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INTEGRATION OF PERFORMANCE ASSESSMENT, COMPENSATION, AND BENEFIT IN HUMAN RESOURCE MANAGEMENT IN EDUCATION: A CASE STUDY OF NURUL ISLAMI VOCATIONAL SCHOOL, SEMARANG

INTEGRASI PENILAIAN KINERJA, KOMPENSASI, DAN BENEFIT DALAM MANAJEMEN SUMBER DAYA MANUSIA PENDIDIKAN: STUDI KASUS SMK NURUL ISLAMI SEMARANG

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Abstract

This study analyzes the integration of performance appraisal, compensation, and benefits in the human resource management of educators and educational personnel at SMK Nurul Islami Semarang. A qualitative case study design was employed, with data collected through interviews, observation, and documentation involving five informants. Data were analyzed through condensation, display, and verification, supported by source and technique triangulation. The findings show that performance appraisal involves instructional supervision, discipline monitoring, task completion, and participation in school activities, followed by feedback. Compensation is based on teaching hours, additional responsibilities, and activity involvement, while limited financial benefits are complemented by non-financial benefits, including professional development, recognition, social activities, and a supportive religious work environment. These practices are interconnected, although they have not been fully institutionalized as an integrated system. This study proposes the PA–CB Integrated Educational HRM conceptual framework, linking performance appraisal, compensation, and benefits through the principles of fairness, transparency, development, and recognition.

Keywords : Performance Appraisal, Compensation, Benefits, Human Resource Management, Educators and Educational Personne.

Abstrak

Penelitian ini bertujuan menganalisis integrasi penilaian kinerja, kompensasi, dan *benefit* dalam manajemen sumber daya manusia pendidik dan tenaga kependidikan di SMK Nurul Islami Semarang.

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Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus. Data diperoleh melalui wawancara, observasi, dan dokumentasi terhadap lima informan serta dianalisis melalui kondensasi, penyajian, dan verifikasi data dengan triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa penilaian kinerja dilakukan melalui supervisi pembelajaran, pemantauan kedisiplinan, penyelesaian tugas, dan keterlibatan dalam kegiatan sekolah yang diikuti dengan umpan balik. Kompensasi diberikan berdasarkan jam mengajar, tugas tambahan, dan keterlibatan kegiatan, sedangkan keterbatasan *benefit* finansial dilengkapi dengan *benefit* nonfinansial berupa pengembangan profesional, penghargaan, kegiatan kekeluargaan, dan lingkungan kerja religius. Ketiga praktik tersebut saling berkaitan, meskipun belum sepenuhnya terlembagakan sebagai sistem yang terintegrasi. Penelitian ini mengusulkan kerangka konseptual PA–CB Integrated Educational HRM yang menghubungkan *performance appraisal, compensation,* dan *benefits* melalui prinsip keadilan, transparansi, pengembangan, dan penghargaan.

Kata Kunci : Penilaian Kinerja, Kompensasi, *Benefit,* Manajemen Sumber Daya Manusia, Pendidik Dan Tenaga Kependidikan.

1. INTRODUCTION

The quality of education is determined not only by curricula, facilities, and technology, but also by the quality of the human resources who carry out the educational process. Educators and educational personnel serve as the link between institutional policies and educational services; therefore, human resource management (HRM) should be positioned as a strategic function, particularly in private schools that face financial constraints while also being required to retain professional staff. Accordingly, human resource management needs to integrate performance, rewards, professional development, and employee well-being with institutional goals.

One of the key instruments in educational HRM is performance appraisal. Ideally, appraisal should not be limited to administrative compliance, but should function as a means of diagnosis, feedback, and competency development. Appraisal accompanied by constructive feedback can support educators' motivation and professional development (Setiawan et al., 2024). However, its effectiveness is influenced by fairness, transparency, objectivity, and the potential for bias in the evaluation process (Mukhtar & Mohd Noor, 2024). Therefore, performance appraisal should shift from a judgmental appraisal toward a developmental appraisal oriented toward performance improvement.

In addition to performance appraisal, compensation represents an organizational reward for employees' contributions and is associated with teacher motivation, professionalism, and performance (Suyono et al., 2023; Hidayah & Sulaksono, 2023). From the perspective of equity theory, compensation is assessed not only in terms of its nominal amount, but also in relation to workload, responsibility, competence, and employee contribution. Thus, fairness, proportionality, and transparency are important principles in compensation management (Prieto et al., 2023). Nevertheless, limited compensation does not necessarily lead directly to lower performance because educators' work behavior is also influenced by professionalism and intrinsic motivation (Listiani et al., 2023).

Another equally important dimension is benefits, namely financial and non-financial advantages beyond direct pay, such as allowances, social security, professional development, study opportunities, recognition, and a conducive work environment. The total rewards perspective emphasizes that employees evaluate the overall value they receive from the organization, not salary alone (Alhmoud & Rjoub, 2020; Makhuzeni & Barkhuizen, 2015). This is consistent with findings that teacher retention and turnover are multidimensional and are influenced by a combination of rewards, working conditions, and professional experiences (Gundlach et al., 2024). Pay structures may also be associated with teachers' decisions to remain in the profession (Tran et al., 2024).

Although numerous studies have examined performance appraisal, compensation, benefits, and teacher retention, these topics tend to be treated as separate aspects. Research remains limited on how

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performance appraisal results are transformed into feedback and development and are subsequently linked to compensation and benefits as an integrated sequence of educational HRM practices. This gap is important to examine in private Islamic vocational secondary schools that manage general subject teachers, vocational/productive teachers, and educational personnel with different job characteristics.

This study focuses on SMK Nurul Islami Semarang to analyze the integration of performance appraisal, compensation, and benefits in the management of educators and educational personnel. The study addresses three questions: (1) how performance appraisal for educators and educational personnel is implemented; (2) how compensation and benefits are managed as part of the school's HRM; and (3) how the relationship among performance appraisal, compensation, and benefits shapes educational HRM practices.

The novelty of this study lies in the PA–CB Integrated Educational HRM perspective, which positions performance appraisal, compensation, and benefits as a sequence of HRM practices connected through the principles of fairness, transparency, development, and recognition. This perspective explains how performance information can be transformed into feedback, professional development, and relevant rewards for educators and educational personnel.

2. RESEARCH METHOD

This study employed a qualitative approach with a case study design to develop a contextual understanding of performance appraisal, compensation, and benefits practices in human resource management at SMK Nurul Islami Semarang. Fieldwork was conducted on October 2, 2026. Informants were selected purposively based on their positions, involvement, and knowledge of the school's HRM practices. Five informants participated: the principal, three teachers with different job characteristics, and one educational staff member. This composition was intended to capture the perspectives of both policy managers and recipients of HRM policies.

Data were collected through semi-structured interviews, observation, and documentation. The interviews focused on performance appraisal mechanisms and indicators, feedback, compensation structure and fairness, financial and non-financial benefits, and professional development. Observation was used to understand the work environment and organizational practices, while documentation was used to confirm the data through relevant records, such as task assignments, attendance records, instructional administration, supervision documents, and HR development programs.

Data were analyzed interactively through data condensation, data display, and conclusion drawing and verification. The data were grouped into three main categories—performance appraisal, compensation, and benefits—and then compared across informants to identify analytical themes. The analysis was subsequently directed toward four connecting themes: fairness, transparency, development, and recognition, in order to explain the interrelationships among the three components of educational HRM.

Data trustworthiness was strengthened through source triangulation by comparing information from the principal, teachers, and educational personnel, as well as methodological triangulation by comparing interview, observation, and documentation data. Differences among informants were analyzed as variations in experience arising from their positions and job characteristics. Given that the study focused on a single school and field data were collected within one day, the findings are positioned as a contextual understanding of the case and are not intended for statistical generalization.

3. RESULT AND DISCCUSSION

Performance Appraisal of Educators and Educational Personnel

The findings show that performance appraisal for teachers and educational personnel at SMK Nurul Islami Semarang is conducted periodically and at multiple levels according to the respective areas of responsibility and authority. The principal serves as the main person responsible, involving

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the Vice Principal for Curriculum in academic supervision and the Head of the Vocational Program (Kaprok) in assessing competencies and vocational instruction. Thus, the appraisal process is adjusted to the characteristics of the work being assessed.

The mechanism was explained by the Principal of SMK Nurul Islami Semarang:

"We conduct performance appraisals periodically. Teachers receive instructional supervision every semester together with the Vice Principal for Curriculum, while vocational teachers are also assessed with the involvement of the Head of the Vocational Program. We assess not only administration and instruction, but also discipline, task completion, and participation in school activities. The results are then communicated back to the teachers as material for evaluation and improvement." (Interview with the Principal, Qosim Taufiq Akbar, October 2, 2026).

Periodic appraisal is carried out through instructional supervision every semester, while discipline is monitored on a daily and monthly basis. Based on the interviews, observations, and documentation, the appraisal indicators include:

a. Instructional supervision, including the readiness of teaching administration (lesson plans/teaching modules), subject-matter mastery, teaching methods, and classroom management.
b. Discipline and attendance, including daily attendance, punctuality in entering the classroom, and fulfillment of working hours.
c. Task completion and involvement, including the timely submission of grades and administrative work as well as participation in school managerial and extracurricular activities.

The appraisal results are then followed up through personal feedback between the principal and teachers and through discussion in school-level evaluation meetings.

Based on the functions performed, the performance appraisal findings can be grouped into three categories. First, the administrative function, which includes attendance recapitulation, completeness of instructional administration, and task allocation as considerations in determining workloads and working hours. Second, the control function, through classroom supervision and monitoring of task completion to ensure that learning activities are implemented in accordance with school provisions. Third, the development function, which includes identifying needs for instructional improvement, facilitating training/workshops, and providing guidance aimed at improving teacher competence.

Compensation for Educators and Educational Personnel

The findings show that the compensation system at SMK Nurul Islami Semarang consists of honoraria based on teaching hours, allowances for additional duties, and activity incentives. The compensation received varies according to job characteristics, the number of teaching hours, additional duties, and educators' involvement in school activities.

Titut Fera Siami, S.Kep., a vocational nursing teacher, explained:

"My basic pay is calculated based on the number of vocational nursing teaching hours each week. In addition to the hourly honorarium, there are additional incentives when we supervise students during Field Work Practice (PKL) or the Vocational Competency Test (UKK). The amount of these activity incentives depends greatly on the duration and complexity of the supervision." (Interview with Titut Fera Siami, October 2, 2026).

Meanwhile, Choirul Abrori, M.Pd., explained the compensation for additional duties:

"In addition to the honorarium from my Islamic Religious Education teaching hours, I receive an additional incentive for serving as the coordinator of the school's religious activities. This allowance is fixed on a monthly basis, although the amount is adjusted to the institution's budgetary capacity." (Interview with Choirul Abrori, October 2, 2026).

A similar point was expressed by Citra Nur Annisa, S.Pd.:

"The monthly compensation I receive is directly based on the accumulated number of weekly face-to-face Javanese language teaching hours. Activity incentives are usually provided when I serve on a committee for cultural events or extracurricular competitions involving students." (Interview with Citra Nur Annisa October 2, 2026).

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From a governance perspective, monthly honoraria are generally paid regularly. Delays may occur mainly with activity incentives because administrative completion and recapitulation are required. Choirul Abrori explained:

"Monthly salaries or honoraria are generally disbursed on time at the beginning of the month. However, incentives for special activities or committee assignments sometimes require administrative recapitulation first, so there may be a delay of several days." (Interview with Choirul Abrori, October 2, 2026).

This finding was reinforced by Citra Nur Annisa:

"The monthly teaching honorarium is paid quite regularly. If there is a delay, the school management always provides prior notice or confirmation." (Interview with Citra Nur Annisa, October 2, 2026).

In addition to payment timeliness, the study found that compensation fairness is a concern for teachers. Fairness is understood not as equal nominal amounts, but as the alignment of rewards with workload, responsibility, risk, and contribution.

Titut Fera Siami emphasized the distinctive characteristics of vocational nursing teachers:

"Proportionally, the workload of vocational nursing teachers is quite high because it involves not only classroom teaching but also laboratory practice safety and the adequacy of students' clinical competencies. We hope that periodic evaluations will ensure that practice-related incentives are proportional to the risks and responsibilities involved." (Interview with Titut Fera Siami, October 2, 2026).

Meanwhile, Choirul Abrori stated:

"In general, the school has tried to be proportional. Fairness here does not mean that every teacher receives exactly the same amount; rather, it is adjusted according to the weight of additional duties and the teacher's level of active involvement in supporting school programs." (Interview with Choirul Abrori, October 2, 2026).

Thus, three main findings emerged regarding compensation: (1) the compensation structure is adjusted to contribution and duties; (2) routine payments are relatively regular, although activity incentives may be subject to administrative delays; and (3) compensation fairness is understood in terms of proportionality among rewards, workload, responsibility, and occupational risk.

Benefits as Support for the Well-Being of Educators and Educational Personnel

The findings show that benefits for educators and educational personnel can be divided into financial/monetary benefits and non-monetary benefits. Financial benefits remain relatively limited, whereas non-financial benefits are more diverse.

In financial terms, the school regularly provides a Religious Holiday Allowance (THR). However, BPJS/health insurance has not yet been fully institutionalized, and no structured additional welfare assistance scheme beyond the THR was identified.

Several forms of non-financial benefits were identified:

a. Training and development, in the form of opportunities to participate in activities aimed at improving professional competence.
b. Study opportunities, in the form of flexibility and support for teachers who continue their education.
c. Recognition, in the form of formal and informal appreciation for contributions and work achievements.
d. Recreational and family-oriented activities, which are used to strengthen social relationships among employees.
e. Spiritual support, through an organizational culture and work environment grounded in religious values.
f. Work facilities, which the findings indicate are functional or sufficient to support the performance of duties.

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These findings reveal a difference between the availability of financial and non-financial benefits. The school has limitations in certain forms of financial welfare protection, but provides various forms of professional development, social support, recognition, and spiritual support for educators and educational personnel.

Integration of Performance Appraisal, Compensation, and Benefits

The findings show that performance appraisal, compensation, and benefits do not operate entirely as separate practices. Performance appraisal generates information on task performance, discipline, contribution, and development needs. This information is used for evaluation, feedback, task allocation, and, under certain conditions, as a consideration in providing recognition and development support.

Based on the pattern of findings, the relationship among the three components can be formulated as follows:

Performance Appraisal → Feedback → Competency Development → Recognition/Compensation → Benefits and Well-Being → Motivation and Commitment → Performance Improvement.

However, this interconnectedness does not yet constitute a fully institutionalized formal system. The findings instead indicate interrelated practices involving performance evaluation, development, recognition, and well-being. Based on this pattern, the study formulates the PA–CB Integrated Educational HRM conceptual framework, comprising Performance Appraisal (PA), Compensation (C), and Benefits (B), with fairness, transparency, development, and recognition serving as connecting principles.

Discussion

The findings show that performance appraisal at SMK Nurul Islami Semarang serves not only administrative purposes but also control and development functions. Instructional supervision, discipline monitoring, task completion, and participation in school activities provide information on how educators and educational personnel fulfill their responsibilities. More importantly, the process is followed by personal feedback and school-level evaluation. This pattern indicates a tendency to move beyond purely judgmental appraisal toward developmental appraisal. Setiawan et al. (2024) emphasize that performance appraisal accompanied by constructive feedback can support educators' motivation and professional development. Likewise, appraisal effectiveness is strongly influenced by how evaluation results are translated into feedback and development actions (Espinosa et al., 2023).

The involvement of the principal, the Vice Principal for Curriculum, and the Head of the Vocational Program also demonstrates the importance of appraisals that take job characteristics into account. This is particularly relevant in vocational schools because the demands placed on vocational teachers are not identical to those placed on general subject teachers or educational personnel. Although schools require generally applicable performance standards, different job characteristics require indicators that are sufficiently sensitive to competence, responsibility, and occupational risk. In this context, transparency in indicators and performance evidence is important for reducing subjectivity. Mukhtar and Mohd Noor (2024) show that perceptions of fairness and potential evaluator bias are important issues in teacher appraisal systems. Therefore, opportunities for dialogue through feedback constitute an important mechanism for strengthening both objectivity and employees' acceptance of evaluation results.

Regarding compensation, the findings indicate that financial rewards are provided through honoraria based on teaching hours, allowances for additional duties, and activity incentives. This structure reflects an effort to link rewards to employees' actual contributions. This finding is consistent with Suyono et al. (2023), who identify a relationship between compensation and teacher performance through professionalism, and with Hidayah and Sulaksono (2023), who position motivation as an important mechanism in the relationship between compensation and performance. Nevertheless, the present findings show that compensation cannot be understood solely in terms of nominal value. Timeliness of payment, transparency of information, and the alignment of rewards with responsibilities are also part of employees' experience of the compensation system.

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Teachers' views on proportionality reinforce the relevance of equity theory for understanding the school's compensation system. Fairness does not necessarily mean that every employee receives the same amount; rather, rewards are perceived as appropriate when they correspond to contribution, workload, responsibility, and occupational risk (Prieto et al., 2023). This is particularly evident among vocational nursing teachers, who assume additional responsibilities related to practical instruction and student safety. Thus, the school's compensation system requires the principle of equity rather than mere equality. At the same time, administrative delays in activity incentives cannot automatically be assumed to reduce performance. Listiani et al. (2023) show that teachers' work behavior is also influenced by professionalism and non-financial motivation. This finding confirms that the relationship between compensation and performance is more complex than a direct economic relationship.

In the benefits dimension, the study identified an interesting configuration between limited financial benefits and the availability of non-financial benefits. THR is provided regularly, but health insurance/BPJS has not yet been fully institutionalized and there is no structured additional welfare assistance scheme. Conversely, the school provides training, study opportunities, recognition, family-oriented activities, spiritual support, and work facilities. This condition can be understood through the total rewards perspective, in which employees' experience of organizational rewards is shaped by a combination of compensation, benefits, opportunities for growth, recognition, and the work environment, rather than direct income alone (Alhmoud & Rjoub, 2020; Makhuzeni & Barkhuizen, 2015).

However, non-financial benefits should not be positioned as a substitute for financial welfare protection. Training, study opportunities, collegial relationships, and a religious work environment can enrich the work experience, but the need for social security and health protection remains a distinct dimension of well-being. Accordingly, the findings reveal a tension between limited welfare protection and strong relational-developmental support. In the long term, benefits should be strengthened gradually so that professional development and social support can operate alongside more adequate welfare protection. This is consistent with Gundlach et al. (2024), who show that teacher retention is a multidimensional phenomenon that cannot be explained by a single economic factor. Reward structures, working conditions, and professional experiences need to be considered together.

The most important finding of this study concerns the interconnectedness of performance appraisal, compensation, and benefits. The data show that appraisal provides information on performance and areas requiring improvement; this information is followed up through feedback and development, while contributions, workloads, and involvement become part of the considerations for rewards. Benefits then complement direct rewards through developmental, social, and workplace support. Although these relationships have not yet been fully institutionalized as a formal system, the empirical pattern suggests that the three components can be understood as an interrelated sequence of HRM practices.

This interconnectedness is also important because the school manages groups of employees with different job characteristics. Vocational teachers face competency demands and risks associated with practical work; general subject teachers have different instructional responsibilities; and educational personnel perform administrative and organizational service functions. Therefore, overly uniform appraisal and reward systems may fail to capture variations in contribution. Tran et al. (2024), in discussing the differing effects of pay structures across career stages, strengthen the argument that reward systems do not always need to be uniform but can take into account job characteristics, competence, responsibility, and professional needs.

On the basis of these findings, this study proposes PA–CB Integrated Educational HRM as a conceptual framework linking Performance Appraisal (PA), Compensation (C), and Benefits (B). The framework is not intended to claim that SMK Nurul Islami Semarang already has a formal PA–CB system or that causal relationships among the components have been established. Rather, the model is

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a conceptual abstraction of patterns identified in the field. Performance appraisal is positioned as a source of information for feedback and development; compensation as a reward for contribution; and benefits as support for well-being and the work experience. The three are connected by the principles of fairness, transparency, development, and recognition.

Accordingly, the contribution of this study does not lie in proving that one component directly causes improved performance, but in explaining how the three HRM practices can be understood as an integrated sequence. The PA–CB perspective extends educational HRM from an administrative approach toward a more integrative one: performance information becomes the basis for feedback and development, contributions receive proportional recognition, and benefits complement support for employee well-being. Such integration has the potential to strengthen the alignment between the individual needs of educators and educational personnel and the development goals of the school organization.

4. CONCLUSION

This study shows that performance appraisal, compensation, and benefits play complementary roles in human resource management at SMK Nurul Islami Semarang. Performance appraisal functions not only as an administrative and control mechanism, but also supports professional development through supervision and feedback. Compensation is provided by considering teaching hours, additional duties, and involvement in school activities, although the proportionality among rewards, workload, and occupational risk still needs to be strengthened. Meanwhile, limited financial benefits are complemented by non-financial benefits in the form of competency development, study opportunities, recognition, family-oriented activities, and a religious work environment.

The findings generated the PA–CB Integrated Educational HRM model, which integrates Performance Appraisal, Compensation, and Benefits through the principles of fairness, transparency, development, and recognition. The model emphasizes that effective HRM in private schools depends not only on financial compensation but on the integration of performance evaluation, professional development, recognition, and employee well-being. Schools therefore need to strengthen appraisal objectivity, compensation proportionality, and the gradual development of benefits in order to support the professionalism and commitment of educators and educational personnel.

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