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THE INFLUENCE OF INCOME LEVEL ON CLASSROOM MANAGEMENT COMPETENCY OF ISLAMIC RELIGIOUS TEACHERS AT MTs IN TATANGA DISTRICT

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ABSTRACT
This study aims to analyze the influence of income level on classroom management competency of Islamic Religious Education teachers at MTs in Tatanga District. Unlike previous studies that predominantly examined pedagogical competency through training or certification variables, this study uniquely positions teachers' financial well-being as a structural determinant of classroom management quality in Islamic educational contexts. The study employed a correlational quantitative approach with an associative causal ex post facto design. The entire population of 32 Islamic Religious Education teachers was used as the sample through a saturated sampling technique. Data were collected through a Likert Scale-based questionnaire, documentation, and non-participant observation, then analyzed using PLS-SEM with SmartPLS. All indicators met validity and reliability criteria with outer loading values ranging from 0.771 to 0.931. The structural model testing proves that income level has a positive and significant influence on classroom management competency with a path coefficient of 0.985 and an R-Square of 0.970, meaning 97.0% of the variation in classroom management competency is explained by teachers' income level. These findings affirm that financial well-being is a structural factor determining classroom management quality, while serving as a strategic policy basis for achieving SDGs Goal 4 on quality education.

INTRODUCTION

The Madrasah Tsanawiyah (MTs) in Tatanga District demonstrates a consistently running learning environment. Islamic Religious Education teachers in this area have been carrying out their teaching duties routinely with regular schedules, delivered subject matter, and teaching and learning processes proceeding as expected in every classroom. Administratively, learning activities appear to run normally and are well-scheduled.

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However, behind this picture lies a contrasting reality in terms of teachers' financial well-being. More than half of the Islamic Religious Education teachers at MTs in Tatanga District hold honorary status with monthly incomes ranging from IDR 250,000 to IDR 1,500,000, depending on the number of teaching hours and the financial capacity of each institution. This condition drives some teachers to take additional jobs or teach at more than one school in order to meet their daily living needs.

Amid these economic constraints, classroom management carried out by the teachers generally continues and the learning process remains operational. Teachers still show up, subject matter is still delivered, and classes continue to run. Nevertheless, the quality of classroom management, encompassing the arrangement of the learning environment, management of student behavior, time management, conflict handling, as well as communication and student motivation, has not been fully optimal and consistent across all existing classrooms.

Ideally, classroom management competency is a professional standard that every teacher should possess fully and sustainably, not merely conducting learning activities in an administrative sense. Mulyasa & Mukhlis (2012) affirm that teacher competency encompasses a combination of personal, scientific, and professional abilities that comprehensively shape performance standards, including the ability to create optimal learning conditions. Furthermore, financial well-being is regarded as a basic prerequisite that enables teachers to focus fully on their professional duties (Annisa et al., 2025). Teachers burdened financially tend to experience work-related stress that negatively impacts the quality of their professional task execution (Elfina & Primanita, 2023). In the context of compensation systems, the inadequacy of teachers' income, particularly for honorary teachers, consistently correlates with low commitment and quality of classroom performance (Hutasuhut et al., 2025). Therefore, adequate income is not merely a normative right, but a condition that substantively influences the quality of classroom management as one of the primary indicators of teacher professionalism (Oktari, Hermawan & Ferdiansyah, 2023).

The gap between das sein and das sollen above reveals a significant paradox: learning does take place, but it takes place under financial pressure that should, theoretically, substantially hinder the quality of classroom management. Teachers with very low incomes continue to carry out their duties, yet the question remains: to what extent does their income condition truly affect their competency in managing the classroom effectively and optimally.

It is this gap that gives rise to a research problem worthy of scientific investigation: does the income level of Islamic Religious Education teachers at MTs in Tatanga District have a significant influence on their classroom management competency? This question becomes central because its answer has direct implications for teacher welfare policy and the quality of education in madrasah.

A number of studies have examined the relationship between teachers' financial well-being and various aspects of their professional performance. Previous studies have consistently shown that teachers' income positively correlates with work motivation, teaching quality, and professional commitment (Hutasuhut et al., 2025; Annisa et al., 2025; Elfina & Primanita, 2023; Oktari, Hermawan & Ferdiansyah, 2023; Pitriyani et al., 2022). Other studies have also proven that professional allowances and supplementary income indirectly drive improvements in teacher competency and teaching quality (Biantoro & Jasmina, 2021; Anoraga & Djatiprambudi, 2015; Mustapa, 2022; Nasrul, Parizal & Hakim, 2022; Atika, 2023). These findings build a strong argument that economic factors cannot be separated from teachers' professional quality. Based on this theoretical and empirical foundation, this study proposes two hypotheses. The first hypothesis (H_1) posits that income level has a positive and significant effect on the classroom management competency of Islamic Religious Education teachers at MTs in Tatanga District, where higher income is expected to enhance teachers' capacity in managing the learning process, creating a conducive classroom atmosphere, regulating student behavior, and optimizing teaching and learning activities, as illustrated in Figure 1.

Nevertheless, among all studies conducted, none has specifically examined the influence of income level on classroom management competency of Islamic Religious Education teachers at the MTs level using a PLS-SEM approach within a specific regional context such as Tatanga District (Fathuddin, Nurdin & Rustina, 2023; Suwandi, 2012; Syarifuddin, 2018; Paxson & Sicherman, 1994; Evertson & Weinstein, 2006). This gap is what gives this study a clear scientific space to fill, while also ensuring that this research is not a repetition but an original contribution.

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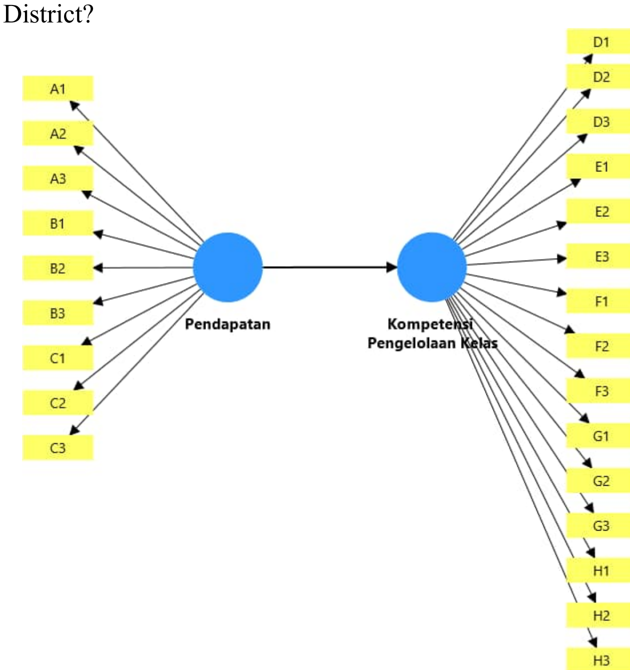
The novelty of this study lies in the combination of two variables that have rarely been analyzed directly within a single causal framework, namely, the income level of Islamic Religious Education teachers and classroom management competency, using the PLS-SEM method in the context of a sub-urban madrasah with heterogeneous employment dynamics. This study also introduces Multi-Group Analysis based on employment status (civil servants and non-civil servants), enabling a more precise comparison between groups of teachers with differing financial conditions. Substantively, the findings of this study have the potential to provide new empirical evidence on the relationship between teacher well-being and teaching quality, contributing to the achievement of SDGs Goal 4 on quality education through data-driven policy recommendations.

This study is urgently needed given that more than half of Islamic Religious Education teachers at MTs in Tatanga District are in a condition of income far below adequate, while they hold a strategic role in shaping the character and Islamic values of the younger generation. If this condition is left without scientific investigation that can serve as a policy basis, the quality of classroom management and the learning process will continue without systemic improvement. From the perspective of SDGs Goal 4 on inclusive and quality education, ensuring that teachers have adequate well-being is a structural prerequisite for achieving that goal — and this study comes as an initial step to frame the issue scientifically and constructively.

Based on the background description above, this study focuses on three central questions. First, what is the income level of Islamic Religious Education teachers at MTs in Tatanga District? Second, what is the level of classroom management competency of Islamic Religious Education teachers at MTs in Tatanga District? Third, is there a significant influence of income level on the classroom management competency of Islamic Religious Education teachers at MTs in Tatanga District?



RESEARCH METHOD

This study employed a correlational quantitative approach with an associative causal ex post facto design. The research population consisted of all Islamic Religious Education subject teachers at the MTs level in Tatanga District, totaling 32 people, encompassing teachers with various employment statuses ranging from civil servants (PNS), government employees with work agreements (PPPK), to honorary teachers. Given the relatively small and accessible

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population size, this study applied a saturated sampling technique in which the entire population was used as the research sample. Data were collected through three techniques, namely a Likert Scale-based questionnaire (1–5) as the primary instrument, documentation as supporting data, and non-participant observation as a complementary technique to provide qualitative context in the interpretation of results.

Data analysis was carried out using the Partial Least Squares Structural Equation Modeling (PLS-SEM) method with the assistance of SmartPLS software. The selection of PLS-SEM is methodologically justified given its suitability for small sample sizes and its robustness in handling non-normal data distributions, making it particularly appropriate for this study's population of 32 teachers. Model testing comprised two stages, namely outer model testing to examine the validity and reliability of the instrument through convergent validity (outer loading ≥ 0.70 and AVE ≥ 0.50), discriminant validity through the Fornell-Larcker Criterion, and reliability testing through Composite Reliability and Cronbach's Alpha (≥ 0.70); and inner model testing to examine the influence between variables through the coefficient of determination (R-Square), path coefficient, and bootstrapping with criteria of t-statistic > 1.96 and p-value < 0.05.

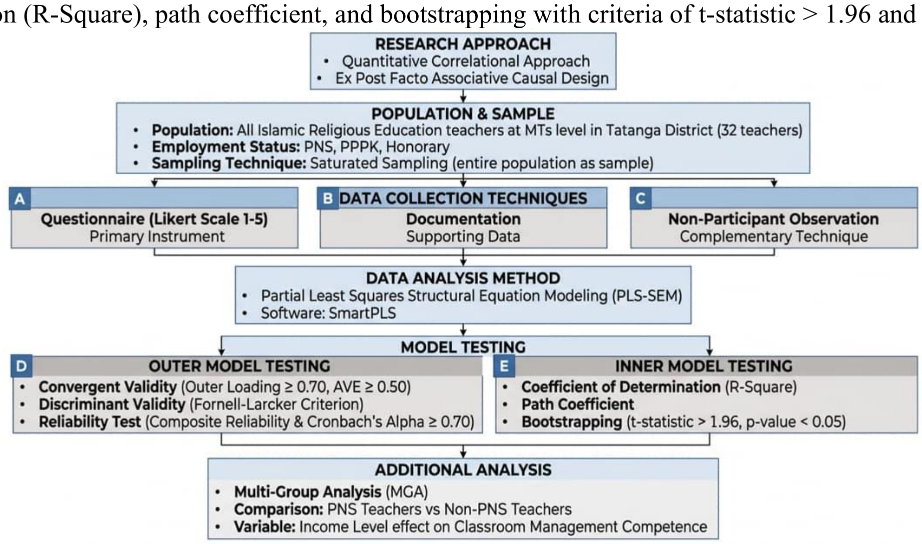

Figure 2. *Research Methodology Framework (Source: Author, adapted from SmartPLS output)*

RESULT AND DISCUSSION

Income Level of Islamic Religious Education Teachers at MTs in Tatanga District

Based on the descriptive analysis results of the income level variable of Islamic Religious Education teachers at MTs in Tatanga District, the data generally indicates a fairly positive tendency with mean values across all indicators ranging from 3.875 to 4.125 out of a maximum score of 5. The basic salary and allowances indicator, consisting of items A1, A2, and A3, obtained mean values of 3.969, 4.125, and 4.062 respectively, with median values at 4.000. This condition reflects that the majority of teachers perceive the basic salary and allowances component they receive as being in the fairly good to good category, although the minimum score range reaching 1.000 on several items indicates that there are still some teachers who feel inadequacy in that component. This is consistent with field conditions where there is a fairly significant disparity between certified civil servant teachers and honorary teachers in terms of the basic salary and allowances components received.

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Variables	Indicators		Mean	Median	Observed min	Observed max	Standard deviation
Income Level	Base Salary and Allowance	A1	3.969	4.000	1.000	5.000	1.075
		A2	4.125	4.000	2.000	5.000	0.857
		A3	4.062	4.000	1.000	5.000	1.029
	Additional Income	B1	3.875	4.000	1.000	5.000	1.053
		B2	4.062	4.000	1.000	5.000	1.088
		B3	4.125	4.000	2.000	5.000	0.857
	Welfare and Financial Satifaction	C1	4.062	4.000	1.000	5.000	1.088
		C2	4.125	4.500	1.000	5.000	1.111
		C3	4.031	4.000	1.000	5.000	1.075

Table 1. *Income Level of Islamic Religious Teacher*

On the supplementary income indicator, items B1, B2, and B3 obtained mean values of 3.875, 4.062, and 4.125 respectively. The standard deviation values on this indicator range from 0.857 to 1.088, indicating considerable variation in teachers' perceptions of the supplementary income they obtain. This condition is understandable given that the sources of teachers' supplementary income are highly diverse, ranging from excess teaching hours and extracurricular coaching to work outside the teaching profession. This phenomenon is consistent with the multiple job holding theory proposed by Paxson and Sicherman (1994), which explains that individuals whose primary income has not been sufficient to meet living needs tend to seek income from other sources as an economic needs fulfillment strategy. In the context of honorary teachers in Tatanga District, this condition is clearly evident given that the basic income of some teachers still falls far below the decent living standard.

As for the financial well-being and satisfaction indicator, items C1, C2, and C3 obtained mean values of 4.062, 4.125, and 4.031 respectively, with the median value of C2 reaching 5.000, the highest among all income level indicators. The negative skewness values on almost all indicators suggest that the data distribution tends to lean to the left, meaning that the majority of respondents gave high scores to statements related to financial well-being and satisfaction. Nevertheless, the high excess kurtosis values on several items indicate a concentration of responses at extreme values, suggesting a polarization of perceptions among teachers, some experiencing adequate financial satisfaction, while others are in the opposite condition. This is in line with Adams' equity theory (1963), which states that feelings of satisfaction or dissatisfaction toward work rewards are greatly influenced by the comparison between the contributions given and the rewards received relative to colleagues.

Overall, the descriptive picture of the income level of Islamic Religious Education teachers at MTs in Tatanga District shows that although the mean values fall in the good category, the wide variation and score range suggest that income conditions among teachers are not homogeneous. There are some teachers who feel income inadequacy, particularly in the basic salary component, which has the potential to affect their motivation and professional focus in carrying out learning duties.

Classroom Management Competency of Islamic Religious Education Teachers at MTs in Tatanga District

The descriptive analysis results of the classroom management competency variable show a relatively positive picture across all its measurement dimensions. In the classroom arrangement dimension, items D1 and D2 obtained the same mean value of 4.125 with a median of 4.000, while D3 obtained a mean of 4.094. These values illustrate that Islamic Religious Education teachers at MTs in Tatanga District have generally demonstrated good ability in organizing the physical classroom environment, establishing routine procedures, and creating an orderly initial

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learning condition. Classroom arrangement is a fundamental component in classroom management, as emphasized by Evertson and Weinstein (2006), that proper physical environment arrangement is a crucial first step in creating learning conditions that support active student engagement.

Variables	Indicators		Mean	Median	Observed min	Observed max	Standard deviation
Competency of classroom management	Classroom space Arrangement	D1	4.125	4.000	2.000	5.000	0.857
		D2	4.125	4.000	2.000	5.000	0.857
		D3	4.094	4.000	1.000	5.000	1.042
	Student Management	E1	3.781	4.000	1.000	5.000	1.082
		E2	4.031	4.000	1.000	5.000	1.075
		E3	4.094	4.000	1.000	5.000	1.128
	Learning Time Management	F1	4.031	4.000	1.000	5.000	0.984
		F2	4.062	4.000	2.000	5.000	0.827
		F3	3.875	4.000	1.000	5.000	1.053
	Communication and Student motivation	G1	3.969	4.000	1.000	5.000	1.104
		G2	4.062	4.000	1.000	5.000	1.088
		G3	4.000	4.000	1.000	5.000	1.146
	Conflict Handling & Clasroom Dynamics	H1	4.062	4.000	1.000	5.000	1.059
		H2	4.125	4.500	1.000	5.000	1.111
		H3	3.969	4.000	1.000	5.000	1.015

Table 2. *Classroom Management Competency of Islamic Religious Teachers*

In the student management dimension, item E1 obtained the lowest mean value among all indicators of this variable, at 3.781 with a median of 4.000 and a standard deviation of 1.082. This value indicates that teachers' ability to manage individual student behavior still needs improvement. Meanwhile, E2 and E3 obtained mean values of 4.031 and 4.094 respectively, indicating that the establishment of classroom behavioral rules and procedures has generally been running fairly well. Marzano, Marzano, and Pickering (2003) affirm that teachers' ability to establish clear rules and procedures is the main foundation of effective classroom management, because without a clear structure, students will have difficulty understanding the expected behavioral expectations.

The learning time management dimension on items F1, F2, and F3 shows mean values of 4.031, 4.062, and 3.875 respectively. Item F3 obtained the lowest mean value in this dimension, indicating that the aspect of utilizing and transitioning learning time remains a challenge for some teachers. The relatively low standard deviation of F1 at 0.984 suggests consistency in respondents' perceptions of teachers' ability to regulate the flow of learning activities in general. From the perspective of Emmer and Sabornie (2015), effective time management is one of the indicators of teachers' professional maturity, as the ability to maintain learning momentum directly influences the productivity and effectiveness of the teaching and learning process.

In the conflict and classroom dynamics handling dimension, items G1, G2, and G3 obtained mean values of 3.969, 4.062, and 4.000 respectively. This dimension reflects teachers' ability to handle learning disruptions, manage group dynamics, and apply positive disciplinary approaches. The negative skewness values across all items in this dimension indicate a tendency for respondents to give high ratings, although the minimum score range reaching 1.000 shows that there is still variation in experience among teachers. Finally, in the communication and student motivation dimension, items H1, H2, and H3 obtained mean values of 4.062, 4.125, and 3.969 respectively. The median value of H2 at 5.000 indicates that the majority of teachers rate their ability to build warm and enthusiastic communication with students at a high level. This is an important asset, given that effective communication between teachers and students is a prerequisite for creating a conducive classroom climate as stated by Mulyasa (2007).

Overall, the classroom management competency of Islamic Religious Education teachers at MTs in Tatanga District falls in the good category with mean values across all indicators ranging from 3.781 to 4.125. Nevertheless, the score variation indicated by standard deviation values and wide observation ranges suggests that there are fairly significant differences in classroom management capacity among teachers, most likely influenced by differences in financial conditions, experience, and employment status of each individual.

The Influence of Income Level on Classroom Management Competency of Islamic Religious Education Teachers at MTs in Tatanga District

Prior to discussing the structural model testing results, it is first necessary to present the measurement model (*outer model*) testing results as the basis for the validity and reliability of the research instrument. The complete results of the measurement model testing are presented in Table 3 below.

Table 3. *Measurement Model Results*

Variables	Indicators	Code	FL	a	CR	AVE
Income Level	Base Salary and Allowance	A1	0.861	0.956	0.980	0.779
		A2	0.828			
		A3	0.771			
	Additional Income	B1	0.881			
		B2	0.789			
		B3	0.815			
	Welfare and Financial Satifaction	C1	0.922			
		C2	0.908			
		C3	0.827			
Competency of classroom management	Classroom space Arrangement	D1	0.921	0.956	0.957	0.739
		D2	0.844			
		D3	0.917			
	Student Management	E1	0.797			
		E2	0.823			
		E3	0.807			
	Learning Time Management	F1	0.931			
		F2	0.796			
		F3	0.896			
	Communication and Student motivation	G1	0.862			
		G2	0.896			
		G3	0.871			
	Conflict Handling & Clasroom Dynamics	H1	0.901			
		H2	0.885			
		H3	0.870			

Based on Table 3 and the PLS-SEM analysis results using SmartPLS, all indicators on both variables have met the convergent validity criteria with outer loading values ranging from 0.796 to 0.931 for the classroom management competency variable, and from 0.771 to 0.922 for the income level variable, all above the required threshold of 0.70. These results indicate that each indicator is capable of measuring its construct well and consistently. The Composite Reliability (CR) values of 0.957 for classroom management competency and 0.980 for income level, as well as Cronbach's Alpha values of 0.956 for both variables, confirm that all constructs meet the reliability criteria well above the minimum threshold of 0.70. The AVE values of 0.739 for classroom management competency and 0.779 for income level, both exceeding the minimum threshold of 0.50, further confirm that the convergent validity of all constructs is well established. Furthermore, discriminant validity testing through the Fornell-Larcker criterion shows that the square root of the AVE value for the classroom management competency construct is 0.859 and for income

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level is 0.883, both greater than the inter-construct correlation value of 0.985. This confirms that although both constructs are very highly correlated, each still possesses adequate discriminant validity as a separate construct.

The structural model (inner model) testing results reveal highly significant findings. The R-Square value of 0.970 indicates that income level is able to explain 97.0% of the variation in classroom management competency of Islamic Religious Education teachers at MTs in Tatanga District. This figure is exceptionally high and warrants critical discussion. In the context of social science research, an R-Square value approaching 1.000 is statistically uncommon and must be interpreted with methodological caution. Several contextual factors may account for this magnitude. First, the use of a saturated sampling technique on a relatively small and homogeneous population of 32 teachers from a single district may have reduced the natural variance between individuals, thereby producing a stronger apparent relationship between variables than would be observed in a larger and more heterogeneous sample. Second, the strong theoretical alignment between the instrument items and the constructs they measure, while a methodological strength, may also have contributed to the high explanatory power. Third, the possibility of common method bias cannot be entirely ruled out given that both variables were measured using self-report Likert-scale questionnaires administered to the same respondents at the same time. It is therefore important to emphasize that the R-Square of 0.970 should be understood as reflecting the explanatory power of income level within this specific local context, rather than as a universally generalizable coefficient. Future studies with larger and more diverse samples are encouraged to validate or challenge this finding in broader educational settings.

The bootstrapping results show that the path coefficient (Original Sample/O) of income level on classroom management competency is 0.985, with a Sample Mean (M) of 0.983, Standard Deviation (STDEV) of 0.008, T-Statistics of 116.005 (well above the threshold of 1.96), and a P-Value of 0.000 (below the significance threshold of 0.05). These results confirm that H_1 is supported: income level has a positive and significant effect on the classroom management competency of Islamic Religious Education teachers at MTs in Tatanga District. The positive direction of the path coefficient indicates that every increase in teachers' income level is consistently followed by an increase in classroom management competency. This means that teachers with higher income levels tend to demonstrate better classroom management competency, and conversely, teachers with lower income tend to have more limited classroom management competency.

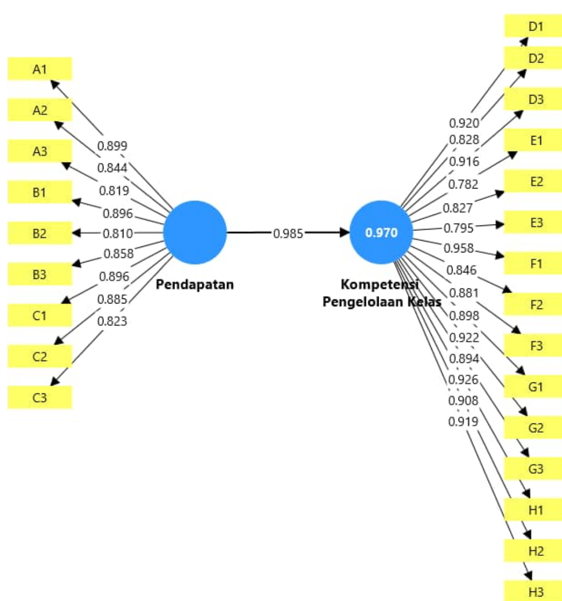

Figure 4. *Path Coefficient*

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These findings can be explained through several relevant theoretical perspectives. First, through Herzberg's two-factor theory, adequate income functions as a hygiene factor that prevents job dissatisfaction while simultaneously serving as a foundation for teachers' intrinsic motivation to improve the quality of their performance. Teachers who are not burdened by financial problems possess greater psychological capacity to concentrate on planning and implementing effective classroom management. Second, through Becker's human capital theory (1962), investment in teacher welfare, including income improvement, is essentially an investment in the overall quality of education, as prosperous teachers have greater opportunities and motivation to develop their professional capacity, including classroom management competency. Third, Adams' equity theory (1963) explains that teachers' perception of the fairness of rewards received directly influences their work motivation and commitment; teachers who feel financially valued will be more motivated to invest time and energy in creating quality classroom management. These research findings are also consistent with the findings of Annisa et al. (2025), which affirm that teacher well-being has a significant relationship with the quality of learning implementation, as well as with the study of Hutasuhut et al. (2025), which shows that teachers' financial conditions are a structural factor that cannot be overlooked in efforts to improve the quality of education in Indonesia.

CONCLUSION

Based on the results of the research and discussion that have been elaborated, it was found that the income level of Islamic Religious Education teachers at MTs in Tatanga District is generally in the good category, albeit with significant variation between certified civil servant teachers and honorary teachers. The classroom management competency of the teachers also demonstrated a good category across all its dimensions, encompassing classroom arrangement, student management, learning time management, conflict and classroom dynamics handling, as well as communication and student motivation. Most crucially, the PLS-SEM testing results prove that income level has a positive and significant influence on classroom management competency with a path coefficient value of 0.985 and an R-Square of 0.970, meaning that 97.0% of the variation in classroom management competency can be explained by teachers' income level.

These findings carry strategic implications that directly intersect with the Sustainable Development Goals (SDGs) agenda, particularly Goal 4 on quality and inclusive education. Teachers' financial well-being is not merely an individual matter, but a structural variable that determines the quality of the learning process in the classroom, and in turn, determines the quality of graduates produced. Therefore, increasing the income of Islamic Religious Education teachers, especially those with honorary status, is a strategic investment that cannot be deferred if the government and education policymakers are genuinely committed to achieving SDGs Goal 4, ensuring that every student receives quality learning from teachers who are prosperous, dignified, and professional.

Nevertheless, this study acknowledges several limitations that must be transparently stated as a basis for interpreting the findings and directing future research. First, the sample size of 32 teachers, while constituting the entire population of Islamic Religious Education teachers at MTs in Tatanga District and therefore methodologically justified through saturated sampling, remains relatively small in absolute terms. This limited sample size constrained the execution of Multi-Group Analysis (MGA) between civil servant and non-civil servant teacher subgroups with sufficient statistical reliability, leaving H_2 empirically unresolved. Second, both variables were measured exclusively through self-report Likert-scale questionnaires, which carries an inherent risk of common method bias that may have contributed to the exceptionally high R-Square value of 0.970. Third, the study was conducted within a single district with specific socioeconomic and institutional characteristics, limiting the direct generalizability of the findings to other regional or educational contexts.

Based on these limitations, several specific recommendations are put forward for future research and practical policy. Theoretically, future studies are encouraged to replicate this research design with larger and more geographically diverse samples spanning multiple districts or provinces to validate the strength and direction of the relationship between income level and classroom management competency across varied contexts. The unresolved H_2 regarding employment status as a moderating variable also represents a substantive research gap that warrants

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dedicated investigation using adequately sized subgroup samples. Methodologically, future research may consider incorporating objective performance measures or classroom observation data alongside self-report instruments to reduce common method bias and strengthen the validity of findings. Practically, the findings of this study provide a concrete empirical basis for policymakers at the district and provincial levels to prioritize the improvement of honorary teachers' welfare as a non-negotiable structural prerequisite for educational quality improvement, particularly within the framework of achieving SDGs Goal 4 on inclusive and quality education for all.

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