
THE EFFECT OF TRAINING, COMPENSATION AND EMPLOYEE ENGAGEMENT ON ORGANIZATIONAL CULTURE AS MEDIATING VARIABLES ON THE PERFORMANCE OF INTEGRATED ISLAMIC ELEMENTARY SCHOOL TEACHERS REGION OF GORONTALO

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ABSTRACT

This research aims to determine and analyze the influence of training, compensation, and employee engagement on the performance of integrated Islamic elementary school teachers in the Gorontalo region, with organizational culture as a mediating variable. This research includes quantitative research. The population in this study was all elementary school-level teachers who were members of the Gorontalo Region Indonesian Integrated Islamic School Network, totaling 172 people. The sample in this study was 120 people determined using the Slovin formula. This research uses a Structural Equation Model (SEM) approach with a measurement model using the Lisrel 8.8 program. The research results show no significant influence between training and compensation on organizational culture and the performance of integrated Islamic elementary school teachers in the Gorontalo region, or whether it is mediated by organizational culture. The variable that significantly influences employee engagement on organizational culture and performance is mediated by organizational culture.

KEYWORDS *Training, Compensation, Employee Engagement, Organizational Culture, Performance, Teacher*



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INTRODUCTION

Every company or organization has a vision and mission that it wants to achieve; the implementation of the vision and mission of the company or organization is highly dependent on the capacity and management of existing human resources (Molina-Azorin et al., 2021; Strohmeier, 2020; Zhang & Chen, 2024; Zhong et al., 2021). To get quality human resources is certainly not instantaneous. Therefore, organizations must make maximum efforts to get the quality of human resources needed. The effort that this organization can make is the management of human resources in the hope of obtaining high productivity for organizations and companies. With human resource management, employees owned by the organization can easily overcome existing problems and quickly adapt to internal and external changes. In addition, without human resource management, it will certainly make it difficult for employees to develop their abilities and work achievements (Boon et al., 2018; Bratton & Gold, 2017; Edison et al., 2021; Gerhart & Feng, 2021; Mahapatro, 2021; Mathis et al., 2016).

In addition, for the organization to continue to survive with the management it has done for its employees, it needs to do what is called human resource planning. If there is no clarity in human resource planning, the organization will certainly face a crisis of the need for qualified employees in accordance with the core position. Human resource planning is also designed significantly so that organizations have guaranteed availability of the right employees in the right position and at the right time. Therefore, for organizational progress to be achieved, human resource planning and management must be carried out optimally (Al-Qudah et al., 2020; Aslam et al., 2014; Berk et al., 2019; Chiara et al., 2023; George, 2017; GOMATHY, 2023; Yilmaz, 2022).

This also applies in education; education quality is one of the benchmarks of a country's progress. Good quality of education will align with a country's progress and development. Quality improvement can be obtained with good performance. Improving teacher performance is believed to be the best way to improve education. In the implementation of education, teacher performance will have a significant impact on the quality of education in educational units and educational institutions (Nasution et al., 2022).

Law No. 20 of 2003 concerning the National Education System Article 1 says that Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual activities, self-control, personality, intelligence, morals, and skills necessary for themselves, society, nation and state (Education & Faculty, 2021). Therefore, the education system must ensure equal opportunities for quality improvement and the effectiveness of education management to face the challenges that exist at this time. So there is a need for planned, directed, and sustainable educational changes.

Teachers are the most important resource in an educational institution or school. Because teachers are the main facilitators and movers in educational programs in schools. Without these human resources, schools, especially education and all its attributes, cannot be run to achieve national education goals. Therefore,

the management of teachers needs to be carried out very well and clearly, with the hope that they can have a good and positive contribution to school life in particular and the quality of education in general. The management of teachers and education should be the implementation of the management concept for human resources in the organization. This activity aims to regulate human resources in schools to work according to their positions and competencies to support the education and learning process in schools. Human resource management is a science that regulates the relationship and role of human resources to have effective and efficient performance in achieving the goals of the organization, employees and the surrounding environment (Hasibuan, Susan, 2019). In addition, human resource management is a relationship carried out by organizations by utilizing employees to work together to achieve personal, organizational, regional, national or international goals. Human resource management that is done well can produce a reliable and competitive workforce while carrying out its duties in the organization. This is because the organization has provided good treatment from the time of employee planning to utilizing employees according to their competencies. With good human resource management, schools can produce reliable teachers and education staff and control their performance to run in harmony with school and educational goals.

Many countries admit that the issue of education is a complicated problem, but all of them feel that education is an important task of the state. In developing countries such as Indonesia, the existing education methods and systems are often the target of criticism and condemnation because the entire usefulness of the education system is doubtful. However, through education, a nation can achieve the desired goals to grow and develop the nation's personality and advance the nation's life and welfare in various lives.

Teachers are the most influential component in creating quality educational processes and outcomes. Therefore, any improvement efforts made to improve the quality of education will not make a significant contribution without the support of professional and qualified teachers. Teachers are required to have high performance. With high performance, the level of human resources in Indonesia will gradually increase, especially the young generation of Indonesia. So that a smart nation is created and can face future challenges. The teacher shoulders tasks and responsibilities that are not light; besides, he must make his students smart with reason (hone IQ intelligence).

The success of education is largely determined by teacher performance, including teacher performance in learning planning, teacher performance in learning implementation, teacher performance in learning evaluation, and teacher performance in task discipline.

One of the benchmarks of good performance is the attitude and behavior of teachers in carrying out their main duties and functions professionally with a good and measurable mastery of competence. Government Regulation No. 19 of 2005 concerning National Education Standards has regulated a teacher's competencies, including pedagogical competence, social competence, professional competence, and personality competence. Then, in Law No. 20 of 2003 concerning the national education system, it has been stated that teachers as educators are professionals in

charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, and conducting research and community service.

According to Sedarmayanti (2019), performance is the output of work successfully achieved by a person or group of people in an organization based on their responsibilities and authority as a legal, successful effort that does not violate the rule of law based on ethics and morals.

Teacher performance does not just happen; many factors can affect it, including internal and external factors. Internal factors that can affect teacher performance include skills and abilities that can be honed through training, personality, perception, employee engagement, and motivation. Meanwhile, external factors that can affect performance include compensation, infrastructure, organizational culture, and work environment.

The quality of human resources in an organization is very important for its success, so every organization must strive to improve the quality of its workforce, one way of which is through training and development programs (Karim, 2019). According to Juwita (2019), an organization or company must always pay attention to productivity, education, and training because training is all activities made to support the performance of its employees.

Compensation can take various financial and non-financial forms. Financial compensation includes salary, allowances, and facilities. Meanwhile, non-financial compensation is related to the development and recognition of work and the work environment.

Organizations or companies must consider rational and fair compensation arrangements. If compensation does not match workload and motivation, employees will not feel tied to the organization, and their performance will decline (Purwanto, 2018).

The provision of compensation can help strengthen the organization's values and facilitate the achievement of organizational goals. The provision of compensation for this service will certainly have a positive impact on the organization/institution, a positive impact of compensation for the institution by providing institutional benefits and can attract employees to improve their skills, provide stimulation for teachers to achieve high work performance and can bind teachers to continue working for the institution.

There is a theory put forward by Victor Vroom where teachers must look at roles and efforts and believe that successful performance will lead to getting rewards, which is valuable for teachers. A teacher's effectiveness in carrying out duties and responsibilities and stimulating teachers in developing competence, work productivity, discipline, enterprising, and binding teachers, the organization must be able to provide rewards to teachers who have done their work well. This is also a form of appreciation for giving the results of his work to build a teacher. This is in line with the book *Compensation Management* written by Dipak Kumar Bhattacharyya (2007), saying that the purpose of providing compensation is to motivate teachers in high performance. In the book, this compensation component can ensure attractiveness and individual development based on performance and achievement. With the provision of compensation, the institution gets a gradual

change in performance and productivity, and can attract and retain high-achieving teachers because of the satisfaction of the remuneration received for their contribution to the institution.

Employees/employees and companies or organizations should be united by a bond known as "employee engagement" or "employee engagement" to the company (Ratih, 2023). Employee engagement makes employees more enthusiastic about the work they are doing in evaluating engagement and has access to resources and is an opportunity to learn new skills and their work is very important to their peers as a form of rewarding employees who are highly engaged and have a desire to work harder and feel a deep connection with the organization (Robbins and Judge, 2018).

Organizational culture is a characteristic of a company or organization that can distinguish the company/organization from others. The implementation of organizational culture can be a trigger for the quality of employee performance and depends on how employees implement it. The concept of organizational culture, according to Prasetyo (2022), organizational culture is increasingly developing in line with the increasing climate dynamics in organizations. Thus, the concept of organizational culture is created in various versions, but in the adaptation process, most argue that the core culture is a value system that is embraced together.

Several previous studies have shown that the human resource management function, including training and development, influence performance Pambreni et al. (2023), employee engagement and compensation (Tuti Irawaty, 2021), and organizational culture (Rianahsari et al., 2023).

In the research of Pambreni et al. (2023) on the Influence of Training on Teacher Performance at SMK Bina Mandiri Sukabumi, Sukabumi Regency in 2023, it was concluded that the results of the correlation test of the influence between training variables and data performance concluded that the influence of training on teacher performance has a strong influence, the nature of the influence of training on teacher performance is positive, meaning that if training increases, the performance of teachers at SMK Bina Mandiri Sukabumi Regency, Sukabumi will increase. The results of the regression analysis show that if training is improved, teacher performance will also increase. Based on the results of the assessment for the condition of teacher performance at SMK Bina Mandiri Sukabumi, Sukabumi Regency in general, it is good but it is suggested that there is 1 indicator that must be improved, namely "Ability to work professionally". Based on the respondents' assessment results above, it can be seen that this indicator is rated the lowest by the respondents compared to other indicators. The influence of training on teacher performance at SMK Bina Mandiri Sukabumi Regency has a strong or positive influence where it can be explained that if training increases, teacher performance will increase, and vice versa if training decreases, teacher performance will also decrease.

In Tuty Irawaty's thesis entitled The Relationship between Employee Engagement and Compensation with Teacher Performance at An Namiroh Educational Institution Pekanbaru in 2021, it was stated that (1) employee engagement has a significant relationship with the performance of teachers at An-Namiroh Educational Institution in Pekanbaru, the relationship is positive. Based on Pearson's correlation calculations, it is known that the significance result (2-

tailed) is 0.00, meaning that a significant relationship between employee engagement and performance in teachers of An-Namiroh Educational Institution is found. So it can be interpreted that a teacher with a good level or sense of employee engagement will be more enthusiastic, have high dedication and be immersed in his work to achieve good and optimal performance. (2) Compensation has a significant relationship with the performance of teachers of An-Namiroh Educational Institution in Pekanbaru, which is positive. Based on the Pearson correlation calculation, it is known that the significance result (2-tailed) is 0.00, meaning there is a significant relationship between compensation and performance in teachers of An-Namiroh Educational Institution. So it can be interpreted as a teacher who is satisfied and receives reasonable compensation, in the form of direct, indirect or non-financial compensation, then he will show good and optimal performance in his work. (3) Employee engagement and compensation are significantly related to the performance of teachers of An-Namiroh Educational Institution in Pekanbaru. Based on the calculation of multiple linear regression, it is known that the significance value of r 0.00 means a significant simultaneous relationship exists between employee engagement, compensation and teacher performance at An-Namiroh Educational Institution. So it can be interpreted that a teacher who has a good level or sense of employee engagement and has received good and appropriate compensation, tends to contribute in the form of good and optimal performance in his work.

Rianahsari et al. (2023), Happy Fitria and Syaiful Eddy in their research on the Influence of Organizational Culture and Motivation on Teacher Performance at State Junior High School, Pangkalanbaru District in 2023 stated that the purpose of this research is to determine the influence of organizational culture and motivation on Teacher Performance at State Junior High School, Pangkalanbaru District, Central Bangka Regency. The sample size was 78 teachers in Pangkalanbaru District, Central Bangka Regency. The sampling technique was purposive sampling, where the respondents were some teachers in Pangkalanbaru District, Central Bangka Regency. Data was collected by distributing questionnaires that used a 5-point Likert scale to measure 90 statement items. The analysis technique used in this study is multiple linear regression analysis. The results show that organizational culture and motivation simultaneously significantly affect teacher performance. Second, that organizational culture has a partial and significant effect on teacher performance. Third, teacher motivation has a partial and significant effect on teacher performance.

However, something is interesting from previous research on Organizational Culture and Compensation for Teacher Performance Through employee engagement at SMK Negeri Dander Bojonegoro compiled by Paino (2023) in 2023, he stated that based on the data obtained in his research that has been analyzed, it can be concluded that the compensation, organizational culture, employee engagement and teacher performance of SMK Negeri Dander Bojonegoro Regency are in the high category. Organizational culture has a significant effect on teacher employee engagement. Compensation has a significant effect on teacher employee engagement. Organizational culture does not have a significant effect on teacher performance. Compensation has no significant effect

on teacher performance. Employee engagement has a significant effect on teacher performance. Employee engagement can mediate the effect of compensation on teacher performance. Employee engagement can mediate that organizational culture significantly affects teacher performance.

Performance is interesting to research, including the factors that affect it and how to implement these factors to produce good performance. Especially in the world of education, where teachers are the driving force of educational institutions, good performance is needed to support the quality of education in the institution.

Based on letter number 13059/G/PR.05.04/2022, dated December 28, 2023, from the Inspectorate General of the Ministry of Education and Culture regarding the Results of the 2023 Performance Accountability Evaluation of Government Agencies (AKIP), the Directorate General of Teachers and Education Personnel received an accountability score of 89.55 and a certificate of A.

Table 1. Achievement of Accountability Value of Teacher and Education Personnel Performance

It	Components/Sub-Components/Kriter she	Weight	Performance Accountability Value 2023
1	Performance Planning	30%	27
2	Performance Measurement	30%	27
3	Performance Reporting	15%	13,8
4	Internal Performance Accessibility Evaluation	25%	21,75
	Performance Accountability Value	A	89,55

Table 2. Achievement of Accountability Value for Teacher and Education Personnel Performance

Year 2023		
Target	Realization	Predicate
A	A	A
Value	Value	Achievements
80	89,55	111,94

Source : Performance Report of the Directorate General of Teachers and Education Personnel in 2023

By getting the A predicate, the achievement of the Government Agency Performance Accountability System (SAKIP) predicate is on target. Based on the Regulation of the Minister of PAN and RB Number 88 of 2021 for the A predicate, the lowest score is 80, when compared to the score obtained by the Directorate General of Teachers and Education Personnel, which is 89.55, the performance achievement is 111.94%.

However, there are interesting things about the current condition of teacher performance when juxtaposed with the reality that occurs in the field. Starting in January 2024, the Performance Management system will be implemented on the Independent Teaching Platform (PMM). Civil servant and PPPK teachers must quickly adapt to this digital-based performance system if their careers do not want

to be hampered. Because Performance Management in PMM is integrated with e-performance managed by the State Civil Service Agency (BKN).

Suppose this e-performance aims to improve teacher performance by improving the quality of their learning in the classroom, while improving the shortcomings in the achievement of the Education Report Card. In that case, the Ministry of Education and Culture should be ready with the e-performance application in PMM without any obstacles. But in reality, this performance management application still has many obstacles. Among them, teachers have difficulty accessing, teacher data is inappropriate, they have not been able to enter the account of the principal whose status is Plt, and they have chosen the wrong plan that cannot be deleted.

These obstacles are handled centrally by the Ministry of Education, Culture, Research, and Technology. So, teachers in all regions of the country who have problems with the PMM e-performance system report to the Ministry of Education and Culture's direct assistance center. The local Education Office is not given access to help teachers with e-performance problems in PMM.

Currently, what is happening is a misinterpretation of the Competency Development element. In competency development, points accompany the RHK (Work Result Plan). Teachers must collect a minimum of 32 points. So, what teachers misunderstand is to pursue the target of achieving that point.

In fact, in the field, many teachers choose RHK to participate in webinars, online training, and so on. Seen in schools during teaching hours, teachers look at their laptops to listen to webinars. Hunt for certificates as supporting evidence at RHK. Most of them participated in the webinar for pragmatic purposes only, namely getting a certificate that can be uploaded on PMM e-performance. This is a weakness of the system in PMM. Supporting evidence for such training is only in the form of certificates. It is not accompanied by a training report as applied when the Ministerial Regulation of PAN RB No. 16 of 2009 is still in effect. And, the practice of dishonesty may occur among teachers by forging certificates. Now is the era of Artificial intelligence (AI), so editing documents is very easy.

Based on initial interviews with 7 Madrasah/Elementary School Heads who are members of JSIT in the Gorontalo region, it can be found that there is still a lack of training that can support teacher competence, compensation is still far from the Provincial Minimum Wage (Rp.3,025,000), and all teachers and the organizational culture do not equally own employee engagement, which all schools have not expressly enforced.

The performance achievements of madrasah ibtidaiyah/integrated Islamic elementary schools in the Gorontalo area are based on the supervision of learning devices and processes.

Table 3. Performance achievements of Gorontalo Integrated Islamic elementary school teachers

It	School Name	Performance Achievement (Good)	Presentation
1	SDIT Al Izzah	7 out of 35 people	20%
2	MIT Az Zahra	4 out of 9 people	44%

3	SDIT Permata Ummat	8 out of 16 people	50%
4	SDIT Lukman Hakim	32 out of 40 people	80%
5	SDIT Al Kautsar	4 out of 9 people	44%
6	WITH Al Ishlah	44 out of 53 people	83%
7	SDIT Insan Kamil	5 out of 10 people	50%

All of the above factors certainly affect teacher performance. Therefore, the author needs to research organizational culture's role as a mediating variable in the influence of training, compensation, and employee engagement on the performance of integrated Islamic elementary school teachers in the Gorontalo area.

The primary objective of this study is to determine and analyze the impact of training, compensation, and employee engagement on teachers' performance at integrated Islamic elementary schools in the Gorontalo region, with organizational culture acting as a mediating variable. By applying quantitative research methods and structural equation modeling (SEM) using Lisrel 8.8, the research aims to assess how each of these variables directly and indirectly influences teacher performance through organizational culture, ultimately contributing to an improved understanding of factors that influence teacher effectiveness in educational institutions.

This research offers valuable insights for both academic and practical applications. For academics, the study contributes to understanding how human resource management practices, such as training, compensation, and employee engagement, impact teacher performance in an educational context, particularly within integrated Islamic schools. For educational practitioners and school administrators, the findings provide actionable recommendations on optimizing teacher performance through improved HR practices and a stronger organizational culture. By addressing key factors such as employee engagement and its mediating effect, this study offers schools strategies for enhancing educational outcomes, fostering a motivated workforce, and creating a conducive environment for academic excellence.

RESEARCH METHODS

The type of research used in this study is quantitative research. Quoted from the book *Methodology of Quantitative Research on Physical Education* (2018) by Untung Nugroho, quantitative research is systematic, planned, and structured. The population in this study is 172 teachers of integrated Islamic schools in the Gorontalo region who come from 7 foundations, spread across 5 districts/cities totaling 172 people. In this study, the researcher used simple random sampling, according to Sugiyono (2017:82) Simple Random Sampling is the taking of sample members from a population that is carried out randomly without paying attention to the strata in that population. The sampling technique uses the Slovin formula. The Slovin formula is one of the most popular sample drawing theories for quantitative research. The Slovin formula is commonly used for taking a representative number of samples so that the study results can be generalized and the calculation does not require a table of sample numbers.

Sample calculation with the Slovin formula can also be used with a simple formula. Here's Slovin's formula for determining the sample:

$$n = \frac{N}{1 + N(e)^2}$$

Figure 1 Slovin Formula

Information:

n = Sample size/number of respondents

N = Population size

E = Percentage of sampling accuracy tolerance it can still be tolerated; e= 0.5

$$\begin{aligned} n &= \frac{172}{1 + 172(0,05)^2} \\ &= \frac{172}{1 + 172(0,0025)} \\ &= \frac{172}{1 + 0,43} \\ &= 120,2 \end{aligned}$$

Based on the calculation above, the sample size used in this study was rounded to 120 people.

To get a sample of 120 people, the researcher took 70% of the number of teachers in each school because the number and distribution of teachers in each madrassa or integrated Islamic elementary school in the Gorontalo area is not evenly distributed, this is due to several schools with a small number of teachers are new schools.

RESULT AND DISCUSSION

1. Responder Features

a. Characteristics of Respondents by Gender

The following is the data of respondents by gender:

Table 4 Characteristics of respondents by gender

Gender	Sum	Presented
Man	30 people	25%
Woman	90 people	75%
Sum	120 people	100%

Based on the data above, it is known that out of 120 respondents, there are 30 male teachers (25%) and 90 female teachers (75%). This also shows that the number of teachers in all Integrated Islamic Elementary Schools in the Gorontalo area is indeed dominated by women; there are even schools that do not have male teachers at all, namely SDIT Permata Ummat, Tibawa Regency, Gorontalo.

b. Characteristics of Respondents Based on Age

The following is the data of respondents based on age:

Table 5 Characteristics of respondents by age

Age	Sum	Presented
20 - 25 years old	28 people	23,3%
26 - 30 years old	53 people	44,1%
31 - 35 years old	17 people	14,2%
36 - 40 years old	11 people	9,2%
41 - 45 years old	11 people	9,2%
Sum	120 people	100%

Based on the table above, it is concluded that of the 120 respondents, 28 teachers (23.3%) are between 20 and 25 years old, 53 people between 26 and 30 years old (44.1%), 17 people aged 31 to 35 (14.2%), 11 people between 36 and 40 (9.2%), and 11 people between 41 and 45 (9.2%).

The data mentioned above shows that the average age of teachers in the integrated Islamic elementary schools in the Gorontalo area is young. The highest groups are 26-30, 20-25, and 31-35. This characteristic can be an advantage for integrated Islamic elementary schools because young and energetic teachers can greatly improve teacher performance.

c. Characteristics of Respondents Based on School Origin

The following is the data of respondents based on school origin:

Table 6. Characteristics of respondents by school origin

School Origin	Sum	Presented
SDIT Al Izzah	25 people	21%
MIT Az Zahra	6 people	5%
SDIT PermataUmmat	11 people	9%
SDIT Lukman Hakim	28 people	23%
SDIT Al Kautsar	6 people	5%
WITH Al Ishlah	37 people	31%
SDIT Insan Kamil	7 people	6%
Sum	120 people	100%

Based on the table above, it is known that of the 7 integrated Islamic elementary schools in the Gorontalo area that filled out the questionnaire, there were 25 people from SDIT Al Izzah Pohuwato (21%), 6 people from MIT Az Zahra Boalemo (5%), 11 people from SDIT Permata Ummat Gorontalo Regency (9%), 28 people from SDIT Lukmanul Hakim Gorontalo Regency (23%), 6 people from SDIT Al KAutsar Gorontalo Regency (5%), 37 people from MIT Al Ishlah Gorontalo City (31%) and 7 people from SDIT Insan Kamil Bone Bolango (6%). Although the percentage seems small, this achievement is based on the number of 120 respondents who have been determined from each school, namely 70% of the number of teachers in the school.

d. Characteristics of Respondents Based on Last Education

The following is the data of respondents based on the latest education:

Table 7. Characteristics of respondents based on last education

Last education	Sum	Presented
High school equivalent	10 people	8,3%
Diploma 3	1 people	0,9%
Loss 1	106 people	88,3%
Loss 2	3 people	2,5%
Sum	20 people	100%

The table above shows the distribution of respondents based on final education: 10 high school graduates (8.3%), 1 diploma 3 (0.9%), 106 strata 1 (88.3%), and 3 strata 2 (2.5%).

Based on the data above, it can be seen that most of the teachers who work in integrated Islamic elementary schools in the Gorontalo area have a Strata 1 educational background, according to the qualifications determined by the Indonesian Integrated Islamic School Network (JSIT).

For teachers who graduated from high school, there are several reasons from each school, including, they are teachers who were recruited at the beginning of the school's establishment, some are temporary strata 1 studies but when the researcher takes the data, they have not completed their studies so they are still counted high school graduates and there are also schools that provide opportunities for high school graduates to become teachers at the school, for example for the position of Qur'an teacher.

and. Characteristics of Respondents Based on Employment Period

Table 8. Characteristics of respondents based on working period

Working period	Sum	Presented
< 1 year	19 people	15,9%
1 - 5 years	63 people	52,5%
6 - 10 years	20 people	16,6%
11- 14 years	16 people	13,3%
> 15 years	2 people	1,7%
Sum	120 people	100%

From the table above, it can be seen that respondents with a working period of < 1 year amounted to 19 people (15.9%), a working period of 1 - 5 years amounted to 63 people (52.5%), a working period of 6 - 10 years amounted to 20 people (16.6%), a working period of 11-14 years amounted to 16 people (13.3%) and respondents with a working period of > 15 years amounted to 2 people (1.7%).

The percentage of teacher characteristics based on working period shows that teachers of integrated Islamic schools in the Gorontalo area are dominated by those with a working period of 1-5 years. Teachers working 6-10 years and above are mostly in Gorontalo's oldest integrated Islamic elementary school, including Al Ishlah, Lukmanul Hakim, Al Izzah, and Permata Ummat. While those that are less than 1 year are almost evenly distributed in all integrated elementary schools/madrasas in the Gorontalo area, this is due to the annual routine recruitment carried out by schools/madrasas, which is caused by the resignation of previous teachers due to CPNS/P3K registration.

f. Characteristics of Respondents Based on Income

Table 9. Characteristics of respondents by income

Income	Sum	Presented
< Rp.900.000	20 people	16,7%
IDR 1,000,000 - IDR 1,900,000	52 people	43,3%
IDR 2,000,000 - IDR 2,900,000	39 people	32,5%
IDR 3,000,000 - IDR 3,900,000	7 people	5,8%
> Rp.4.000.000	2 people	1,7%
Sum	120 people	100%

In the table above, it can be seen that there are 20 respondents (16.7%) with an income of < Rp.900,000, 52 people (43.3%) with an income of Rp.1,000,000 - Rp.1,900,000, 39 people (32.5%) with Rp.2,000,000 - Rp.2,900,000, 7 people (5.8%) and 2 people (1.7%) with >an income of Rp.4,000,000 - Rp.2,900,000.

The data above shows that the salary of madrasah ibtidaiyah/integrated Islamic elementary school teachers in the Gorontalo area is still far from the Provincial Minimum Wage, which is Rp. 3,025,000. Teachers who have a salary of Rp. 2,000,000 and above are senior teachers with the longest service and have additional duties such as homeroom teachers, level coordinators, and deputy principals. Meanwhile, teachers with an income of < Rp. 900,000 are new teachers whose average working period has not reached 1 year.

This study aims to determine the influence of training, compensation, and employee engagement on the performance of integrated Islamic elementary school teachers with organizational culture as the mediating variable. To determine the influence of each of these latent variables, the researcher formulated ten hypotheses in this study, where each construct was tested using the structural equation modeling (SEM) method with calculation support tools, namely Lisrel 8.8.

The results of data analysis with the LISREL 8.8 program show several significant positive and negative relationships between each variable, both between groups of direct and indirect variables. The results of the hypothesis test can be described by the researcher as follows:

1. Hypothesis Discussion 1

The results of the first hypothesis test are between the training variable and the organizational culture variable. The data analysis shows that training has a negative value and is not significant to organizational culture. This negative and insignificant value means that training has little influence on organizational culture. This result makes the first hypothesis rejected. In a blog post, Bambang Niko Pasla (2023) stated that providing training and development is one of the effective ways to maintain a positive organizational culture. Providing training and development to members of the organization will create a work atmosphere that is always developing and improve members' competence. This can be done by providing training programs that suit members' needs or by providing opportunities for members to continue to learn and grow within the organization. In addition, training and development can also be provided by facilitating constructive

questions and criticism, as well as paying attention to the needs and well-being of the organization's members. Thus, members of the organization will feel valued and motivated to continue learning and growing within the organization. Some of the things that may be the reason for this are;

- a. Schools/institutions do not feel the need to organize/include teachers in training related to organization/school culture
- b. Teachers do not have the desire to participate in training related to the organization/school culture
- c. Teachers have not been able to apply the results of training related to organizational culture in their work.

Educational institutions need to understand that training can directly affect organizational culture. Training and development can improve employee performance and productivity, increasing organizational effectiveness. Organizational culture can play a role in the behavior of organizational members. The value system in organizational culture can be used as a reference for human behavior. A good organizational culture can encourage organizations to grow and develop sustainably.

2. Hypothesis Discussion 2

The results of the second hypothesis test are between the compensation and organizational culture variables. Almost the same as training, compensation also has a negative value and is not significant to the organizational culture. This means that compensation has little influence on the organization's culture, so the second hypothesis is rejected. Tony Hsieh, CEO of Zappos, stated that building a strong organizational culture requires appreciating outstanding employees, including those who can apply predetermined attitudes and behaviors.

The lack of compensation given to teachers of integrated Islamic elementary schools in the Gorontalo area is estimated to be why compensation does not influence organizational culture. The initial data shows that most teachers in integrated Islamic schools in the Gorontalo area still have small salaries below the Gorontalo Provincial Minimum Wage.

Compensation can affect organizational culture because a strategically designed compensation system can influence teacher behavior. Some of the things that can affect organizational culture through compensation include:

- a. Performance-based bonuses and incentives can show employees what actions are rewarded.
- b. Allowances can shape a company's behavior and culture.
- c. The compensation provided can reflect the value of the employee's work among employees, their families, and the community.

A good organizational culture can increase employee loyalty and productivity. A strong organizational culture can also improve employee work quality and productivity, organizational effectiveness, and competitive advantage.

3. Discussion of Hypothesis 3

The results of the third hypothesis test are between the variables of employee engagement to the variables of organizational culture, the values obtained from data analysis show that employee engagement has a positive and significant value on organizational culture, meaning that employee engagement has a positive and

significant influence on organizational culture, in this case it is the culture that exists in the integrated Islamic elementary school environment in the Gorontalo area. This result makes the third hypothesis accepted.

Employee engagement can affect work culture in several ways, namely:

- a. Employee Engagement
- b. Employee loyalty
- c. Innovation
- d. Corporate Identity

Employee engagement can affect an organization's culture and vice versa. Employee engagement is the enthusiasm and attachment of employees or teachers to the company or school. Teachers involved will be motivated to improve the company's performance. A strong organizational culture can encourage teachers to innovate and be highly loyal to the company. A positive and open organizational culture can create an environment of mutual trust and foster loyalty.

4. Discussion of Hypothesis 4

The results of the fourth hypothesis test show no relationship between the training variable and the performance variable. The value obtained from the data analysis activity shows that the training has a very small influence on the performance of integrated Islamic elementary school teachers in the Gorontalo area, meaning that the fourth hypothesis is rejected. This aligns with previous research conducted by Juni Eliana Prasetya N, Moh. Faizal, Choirunnisak, entitled *The Influence of Training and Motivation on Employee Performance in Kopiloka 3.0 Palembang in 2021*, found no influence or significance between training and employee performance. The thing that may be the cause of the absence of training on performance is the lack of implementation of teacher performance improvement training in each integrated Islamic elementary school/institution in the Gorontalo area.

Educational institutions must pay attention to training because it can affect teacher performance by improving teachers' knowledge, skills, and attitudes. This can improve teachers' professionalism and ability to respond to changing times.

5. Discussion of Hypothesis 5

The results of the fifth hypothesis test, namely between the compensation variable and the performance variable, the value obtained from the data analysis activity showed that the compensation had a small and insignificant effect on the performance of integrated Islamic elementary school teachers in the Gorontalo area, which means that the fifth hypothesis was rejected. This is in line with Paino's (2023) Research entitled *Organizational Culture and Compensation for Teacher Performance through Employee Engagement at SMK Negeri Dander Bojonegoro* which 2023 stated that compensation had no significant influence on performance. This may be due to the lack of compensation based on the indicators put forward by Simamora (2015), namely salaries, incentives, allowances, and facilities by integrated Islamic elementary schools in the Gorontalo area.

The compensation given to teachers can affect their performance, both positively and negatively.

Good and fair compensation can increase teachers' job satisfaction, enthusiasm, and creativity at work. This can lead to increased productivity and performance.

Inadequate or inappropriate compensation can decrease teachers' performance, motivation, and work productivity. The compensation received by teachers can also determine their standard of living and social status in society. Compensation is not limited to financial rewards but also career development opportunities.

6. Discussion of Hypothesis 6

The results of the sixth hypothesis test, namely between the employee engagement variable and the performance variable, show that employee engagement positively and significantly influences performance. This positive relationship suggests that teachers' level of commitment and attachment in integrated Islamic elementary schools in the Gorontalo region greatly influences their performance in their respective institutions/schools, meaning that the sixth hypothesis is accepted. In a previous thesis entitled Employee Engagement and Compensation Relationship to Teacher Performance at An Namiroh Pekanbaru Institution in 2021, Irawati (2021) It has been said that employee engagement significantly influences teacher performance. This means that a teacher with a good sense of employee engagement will be more enthusiastic, highly dedicated, and immersed in their work, achieving good and optimal performance.

Employee engagement can positively and significantly affect teacher performance. The higher the employee engagement, the higher the teacher's performance will increase.

Employee engagement or employee attachment to the company can significantly affect employee performance:

- a. Employees who are attached to the company will feel enthusiastic about helping the company achieve its goals.
- b. Employees who are attached to the company will be motivated to improve the company's performance.
- c. Employees who are attached to the company will be more productive and present at work.
- d. Employees who are attached to the company will be more sensitive to customer needs.
- e. Employees who are tied to the company will pay more attention to processes, standards, and systems.
- f. A highly engaged team will show greater profitability.

7. Hypothesis Discussion 7

The results of the seventh hypothesis test are between the variables of organizational culture and the performance variables. The values obtained from data analysis activities show that organizational culture positively and significantly influences teachers' performance of integrated Islamic elementary schools in the Gorontalo region. This result makes the seventh hypothesis accepted. As in the previous study, The Influence of Organizational Culture, Compensation, and Work Environment on the Performance of Class IIB Employees of the Bangko Bratama & Erianjoniz (2020) Correctional Institution, Erianjoni, 2022, stated that organizational culture significantly influences employee performance.

Organizational culture can positively affect employee performance, as a good organizational culture can:

- a. Increase productivity. A strong organizational culture can help employees become more productive.
 - b. Assist in decision-making. Organizational culture can help improve workflow and guide the decision-making process.
 - c. Helps overcome obstacles. Organizational culture can help teams overcome ambiguity barriers.
 - d. Increasing the spirit of togetherness. A strong organizational culture can foster a spirit of togetherness among its members.
 - e. Increases comfort. A strong organizational culture can increase the sense of comfort and loyalty towards the company.
 - f. Helping management achieve its vision and mission. A good organizational culture can help management achieve the company's vision and mission.
8. Hypothesis Discussion 8

The results of the eighth hypothesis test compare the organizational culture variable as the mediating variable of the training variable to the performance variable. The value obtained from the data analysis activity shows that organizational culture has a negative and insignificant influence on mediating training on performance. This result rejects the eighth hypothesis, meaning that the influence of training on the performance of integrated Islamic elementary school teachers through organizational culture is very small.

In fact, training equips employees and teachers with the knowledge, skills, and best practices needed to excel in their jobs and take on greater responsibility. Teachers can grow in confidence, become more efficient and productive, and make better decisions in their work. They will spend less time thinking about how to complete assignments correctly and more time getting the job done.

However, if teachers rarely attend training, there will be several impacts, among them, they are less likely to be ready to succeed in their jobs. Feeling hopeless, losing motivation, and being unenthusiastic is easy. Lack of training can lead to a high rate of teacher turnover, and poor quality training will also make teachers feel unsupported and unappreciated, so they will choose to quit. Teachers can have trouble doing their jobs effectively or even completing tasks correctly without proper training. Of course, this will impact teacher performance and productivity. Teachers will spend more time correcting mistakes and getting used to the appropriate procedures, and less time to complete the work. As a result, teachers will be more inclined to miss deadlines and have difficulty following curriculum changes or all kinds of teaching and learning processes at school.

9. Discussion of Hypothesis 9

The results of the ninth hypothesis test, namely between compensation mediated by organizational culture on performance, the value obtained from data analysis activities shows that organizational culture has a negative and insignificant influence in mediating training on performance. This result makes the ninth hypothesis rejected, meaning that the influence of compensation on the performance of teachers of integrated Islamic elementary schools in the Gorontalo region through organizational culture is very small.

Organizational culture and compensation can be interconnected when it comes to influencing employee performance:

Organizational culture can determine employee behavior and provide direction for duties and responsibilities. It can also improve employee performance. A good organizational culture can make teachers feel comfortable and valued, thus encouraging them to be passionate and produce good performance. A good organizational culture can also be used as a reference for teachers' behavior in achieving the goals and work results that have been set.

Meanwhile, compensation can improve employee performance by improving employee welfare and motivating them to work better. Compensation can also create positive competition in the workplace and attract quality employees. Adequate compensation can encourage teachers to improve their performance. Good compensation can be realized by improving the payroll system and providing benefits and incentives.

If compensation and organizational culture are not aligned, employees can feel confused and unsure whether the real goal is collaboration or competition. Organizational culture and compensation can be implemented simultaneously to improve employee performance.

Therefore, it should be a concern for educational institutions to pay attention to compensation and organizational culture to improve teacher performance.

10. Hypothesis Discussion 10

The results of the tenth hypothesis test, namely between the organizational culture variable as the mediation variable of the employee engagement variable to the performance variable, the value obtained from the data analysis activity shows that the organizational culture has a positive and significant influence in mediating training on performance. This result makes the tenth hypothesis accepted, meaning that training influences teachers' performance of integrated Islamic elementary schools in the Gorontalo region through organizational culture.

Organizational culture can connect employee engagement and teacher performance through several things, namely:

A good organizational culture can increase employee engagement, namely the relationship and involvement of teachers with their roles in the work. A good organizational culture can make teachers feel comfortable and at home at work, making them more motivated and enthusiastic.

A good organizational culture can improve teacher performance and direct teachers' behavior and attitudes to carry out their duties well and produce good work productivity.

A good organizational culture can increase teacher loyalty. A positive and open culture can create an environment where everyone trusts each other and fosters loyalty. A good organizational culture can encourage teachers to create innovations according to the company's goals.

Organizational culture is a belief shared by all members of the organization/school, and through organizational cultivation, how teachers should behave in the workplace can be regulated.

Although this study shows a significant influence of organizational culture as a mediating variable between employee engagement and performance, integrated Islamic schools in the Gorontalo area still need to be evaluated and

developed so that this will improve in the future, and teachers' performance will be of higher quality.

CONCLUSION

Based on the results of the research on the Influence of Training, Compensation and Employee Engagement with Organizational Culture as a Mediation Variable on the Performance of Integrated Islamic Elementary School Teachers in the Gorontalo Region, the following results were obtained: Training only has a very small influence on organizational culture so it needs to be an evaluation and follow-up recommendation for schools related to teacher training. Compensation has very little influence on organizational culture. An evaluation and follow-up recommendation are needed so that schools pay attention to teacher compensation. Employee engagement has a significant influence on organizational culture. The greater the employee involvement, the greater the influence on the organizational culture in the school. Training has very little effect on performance. This needs to be an evaluation and follow-up recommendation for schools related to teacher training. Compensation has very little effect on teacher performance. An evaluation and follow-up recommendation are needed so that schools pay attention to teacher compensation. Employee engagement has a significant influence on teacher performance. This means that the greater the teacher's involvement, the greater the level of performance. Organizational culture has a significant influence on performance. The bigger and better the organizational culture, the better the teacher's performance. Training has very little influence on performance mediated by organizational culture. There needs to be good management in schools related to teacher training. Compensation has very little influence on performance mediated by organizational culture. There needs to be good management in schools related to teacher compensation. Employee engagement positively and significantly influences performance mediated by organizational culture. Maintaining and improving employee engagement/teacher involvement is necessary to improve performance.

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