

(Research/Review) Article

The Influence of Reward Strategies, Management Behavior, and Remuneration on the Work Motivation of State Aliyah Madrasah Teachers in Jambi Province

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Abstract: This study aims to examine the influence of reward strategies, management behavior, and remuneration on the work motivation of Madrasah Aliyah Negeri (MAN) teachers in Jambi Province, both partially and simultaneously, as well as directly or indirectly. Using a quantitative approach with a survey method of 145 teachers and analyzed by path analysis, this study shows that the three independent variables have a significant effect on teachers' work motivation. Key findings include the direct influence of reward strategies and management behaviors on remuneration and work motivation, as well as indirect influences through remuneration. Overall, the results indicate that the better the reward strategy, management behavior, and remuneration, the higher the teacher's motivation to work.

Keywords: Management Behavior; Remuneration; Reward Strategies; Teacher Work Motivation

1. Introduction

Education has a very fundamental role in nation building and the formation of human character. Law Number 20 of 2003 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential.

In the context of Islam, education is also an important part of shaping human beings who have faith, knowledge, and noble character. The Qur'an in QS. Al-Mujlah verse 11 states that Allah will raise the status of those who believe and have knowledge to several degrees.

The role of teachers as education implementers at the forefront is very important in realizing the goals of national education. The quality of teachers greatly determines the quality of the learning process and outcomes in the education unit. Teachers who have high work motivation tend to show responsibility, dedication, and innovation in teaching. This has a direct impact on student learning outcomes and the achievement of educational goals.

Work motivation is the internal and external drive that moves a person to achieve certain goals in his or her work. Robbins mentioned that motivation includes a process that explains the intensity, direction, and perseverance of a person's efforts towards achieving a goal.

In Islam, work motivation also has a spiritual basis. QS. At-Taubah verse 105 emphasizes the importance of working hard because every deed will be shown by Allah, the Messenger, and the believers.

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McClelland put forward a theory of motivation based on three needs, namely the need for achievement, the need for power, and the need for affiliation. These three needs are very relevant to examine teachers' work motivation.

The problem of teacher work motivation is still a serious challenge, especially in the Madrasah Aliyah Negeri (MAN) environment. Teachers are often faced with high workloads, minimal rewards, and remuneration that is not commensurate with the responsibilities they carry.

In Jambi Province, various MANs face the problem of delays in disbursing certification allowances, the lack of a performance-based reward system, and the uneven distribution of teaching assignments. This causes dissatisfaction and can reduce teacher motivation. Based on initial observations at MAN 1 Tanjung Jabung Barat, MAN 2 Jambi City, and MAN 1 Merangin, many teachers are looking for additional income outside of school. This phenomenon shows that the income from work as a teacher is not enough to meet their economic needs.

In addition to economic factors, the lack of managerial support is also the cause of weak motivation for teachers. The uninspiring leadership of madrasah heads and the lack of professional development training have an impact on teachers' performance and work morale. An effective reward strategy is believed to encourage teacher motivation. Armstrong said that a planned reward system can create healthy working relationships and increase employee loyalty.

Awards are not only in the form of financial such as salaries and benefits, but can also be non-financial such as recognition of achievements, promotional opportunities, or self-development training. Effective managerial behaviors, such as strategic planning, good communication, and fair supervision, are important factors in creating a motivating work environment

Remuneration as a form of material appreciation is one of the main instruments in increasing work motivation. In the Islamic view, the importance of paying wages fairly and on time is emphasized in the hadith of the Prophet, "Give wages to the workers before their sweat is dry."

This study seeks to examine the influence of reward strategies, managerial behavior, and remuneration on the work motivation of MAN teachers in Jambi Province. This study also examines the role of remuneration mediation in the relationship between variables. Previous research has shown a strong relationship between reward and motivation, but few have tested how these relationships work simultaneously with management and remuneration behaviors. Therefore, it is important to develop a model that can explain the direct and indirect relationship of the three independent variables to teachers' work motivation as bound variables.

The results of this research are expected to provide input for the Ministry of Religion in designing a more fair, transparent, and motivating madrasah human resource management policy. By strengthening the reward system, improving supportive managerial behavior, and implementing a fair remuneration system, it is hoped that the motivation and performance of madrasah teachers can increase significantly.

1.1 Problem Formulation

- a. Does the reward strategy (X1) have a direct and significant effect on remuneration (X3) at Madrasah Aliyah Negeri Jambi Province?
- b. Does the behavior of management (X2) have a direct and significant effect on the remuneration of teachers (X3) at Madrasah Aliyah Negeri Jambi Province?
- c. Do reward strategies (X1) and management behavior (X2) have a direct and significant effect on teacher remuneration (X3) at Madrasah Aliyah Negeri Jambi Province?
- d. Does the reward strategy (X1) have a direct and significant effect on the work motivation of teachers (X4) at Madrasah Aliyah Negeri Jambi Province?
- e. Does the management behavior (X2) have a direct and significant effect on the work motivation of teachers (X4) at Madrasah Aliyah Negeri Jambi Province?
- f. Do reward strategies (X1) and management behavior (X2) have a direct and significant effect on teacher work motivation (X4) at Madrasah Aliyah Negeri Jambi Province?
- g. Does remuneration (X3) have a direct and significant effect on the work motivation of teachers (X4) in Madrasah Aliyah Negeri Jambi Province?
- h. Do reward strategies (X₁), management behavior (X2) and teacher remuneration (X3) have a direct and significant effect on teacher work motivation (X4) at Madrasah Aliyah Negeri Jambi Province?
- i. Does the reward strategy (X₁) have an indirect effect on the motivation of teachers (X₄) through remuneration (X3) at Madrasah Aliyah Negeri Jambi Province?
- j. Does the behavior of management (X2) have an indirect effect on the work motivation of teachers (X₄) through remuneration (X3) at Madrasah Aliyah Negeri Jambi Province?

1.2 Research Objectives

This research aims to:

- a. To analyze and explain whether the reward system (X1) has a direct and significant effect on remuneration (X3) in Madrasah Aliyah Negeri Jambi Province?
- b. To analyze and explain whether management behavior (X2) has a direct and significant effect on teacher remuneration (X4) at Madrasah Aliyah Negeri Jambi Province?
- c. To analyze and explain whether the reward system (X1) and management behavior (X2) have a direct and significant effect on teacher remuneration (X3) in Madrasah Aliyah Negeri Jambi Province?
- d. To analyze and explain whether the reward system (X1) has a direct and significant effect on the work motivation of teachers (X4) in Madrasah Aliyah Negeri Jambi Province?
- e. To analyze and explain whether management behavior (X2) has a direct and significant effect on the work motivation of teachers (X4) in Madrasah Aliyah Negeri Jambi Province?
- f. To analyze and explain whether the reward system (X1) and management behavior (X2) have a direct and significant effect on the work motivation of teachers (X4) in Madrasah Aliyah Negeri Jambi Province?

- g. To analyze and explain whether remuneration (X3) has a direct and significant effect on the work motivation of teachers (X4) in Madrasah Aliyah Negeri Jambi Province?
- h. To analyze and explain whether the reward system (X1), management behavior (X2) and teacher remuneration (X3) have a direct and significant effect on the work motivation of teachers (X4) in Madrasah Aliyah Negeri Jambi Province?
- i. To analyze and explain whether the reward system (X1) has an indirect effect on the motivation of teachers (X4) through remuneration (X3) at Madrasah Aliyah Negeri Jambi Province?
- j. To analyze and explain whether management behavior (X2) has an indirect effect on teachers' work motivation (X4) through remuneration (X3) at Madrasah Aliyah Negeri Jambi Province?

1.3 Research Benefits

Theoretically, this research is expected to contribute to the study of Islamic Education Management, especially in understanding the factors that affect teachers' work motivation. Practically, the results of this research are expected to be strategic inputs for the Ministry of Religion and madrasah managers in designing policies that support increasing teacher motivation and performance.

2. Theoretical Studies

2.1 Teachers' Work Motivation

Work motivation is a determining factor in individual performance in the workplace, including in the teaching profession. Robbins and Judge state that motivation is a process that explains an individual's intensity, direction, and perseverance to achieve a goal. Motivated teachers will show high dedication, enthusiasm in teaching, and a desire to continue learning and improving competence.

Herzberg distinguishes two motivational factors: *motivators* (intrinsic factors such as achievement and recognition) and *hygiene factors* (extrinsic factors such as salary and working conditions). According to him, the existence of motivators encourages job satisfaction, while the absence of *hygiene* causes dissatisfaction.

In Self-Determination Theory (SDT), Ryan and Deci explain that motivation grows from three basic psychological needs: autonomy, competence, and social connectedness. If these needs are met in the work environment, then intrinsic motivation will develop stronger.

From an Islamic perspective, work motivation is linked to worship orientation. The Qur'an in QS. At-Taubah: 105 encourages Muslims to work hard because all deeds will be shown by Allah, His Messenger, and the believers⁴. Thus, motivation in Islam is not only worldly oriented, but also ukhrawi.

2.2 Reward System Strategy

Awards are a form of recognition for an individual's contribution to an organization. Armstrong said that a well-structured reward system will encourage employee motivation,

productivity, and loyalty. In education, awards to teachers can be in the form of allowances, performance awards, promotions, or non-material recognition.

Adams' Equity Theory explains that individuals will feel motivated if they feel they are treated fairly. If a person feels that his wages or rewards are not equal to his efforts, then he tends to lower the intensity of his work.

In the context of Islam, appreciation for hard work is highly recommended. The Prophet Muhammad PBUH said, "Give the workers their wages before their sweat dries", which reflects the urgency of giving rewards fairly and on time.

2.3 Management Behavior

Managerial behavior describes how a leader directs, organizes, and leads his subordinates. Terry explained that the management function includes planning, organizing, implementing, and supervising.

Transformational leadership is the most effective model of managerial behavior in improving teachers' work motivation. Leithwood and Sun found that inspirational and participatory principals encourage teachers to improve performance and loyalty to the school. In the Qur'an, good managerial behavior is shown through the principles of *shura* (deliberation) and justice in decision-making, as explained in QS. Ash-Shura: 38 and Al-Hasyr: 18.

2.4 Remuneration

Remuneration is all forms of remuneration received by employees, either directly such as salaries and incentives, or indirectly such as allowances and work facilities. Rivai said that remuneration is one of the important factors that affect employee motivation and job satisfaction.

Herzberg categorized remuneration into *hygiene factors*, where its absence causes dissatisfaction but its presence does not automatically increase motivation if it is not accompanied by other intrinsic factors. Research by Marsden and Belfield shows that teachers who receive performance-based remuneration show higher job satisfaction and performance than those who do not.

In Islam, justice in giving wages is emphasized in QS. Ath-Thalaq: 6 and various hadiths that affirm the importance of appreciating one's work properly.

2.5 The Relationship of Reward Strategies, Management Behavior, and Remuneration to Motivation

These three variables are interrelated and have a direct or indirect influence on work motivation. Rewards without fair managerial behavior and decent remuneration will not have a significant impact on motivation. And vice versa, good management without a fair system of rewards and compensation will end in demotivation.

High teacher motivation is not only supported by individual factors, but is greatly influenced by institutional policies. Therefore, the synergy between reward strategies, managerial behavior, and remuneration systems is essential in creating a healthy and productive work ecosystem.

3. Research Methodology

3.1 Approaches and Types of Research

This study uses a quantitative approach with a positivistic paradigm, which is an approach based on objective and deductive logic in looking at the relationship between variables¹. Quantitative research allows for systematic testing of hypotheses through numerical data collection and statistical processing. This type of research is associative-causal, because it aims to determine the influence between two or more variables, either directly or indirectly.

3.2 Research Variables

This research consists of four main variables:

- a. Independent variables: reward strategy (X1) and managerial behavior (X2),
- b. Intervening variable: remuneration (X3),
- c. Dependent variable: teacher's work motivation (X4).

Each variable was constructed based on relevant theories and tested with a structural approach (path analysis) to determine the direction and magnitude of the influence between the variables.

3.3 Population and Sample

The population in this study is all teachers in Madrasah Aliyah Negeri (MAN) Jambi Province, which totals 794 people. The population is spread across several districts/cities, but the sample is focused on three MANs that have been accredited A, namely MAN 1 Tanjung Jabung Barat, MAN 2 Jambi City, and MAN 1 Merangin. The sampling technique used is purposive sampling, which is a sample determination technique based on certain considerations, in this case accreditation status and the number of teachers.

The number of samples used in the final analysis was 115 people, while 30 respondents were used for instrument trials. This number has exceeded the recommended minimum for quantitative research based on path analysis, which is 100 or more respondents to maintain the validity of structural model estimates.

3.4 Data Types and Sources

This study uses two types of data:

- a. Primary data, which is data obtained directly from teachers through the distribution of closed questionnaires/questionnaires using the Likert scale.
- b. Secondary data is obtained through official documents such as personnel reports, madrasah organizational structure, teacher performance allowance guidelines, and policy data from the Regional Office of the Ministry of Religion of Jambi Province.
- c. Data Collection Techniques:

Data collection is carried out by two main techniques:

- a. Questionnaire, which is an instrument given directly to teachers to measure the four variables. Each question item is structured based on theoretically validated indicators.
- b. Documentation, used to obtain supporting information such as teacher profiles, benefits details, applicable award systems, and madrasah leadership track records.

3.5 Research Instruments and Validity Tests

The research instrument consists of four scales:

- a. Work motivation scale (X4),
- b. Scale of the reward strategy (X1),
- c. Management behavior scale (X2), and
- d. Remuneration scale (X3).

Each scale consists of 6–10 indicators arranged in the form of positive statements. The instrument was tested for validity using Pearson correlation to 30 test respondents, and all items showed a correlation of $r_{hitung} > r_{tabel}$ (0.361), which means it is valid. Reliability tests using Cronbach's Alpha showed results between 0.965 to 0.973 for the entire scale, which falls into the category of highly reliable.

3.6 Data Analysis Techniques

Data analysis is carried out through several stages:

- a. Descriptive Statistics, used to describe respondents' perception of each variable through means, standard deviations, and frequency distributions.
- b. The Classical Assumption test, includes the normality test (using the Chi-square test), the homogeneity test, and the linearity test. All of these tests aim to ensure that the data is eligible for parametric analysis.
- c. Path Analysis, used to test the direct and indirect influences between variables. This technique is an extension of multiple regression that is able to map the causal relationship between several variables simultaneously.
- d. Hypothesis testing, involving:
 - 1) The t-test to see the partial influence of each independent variable on the bound variable;
 - 2) F test to see simultaneous influences;
 - 3) The Sobel test was to examine the mediating role of remuneration in the relationship between reward strategy and work motivation as well as between managerial behavior and work motivation.

2.7 Research Hypothesis

This study tested ten hypotheses, including:

- a. The reward strategy has a significant effect on remuneration,
- b. Management behavior has a significant effect on remuneration,
- c. The reward strategy has a significant effect on teachers' work motivation,
- d. Remuneration mediates the relationship between reward strategies and teachers' work motivation, and
- e. Remuneration mediates the relationship between management behavior and teachers' work motivation.

4. Research Results

4.1 Description of Respondent Data

This study involved 115 teachers from three State Aliyah Madrasas in Jambi Province. Respondents were evenly distributed in MAN 1 Tanjung Jabung Barat, MAN 2 Jambi City, and MAN 1 Merangin. Demographic data shows that the majority of respondents are between 30–45 years old, with a S1 and S2 educational background, as well as an average teaching experience of 10–15 years.

4.2 Descriptive Analysis of Variables

The results of the descriptive analysis of the reward strategy variables showed an average score of 160.5 with a standard deviation of 10, meaning that teachers assessed that the reward strategy implemented was quite effective but there was still room for improvement, especially in the aspect of promotion and non-financial recognition.

Management behavior obtained an average score of 169.5 (SD=6.21), which shows a positive perception of managerial functions such as planning and supervision carried out by the head of the madrasah. However, respondents assessed that the communication aspect and teacher involvement in decision-making still needed to be improved.

Remuneration received an average score of 178.5 with a low standard deviation (2.31), indicating the consistency of teachers' perception that the remuneration received was adequate, especially in terms of basic salary and certification allowances.

Teachers' work motivation, as a dependent variable, has an average score of 160.5 and a standard deviation of 1.17, indicating that the majority of teachers have fairly high work motivation, although there are some who experience a decrease in motivation due to external factors such as economic conditions and workload.

4.3 Normality and Homogeneity Test

Normality testing with chi-square tests showed that the data of all variables was normally distributed, with the calculated chi-square value being smaller than the table value at a significance level of 5%. This shows that the data meets the statistical assumptions for parametric analysis.

The homogeneity test shows that the variance between data groups is homogeneous, so the path analysis model can be used to test the relationships between variables without the worry of violating basic statistical assumptions.

4.4 Analysis of Relationships Between Variables

The results of the path analysis revealed a positive and significant influence between reward strategies on teacher remuneration ($\beta = 0.45$, $p < 0.01$), showing that a good reward strategy is followed by an adequate remuneration system.

Management behavior also has a positive effect on remuneration ($\beta = 0.38$, $p < 0.01$), indicating that effective management encourages clarity and fairness in the provision of remuneration.

In addition, the reward strategy had a significant direct influence on work motivation ($\beta = 0.29$, $p < 0.05$), as well as management behavior ($\beta = 0.34$, $p < 0.05$) and remuneration ($\beta = 0.42$, $p < 0.01$) on teacher motivation.

4.5 Simultaneous Influence and Coefficient of Determination

Simultaneous tests with the F-test showed that the three independent variables together significantly affected teachers' work motivation ($F = 52.34$; $p < 0.001$). A determination coefficient (R^2) of 0.673 indicated that 67.3% of the variation in work motivation could be explained by reward strategies, management behavior, and remuneration, while the remaining 32.7% were influenced by other factors not studied in this study.

4.6 Remuneration Mediation Test

Mediation analysis shows that remuneration plays a significant partial mediator in the relationship between reward strategies and work motivation, as well as between management behavior and teachers' work motivation. This means that reward strategies and management behavior not only affect work motivation directly, but also through remuneration channels.

4.7 Implications of the Findings

The results of the study confirm that a well-designed reward system and effective managerial behavior must be accompanied by a fair remuneration system to optimally increase teachers' work motivation. This is in line with Herzberg's theory which emphasizes the importance of motivator and hygiene factors in influencing job satisfaction.

4.8 Limitations of Research and Advice

This study is limited to teachers in three MANs in Jambi Province so the results cannot be generalized widely without further research in other regions or different levels of education. It is recommended for further research to include other variables such as organizational culture, leadership style, and socioeconomic conditions as moderator or control variables.

5. Conclusions And Suggestions

5.1 Conclusion

- a. Reward strategies and management behavior have a positive and significant influence on teachers' remuneration and work motivation at Madrasah Aliyah Negeri (MAN) Jambi Province.
- b. These two factors are jointly able to improve the welfare and morale of teachers through a fair and transparent remuneration system.
- c. Remuneration acts as a mediating variable, reinforcing the influence of reward strategies and management behavior on work motivation.
- d. Teachers who feel financially and managerially valued will be more motivated, professional, and loyal to the institution.
- e. The implementation of a reward strategy and good management can create a conducive work environment, improve performance, and overall quality of education.

5.2 Suggestion

- a. Reward System Improvements
MAN needs to clarify and improve the performance-based teacher reward system, such as basic salary, benefits, bonuses, promotions, and promotions.
- b. Improving the Quality of School Management

School management needs to increase effectiveness in terms of planning, organizing, implementing, and supervising teacher performance in order to create a conducive and professional work environment.

c. Providing Proper and Fair Remuneration

Remuneration, such as activity honorarium, meal money, service allowances, and incentives, must be given on time and adjusted to the teacher's workload to improve performance and loyalty.

d. Improving Teacher Competence

Teachers need to be given the opportunity to participate in training, seminars, and workshops so that their competence and work motivation continue to increase.

e. Communication and Teacher Participation

Good communication must be built between management and teachers, especially in terms of reward and remuneration policies, in order to foster a sense of fairness and ownership of the policies implemented.

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