (Arif et al., 2024). In the context of educational foundations, compensation not only reflects economic value but also functions as recognition for employee contributions and as a main source of livelihood.

Fair and adequate compensation reflects the foundation's commitment to the welfare of its human resources (Herawati et al., 2021; (Simamora, 2002)).

In addition to compensation, competence is an internal factor that significantly influences employee performance. Competence reflects an individual's ability based on knowledge, skills, and work behaviors that meet job demands. A mismatch between employee competence and job requirements may lead to suboptimal work outcomes and affect overall organizational effectiveness. Thus, competent human resources are a key factor in supporting the sustainability and growth of educational foundations (Muntasir et al., 2023).

Besides internal factors, the work environment also serves as an important external element influencing employee performance. A well-organized and supportive workplace creates a sense of security and comfort that can boost employees' motivation to carry out their responsibilities. The work environment includes both physical conditions and the quality of relationships between supervisors and subordinates. When employees feel comfortable and supported in their workplace, they tend to manage their time more effectively, exhibit positive work behaviors, and deliver better overall performance (Estiana et al., 2023).

Employee performance data at the Al Irsyad Banten Islamic Education Foundation in 2024 show that overall performance is in the "good" category. However, this condition needs to be improved to the "very good" category, considering the tight competition among educational institutions in Banten Province. Failure to improve performance may reduce organizational competitiveness and threaten the long-term sustainability of the foundation (Retalia et al., 2022). Various empirical studies show that employee performance is influenced by a combination of compensation, competence, and the work environment. Competence determines employees' abilities in performing tasks, compensation acts as a reward for contributions given, while a conducive work environment provides physical and psychological support for productivity improvement. Conversely, an unsupportive work environment can reduce motivation and employee performance, inhibiting the achievement of organizational goals (Setia & Yusman, 2022).

However, previous empirical studies tend to examine compensation, competence, and work environment variables in isolation or within public and corporate organizations, while limited attention has been given to integrated human resource performance models within Islamic education foundations. In particular, there is a lack of empirical evidence that simultaneously analyzes how compensation, competence, and work environment interact to influence employee performance in faith-based educational institutions with complex organizational structures. This empirical gap highlights the need for context-specific research that reflects the unique governance and value-based management of Islamic education foundations.

Further analysis indicates that several employee performance indicators remain relatively weak, particularly the consistency of work productivity, the level of initiative in completing assigned tasks, and employees' adaptability to organizational and environmental changes. Inconsistencies in productivity suggest that work outcomes have not yet been sustained at an optimal level, while limited initiative reflects a tendency toward routine-oriented task execution rather than proactive problem-solving. In addition, insufficient adaptability to organizational changes indicates challenges in responding effectively to evolving institutional demands, technological developments, and competitive pressures within the education sector. These conditions imply that although overall employee performance is categorized as good, it has not yet reached the level of effectiveness required to ensure organizational excellence and competitiveness among educational institutions. Therefore, this situation underscores the urgency of conducting this research to identify and analyze key determinants of employee performance that can support systematic and sustainable improvements, ultimately enabling the foundation to enhance employee effectiveness and achieve a very good performance standard.

Based on the preceding discussion, this study is considered highly important as it seeks to comprehensively examine the influence of compensation, competence, and the work environment

on employee performance at the Al Irsyad Banten Islamic Education Foundation. By systematically analyzing these key human resource factors, the research aims to generate a deeper understanding of how organizational policies and workplace conditions contribute to employee effectiveness and productivity. The findings are expected to provide strong empirical evidence that can be utilized as a strategic reference in formulating and refining human resource management practices within Islamic educational foundations. In addition, the results of this study are anticipated to support institutional decision-makers in designing fair compensation systems, strengthening employee competencies, and creating a more supportive work environment, thereby fostering sustained improvements in employee performance. Ultimately, this research is expected to contribute to strengthening the competitiveness, professionalism, and overall quality of educational institutions in Banten Province in responding to the growing demands and challenges of the education sector.

RESEARCH METHOD

This study adopted a quantitative research approach, which emphasizes the systematic collection and analysis of numerical data to examine relationships among variables in an objective and measurable manner. Quantitative research is commonly implemented through experimental or survey-based designs, enabling researchers to test hypotheses and evaluate patterns or causal relationships using structured instruments. The data obtained are then processed and analyzed using appropriate statistical techniques to ensure the accuracy, validity, and reliability of the findings, thereby allowing conclusions to be drawn in a rigorous and scientifically accountable way (Syahroni, 2022). The study was conducted at the Al Irsyad Banten Islamic Education Foundation over a period of approximately four months, from May 2025 to August 2025.

The population of this study consisted of all employees of the Al Irsyad Banten Islamic Education Foundation, totaling 62 employees, who also constituted the research subjects. This study applied a non-probability sampling method by including the entire population as the research sample. Thus, the sample size used in this study was 62 respondents, comprising teachers and administrative staff. The Al Irsyad Banten Islamic Education Foundation oversees six educational units that function as interconnected school clusters, encompassing kindergarten, Islamic primary schools, junior high schools, and senior high schools. In terms of school size, these units vary from small to medium-scale institutions, with relatively homogeneous organizational structures and centralized management under the foundation. All schools operate as private Islamic educational institutions and have obtained official accreditation from the national education authority, with accreditation levels ranging from good to very good. From a social perspective, the schools serve communities with predominantly middle- to lower-middle socioeconomic backgrounds, where parents place strong emphasis on religious values alongside academic achievement. These contextual characteristics are important for interpreting the research findings, as they reflect a relatively uniform governance system, shared institutional values, and comparable social environments across clusters, which may influence employee performance patterns observed in this study.

This study adopted a quantitative research approach, which emphasizes the use of numerical data and statistical analysis to objectively examine relationships among variables. Quantitative research is commonly applied through survey-based or experimental designs, enabling researchers to measure phenomena systematically and draw conclusions that are both valid and reliable based on empirical evidence. In this research, both primary and secondary data sources were utilized to ensure the completeness and accuracy of the analysis. Primary data were collected directly from the field through structured observations and the distribution of questionnaires to employees of the Al Irsyad Banten Islamic Education Foundation who were selected as the research sample. These instruments were designed to capture respondents' perceptions and experiences related to the variables under study. Meanwhile, secondary data were

obtained through an extensive review of relevant literature, including textbooks, scientific journals, previous research findings, and supporting institutional documents. The integration of primary and secondary data was intended to strengthen the analytical framework and enhance the credibility of the research findings

The study used a structured Likert-scale questionnaire to measure compensation, competence, work environment, and employee performance. Data were collected directly by the researcher with guidance provided to respondents, then analyzed using SPSS version 25 through descriptive statistics as well as validity and reliability tests to ensure accurate and consistent measurement (Ghozali, 2018).

RESULTS AND DISCUSSIONS

This study was conducted at the Al Irsyad Banten Islamic Education Foundation, located in Serang Regency, Banten Province. The foundation is a legally established educational institution engaged in the fields of education, da'wah, and social services, and it oversees various levels of formal and non-formal education. As one of the long-established Islamic education foundations, the Al Irsyad Banten Islamic Education Foundation faces challenges in improving employee performance amid increasingly competitive conditions in the education sector.

Result

Respondent Characteristics

The characteristics of the respondents in this study are presented in Table 1. This information is important for understanding the profile of the human resources that constitute the object of the research.

Table 1. Respondent Characteristics

Parameter	Category	Frequency	Percentage
Gender	Male	29	47%
	Female	33	53%
Age (years)	26-30	13	21%
	31-40	20	32%
	> 40	29	47%
Education Level	Senior High School	2	3%
	Bachelor (S1)	52	84%
	Master (S2)	8	13%
Length of Service	< 5 years	14	23%
	5-10 years	23	37%
	> 10 years	25	40%

Based on Table 1, the majority of respondents were female (53%), aged over 40 years (47%), and held a bachelor's degree (84%). In addition, 40% of the respondents had more than 10 years of work experience. These findings indicate that the Al Irsyad Banten Islamic Education Foundation is supported by relatively mature, highly educated human resources with strong work loyalty, which has the potential to support organizational stability and sustainable performance.

Validity and Reliability Test

Before hypothesis testing was undertaken, the research instrument was assessed for validity and reliability. Validity was evaluated using the Pearson Product-Moment correlation, applying the criterion the calculated correlation coefficient (r -count) must exceed the r -table value of 0.250 at a 5% significance level. The results demonstrated that all questionnaire items across the variables produced r -count values higher than the r -table threshold, confirming that each indicator was valid and adequately represented the constructs being measured. (Ghozali, 2018).

The reliability of the research instrument was evaluated using Cronbach's Alpha (CA) to assess the internal consistency of the measurement items for each variable. A construct was considered reliable if it achieved a CA value of 0.60 or higher, indicating consistent measurement across its indicators. The findings revealed that all variables met or exceeded this threshold, demonstrating adequate reliability. Consequently, the research instrument was deemed reliable and appropriate for use in subsequent statistical analyses, including hypothesis testing and regression analysis.

Table 2. Reliability Test Results

Variable	Cronbach's Alpha	Number of Items	Remark
Compensation (X1)	0.850	9	Reliable
Competence (X2)	0.850	6	Reliable
Work Environment (X3)	0.851	9	Reliable
Employee Performance (Y)	0.850	6	Reliable

Multiple Linear Regression Analysis

Table 3. Multiple Linear Regression Result

Variable	B	Std. Error	Beta	t-value	Sig.
Constant	0.688	0.152	-	4.519	0.000
Compensation (X1)	0.086	0.040	0.123	2.167	0.034
Competence (X2)	0.688	0.050	0.795	13.701	0.000
Work Environment (X3)	0.070	0.034	0.114	2.073	0.043

The results of the analysis indicate that all independent variables have a positive effect on employee performance. The constant value of 0.688 suggests that when compensation, competence, and the work environment are assumed to be constant, employee performance remains at a positive level. The regression coefficient for compensation of 0.086 indicates that an increase in compensation contributes to an 8.6% improvement in employee performance. This finding confirms that a better compensation system can encourage employees to enhance productivity and work quality.

The competence variable shows the most dominant influence on employee performance, with a regression coefficient of 0.688 and a standardized beta value of 0.795. This result indicates that improvements in employee competence, both in terms of knowledge and skills, make the greatest contribution to performance enhancement compared to the other variables. Meanwhile, the work environment also has a positive effect on employee performance, with a regression coefficient of 0.070, indicating that conducive working conditions support improved employee performance.

The significance values for each variable show that compensation ($p = 0.034$), competence ($p = 0.000$), and the work environment ($p = 0.043$) have a significant effect on employee performance at the 5% significance level. Thus, these regression results confirm that improvements in compensation, competence, and the quality of the work environment—both jointly and individually—play an important role in enhancing employee performance at the Al Irsyad Banten Islamic Education Foundation.

Coefficient of Determination and Hypothesis Testing

In the context of regression analysis, this measure is represented by the Adjusted R Square, which indicates the proportion of variance in employee performance that can be explained by the combined effects of compensation, competence, and the work environment, after accounting for the number of variables included in the model (Ghozali, 2018).

Table 4. Coefficient of Determination Result

odel	R Square	Adjusted R Square	Std. Error
	.943	.889	.054

The results of the analysis reveal an Adjusted R Square value of 0.883, which indicates that 88.3% of the variation in employee performance can be explained by the combined effects of compensation, competence, and the work environment included in the regression model. This high coefficient demonstrates that the model possesses very strong explanatory power, suggesting that these three factors play a substantial and decisive role in shaping employee performance outcomes. Such a finding implies that improvements in compensation systems, the enhancement of employee competence, and the creation of a supportive and conducive work environment are highly influential in driving performance levels. Meanwhile, the remaining 11.7% of the variance in employee performance is attributable to other factors not examined in this study, such as leadership style, organizational culture, motivation, and individual characteristics. Overall, this result confirms that the proposed regression model is highly effective in explaining employee performance and provides a solid empirical basis for managerial decision-making and policy formulation. The magnitude of this coefficient suggests that the proposed regression model possesses very strong explanatory power in explaining variations in employee performance.

Hypothesis testing in this study was conducted to determine the effects of compensation, competence, and the work environment on employee performance, both individually and collectively, using a significance level of 5% ($\alpha = 0.05$). The t-test was employed to examine the partial influence of each independent variable on employee performance, enabling the identification of the specific contribution of each factor. Meanwhile, the F-test was used to assess the simultaneous effect of all independent variables on employee performance. Through this systematic analytical approach, the study was able to draw clear conclusions regarding the direction, strength, and statistical significance of the relationships among the examined variables (Ghozali, 2018).

Table 5. Summary of Hypothesis Testing Results

Test	Variable	t / F Value	Sig.	Result
t-test	Compensation (X1)	2.167	0.034	Significant
t-test	Competence (X2)	13.701	0.000	Significant
t-test	Work Environment (X3)	2.073	0.043	Significant
F-test	X1, X2, X3 → Y	154.154	0.000	Significant

The findings from the t-test analysis reveal that all independent variables significantly and positively influence employee performance. Compensation (X1) demonstrates a meaningful effect with a t-value of 2.167 and a significance level of 0.034, indicating that fair and appropriate rewards contribute to improved employee outcomes. Competence (X2) shows the strongest impact, reflected by a t-value of 13.701 and a significance level of 0.000, emphasizing the importance of employees' skills, knowledge, and capabilities in enhancing performance. In addition, the work environment (X3) also exerts a significant influence, with a t-value of 2.073 and a significance level of 0.043, suggesting that supportive working conditions and positive interpersonal relationships play a key role in boosting employee productivity.

Moreover, the F-test results reveal an F-value of 154.154 with a significance level of 0.000, which is well above the critical threshold of 2.76. This indicates that compensation, competence, and the work environment collectively have a significant and positive effect on employee performance. Consequently, all proposed hypotheses are supported, confirming that the research model effectively explains the factors influencing employee performance.

Discussion

a. Effect of Compensation on Employee Performance

The results of the analysis indicate that compensation exerts a positive and statistically significant influence on employee performance, suggesting that fair, adequate, and competitive compensation plays an important role in motivating employees and enhancing their productivity, work quality, and overall performance. This is evidenced by a significance value of 0.034 (< 0.05) and a calculated t value greater than the t table value ($2.167 > 1.672$). These findings suggest that increases in compensation provided by the foundation directly contribute to improvements in employee performance at the Al Irsyad Banten Islamic Education Foundation.

These results are consistent with the findings of Azmy et al. (2022), Herli et al. (2022), Palupiningtyas and Aryaningtyas (2022), Dahlia (2022), and Arif et al. (2024), who report that compensation has a positive and significant influence on employee performance. Fair and appropriate compensation can enhance work motivation, discipline, and the quality of employees' work outcomes. Theoretically, these findings support the view of Shobirin and Siharis (2022), who emphasize a reciprocal relationship between organizations and employees, in which organizations are obligated to meet employees' needs as a return for their performance contributions. In line with this, Barima et al. (2023) state that compensation is a crucial factor in driving improvements in employee performance through increased motivation and work commitment.

b. Effect of Competence on Employee Performance

The results of the partial hypothesis testing demonstrate that competence has a positive and statistically significant effect on employee performance, indicating that higher levels of employee knowledge, skills, and abilities are closely associated with improved work effectiveness, productivity, and overall performance, as evidenced by a significance value of 0.000, which is well below the 0.05 threshold, and a calculated t value of 13.701 that substantially exceeds the critical t value. These results clearly indicate that competence plays a dominant and decisive role in determining employee performance at the Al Irsyad Banten Islamic Education Foundation, highlighting the importance of employees' knowledge, skills, and abilities in achieving optimal work outcomes.

These findings are consistent with studies by Wijayanti and Riani (2021), Hajjali et al. (2021), Herli et al. (2022), Barima et al. (2023), and Arif et al. (2024), which conclude that competence plays an important role in improving employee performance. Employees with adequate competence tend to complete tasks effectively, efficiently, and in accordance with organizational quality standards. From a theoretical perspective, these results align with the view of Shobirin and Siharis (2022), who argue that competence is the primary foundation for building a high-performance work culture. Sulaeman and Barima (2022) also emphasize that optimal performance achievement reflects reliable competence in terms of knowledge, skills, and work attitudes.

c. Effect of Work Environment on Employee Performance

The results show that the work environment has a positive and significant effect on employee performance, indicated by a significance value of 0.043 and a t -value of 2.073, both meeting the required criteria. This finding suggests that supportive working conditions, adequate facilities, and positive interpersonal relationships contribute meaningfully to improving employee performance and overall work effectiveness.

This result is in line with the studies of Hajjali et al. (2021), Palupiningtyas and Aryaningtyas (2022), Sari (2023), Barima et al. (2023), Setiawan and Krisnandi (2024), and Arif et al. (2024), which state that the work environment has a positive and significant influence on employee performance. A comfortable and safe work environment, supported by harmonious working relationships, will enhance employee morale and productivity. Theoretically, these findings

support Hadi (2021), who emphasizes that organizations need to create a work environment that supports employee sustainability and well-being. A good work environment encourages employees to work optimally and contribute maximally to achieving organizational goals.

d. Simultaneous Effect of Compensation, Competence, and Work Environment

The simultaneous analysis shows that compensation, competence, and the work environment jointly have a positive and significant effect on employee performance. This is evidenced by an F-value of 154.154, exceeding the F-table value of 2.764, and a significance level of 0.000, which is below 0.05. Therefore, the simultaneous hypothesis (H4) is accepted.

These findings are consistent with the study by Arif et al. (2024), which concludes that compensation, competence, and the work environment jointly have a significant influence on employee performance. The integration of strong employee competence, appropriate compensation, and a supportive work environment fosters working conditions that encourage sustained improvements in performance. These results are also supported by the theory of Munawir et al. (2023), which states that employee performance is closely related to the fulfillment of competency needs, appropriate compensation, and the quality of the work environment. Furthermore, Yuliantini and Suryatiningsih (2021) emphasize that organizational success is reflected in employee performance, where improvements in individual performance directly impact overall organizational performance.

CONCLUSION

This study demonstrates that compensation, competence, and the work environment have a positive and significant influence on employee performance at the Al Irsyad Banten Islamic Education Foundation, both partially and simultaneously. Among these factors, competence emerges as the most dominant contributor, accounting for 68.8% of the variance, followed by compensation at 8.6% and the work environment at 7%. Collectively, these three variables explain 88.3% of the variation in employee performance, while the remaining proportion is attributable to other factors not examined in this study. These findings highlight the importance of enhancing human resource quality particularly through strengthening employee competence as a strategic approach to improving performance within Islamic-based educational institutions.

The novelty of this study lies in its integrative performance model that simultaneously examines compensation, competence, and work environment within the specific context of an Islamic education foundation operating as a unified organizational cluster. Unlike previous studies that often focus on public schools or corporate institutions, this research provides empirical evidence from a faith-based educational organization with value-driven governance. In addition, the measurement of employee performance incorporates both professional and value-oriented dimensions, offering a more contextualized understanding of performance determinants in Islamic educational institutions.

The practical implications of this study indicate that the Al Irsyad Banten Islamic Education Foundation needs to prioritize the development of employee competence through training and the enhancement of professional skills, while continuing to pay attention to a fair compensation system and improvements to a conducive work environment. The dominant influence of competence suggests that employees in Islamic educational foundations tend to perceive capacity building as a form of long-term contribution that holds value and spiritual merit (*ibadah*). Therefore, human resource management strategies should be aligned with these values. The limitation of this study lies in the scope of the research object, which is confined to a single foundation, and in the exclusion of other variables such as leadership or work motivation. Future research is therefore recommended to expand both the research objects and variables in order to enrich empirical findings in the field of educational management.

Despite its contributions, this study has several critical limitations. First, the use of a cross-sectional survey design relies heavily on respondents' perceptions, which may introduce subjective bias. Second, the research context is limited to a single Islamic education foundation, which may restrict the generalizability of the findings to other educational settings. To address these limitations, future research is recommended to adopt longitudinal designs to capture performance changes over time, experimental approaches to test causal mechanisms, or comparative studies involving multiple foundations or schools with different organizational characteristics.

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