

Article history:

Upload: April 5th 2023;

Revision: April 8th 2023;

Accepted: April 9th 2023;

Available Online: April 10th 2023

Analysis of Leadership, Compensation and Its Influence on Work Motivation and Implications on Teacher Performance

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Teachers play an important role in the world of education, both formal, non-formal and informal education. In carrying out their duties as teachers, high work motivation is needed so that teacher performance can be improved, so that the quality of graduates can be realized. To realize this, it is necessary to have the right leadership of the principal and provide compensation in accordance with the wishes of the teacher, so that what was the goal of the previous school can be realized. This research was conducted at SMPN 1 Kubu Rokan Hilir Regency with the aim of the study, namely to determine and analyze the influence of leadership, leadership and compensation on teacher performance both directly and indirectly. The population of this study is 60 teachers, all of whom are sampled, so the census method is used for sampling. Structural Equation Modeling (SEM) was used to perform the data analysis tool model, and data processing was performed using SmartPLS software version 3.0. The findings indicate that leadership and compensation have a significant direct impact on teacher performance. Leadership has a significant impact on teacher performance through teachers' work motivation. This means that the better the headteacher's leadership in managing and managing all resources, the more motivated teachers are to get things done, and therefore teacher performance, and vice versa. Compensation has a major impact on teacher performance through job incentives of SMPN 1 Kubu teachers, Rokan Hilir Regency. This means that the amount of compensation received by each teacher will determine whether or not the teacher's work motivation is good, this has an impact on the level of achievement of teacher performance in carrying out their duties at school.

Keywords: Leadership, Compensation, Work Motivation, Teacher Performance

Introduction

Teachers are very strategic in formal, non-formal and informal education activities. The task of the teacher is indeed very heavy because the teacher has two functions, namely as a teacher as well as an educator, so that his task is not only to provide and transfer knowledge to students but also to foster students to have and develop positive attitudes and personalities that can be accounted for in the community. The success of the teaching profession is inseparable from the role of school leadership. Leadership is the code of conduct a person uses when trying to influence the behavior of others (Suranta, 2012). Communication between the principal and the teacher, if done well and intensively, will affect the teacher's attitude in carrying out his daily duties so that the completion of tasks will be optimal and vice versa.

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Teacher performance can be improved if incentives are given on time, and according to teacher needs. Compensation is one of the main things that must be considered by school management. Providing the right competition will improve performance because good performance reflects the amount of responsibility for the tasks given to the teacher, so it will directly affect his performance. Another factor that affects performance is motivation. Motivation is the desire found in individuals that stimulates them to act (Hasibuan, 2012).

The locus of this research is State Junior High School (SMP) 01 Kubu Rokan Hilir Regency which is in the Kubu Babusalam area, Rokan Hilir Regency. This can be known from the results of preliminary investigations the performance of teachers at SMPN 1 Kubu is still not optimal. The lack of optimization of teacher performance at SMPN 1 Kubu is due to the low motivation of teachers in completing work, the principal's leadership which still does not involve teacher participation and the lack of optimal teacher performance in completing school work and the lack of harmony and openness in the communication process between the principal and teachers. This can be known from the results of preliminary investigations the standard of teacher performance achievement at SMPN 1 Kubu in 2021 is still not optimal, This is reflected in indicators of the teaching and learning process, assessment of learning outcomes, training and seminars that are still not fully realized. With the various dynamics that occur, contextually the expectations as described above have not been fully realized, so that the optimization of the performance of SMPN 1 Kubu teachers still does not show optimal results.

The compensation implemented still has no impact on improving teacher performance, the low motivation of teachers can be seen from the low number of teachers who show work performance, the available resources are not adequate so that it has an impact on the level of quality of performance in schools and the decline in teacher work productivity so that it affects school performance, there is still a low desire for teachers to continue education to a higher level and still Low teacher love for their field of work, the principal has not been fully able to be a motivator for improving teacher performance. Research conducted by (Saputri & Nugraheni, 2017) concluded that compensation and leadership have a significant effect on the performance of teachers of SMK Bina Patria 2 Sukoharjo. (Nursakinah, 2018) concluded that financial compensation has a positive and significant effect on teacher performance. And the results of this study show that teaching motivation has no positive and insignificant effect on teacher performance. Because the indicators of need for appreciation are in the low category where every teacher tends to be seen as important, that what they do is meaningful, and that they have a contribution to the organization / environment in which they are located so that must be given credit for what has been given to the school. Based on the description above, Then the objectives of this study are:

1. Understand and analyze the influence of leadership on teacher work motivation
2. Understand and analyze the effect of compensation on teacher work motivation
3. Understand and analyze the influence of leadership on teacher performance
4. Understand and analyze the effect of compensation on teacher performance
5. Understand and analyze the influence of leadership on performance through teacher work motivation
6. Understand and analyze the effect of compensation on performance through teacher work motivation
7. Understand and analyze the effect of motivation on teacher performance

Literature Review

Leadership Concept

A leader is a person who possesses skills and assets, especially those who have superior ability in a certain field, so that they are able to influence others to perform certain activities together in order to realize one or more assets as an inclination (talent). , is the need of the situation of the times, so that he has the power and authority to command and guide his subordinates (Kartono, 2015). A leader is a person who possesses skills and strengths, especially in a certain area, that can inspire others to work together in certain activities to achieve one or more goals. Therefore Soepardi in (Mulyasa, 2017) defines leadership as the ability to move, influence, motivate, invite, guide, advise, lead, command, command, prohibit and even punish (if necessary), and the intentional promotion of people as a leadership medium willing to work to achieve administrative goals effectively.

According to (Arikunto, 2010), the principal can be the owner of the school, because the principal is very familiar with daily school life. A principal occupies his position because he is appointed and appointed by the superiors but to carry out his duties properly and smoothly, a principal needs to be accepted by the teachers he leads. The principal must have (1) knowledge of duties, be able to thoroughly know a lot about the environment in which the school is located, (2) the ability to understand the working relationships between various units, delegation of authority, attitudes of subordinates, and talents and shortcomings of subordinates, (3) organizational insight and special policies, laws and procedures, (4) sensitivity to build the morale of the staff faced, (5) a leader must know the lay out physically the building, operational conditions, various kinds of peculiarities and problems that usually occur. Leadership of the principal means the process of fostering mutual relationships between leaders and those led by relying on interpersonal communication skills so that mutual understanding and cooperation between personnel are established. According to Dirun said that the indicators of the principal's leadership style are:

1. Instructive Style: Directing and explaining work, Supervision
2. Consulting Style: Two-way communication, Supporting and strengthening teachers
3. Participation Style: Presence of involvement, Partial surrender of responsibility
4. Delegation Style: Authority in carrying out tasks, Placement of people

Compensation Concept

According to (Mila, 2015) compensation refers to the provision of direct and indirect compensation to employees in the form of money or items in exchange for services to the company. Furthermore, according to (Khair, 2017), remuneration is any reward a worker receives for work. Compensation viewed from the company's point of view is an element of costs that can affect the company's operational costs, recruitment process and placement of human resources. From the above understanding, it can be interpreted that compensation is something given for services provided by labor for the improvement and progress of the company. In general, the purpose of compensation is to provide all forms of appreciation for the dedication given by employees by creating fairness for employees, to increase employee motivation, desire, and morale to achieve company goals. Here are several compensation systems that can be used according to (Mila, 2015), namely:

1. Achievement System. Wages according to work performance are often referred to as wage yield systems. Wages in this way relate directly between the number of wages and work performance intended by the employee concerned.
2. Time System. The amount of compensation can be calculated based on time standards such as hours, days, weeks, months and has a certain period.
3. Contract/Volume System

According to (Mila, 2015) compensation dimensions and indicators are divided into:

1. Salary / wages, Regular payment of formal employee salaries, with certain guarantees.
2. Incentives, remuneration for services provided to certain employees, whose achievements are above standard achievements, the provision of incentives is intended to motivate employees to work more energetically so that employee productivity increases.
3. Bonus, remuneration for the work that has been carried out if it exceeds the target, is given once without a bond in the future, a percentage of the profit which is then distributed to those who are entitled to receive the bonus.
4. Benefits, providing compensation to create a sense of comfort and security at work, such as health benefits, old age benefits, pay outside working hours (illness, leave, major holidays), and others.
5. Facilities, employee service programs in the form of facilities to facilitate employees in working.

The concept of work motivation

Motivation can be interpreted as a drive that arises from within the individual to move or carry out an activity so that or behavior to achieve a predetermined goal. Someone at work also needs motivation called work motivation. High work motivation can make a person more active and diligent in working. Being active in work means being able to carry out tasks and others well. Motivation according to Juwono in Setiawan divides motivation into 2 types (Aini, 2013).

1. Internal motivation is motivation that is awakened from within oneself, where the workforce can work because it is interested and happy with its work, satisfaction, and happiness. Internal motivation includes: Needs, Wants, Cooperation, Pleasure at work, Employee conditions, Encouragement.
2. External Motivation is motivation that comes from outside. Included in the external motivation are: Rewards (salary), Expectations, Incentives (bonuses).

Work motivation according to (Sofyan & Uno, 2012), is an encouragement from within and outside oneself to do something that is visible from the internal dimension and external dimension. Various characteristics that can be observed for someone who has work motivation according to Kenneth and Yukl include the following: (a) his performance depends on his effort and ability compared to performance through the group, (b) can complete difficult tasks, and (c) there is often concrete feedback on how he should carry out the task optimally, effective, and efficient, (Tukiyo, 2015). Teachers' work motivation is the condition that teachers are willing or need to achieve a certain goal by completing a certain task, (Sofyan & Uno, 2012).

An active teacher reflects that the teacher has a high enthusiasm to improve self-quality. According to (Sutrisno, 2009), There are internal factors and external factors that affect motivation. Intrinsic factors include desire for life, desire to belong, desire to be appreciated, desire for approval, desire for power. External factors that affect work motivation include work environment conditions, fair remuneration, good supervision, job security, status and responsibilities, and flexible regulations. (Sofyan & Uno, 2012), stated that the indicators of teacher work motivation appear through: Responsibility in doing work, achievements achieved, self-development, and independence in action. These four things are important indicators to track teacher work motivation. Teacher work motivation also has two dimensions, namely: 1) the internal drive dimension and 2) the external drive dimension.

Performance Concept

Motivation is influenced by a blend of internal and external factors. The former encompasses the drive to live, fit in, be acknowledged, feel validated, and assert authority. External factors encompass the work environment, equitable compensation, competent supervision, job stability,

rank and duties, and adaptable rules and regulations. According to the definition of (Mangkunegara, 2009), performance (job performance) is the result of the quality and quantity of work done by an employee in performing his duties according to the duties assigned to him. According to Rivai (201:6), achievements are real behaviors exhibited by everyone, i.e. the performance of work performed by employees according to their role in the company. Meanwhile, according to (Simanjuntak, 2011), achievement is the degree to which the results of performing a given task are realized. Company performance is the degree to which results are achieved to achieve company goals.

Performance management is the totality of activities undertaken to improve the performance of a company or organization, including the performance of individual individuals and workgroups within the company. Education will be successful if the quality of the human resources involved is good. Teachers are one of the human resources of educational institutions. The teacher's role in producing high-quality students can be measured by a teacher's optimal or sub-optimal performance. Achievement is the result of some professional function or activity and includes three aspects, namely: the clarity of the task or work for which they are responsible; the clarity of the expected results of an activity or function; the clarity of the time required to complete a job, to achieve the desired result. Meanwhile, according to Fatah, performance is interpreted as progressive performance based on knowledge, attitude, and work motivation. The following describes each dimension and indicator for teacher performance variables.

1. Quality of work, including material mastery, teaching process management, and course management indicators.
2. Work Speed / Accuracy with indicators using media or learning resources, mastering educational foundations, and planning teaching programs
3. Initiative in work, with indicators of leading the class, managing teaching, and learning interactions and assessing student learning outcomes
4. Ability to work with indicators using various methods in learning and understanding and carrying out extension guidance functions and services.
5. Communication with indicators of understanding and organizing school administration and understanding and being able to interpret research results to improve the quality of learning

Previous Research

Research on the same topic has been conducted by (Sumartono et al., 2020) carried out a project called The Influence of Principal Leadership and Work Compensation on the Motivation of Vocational Teachers in Lingsar District. a. This is the result of the research: 1) there is a positive influence of the principal's leadership on the motivation of vocational teachers in Lingsar District, 2) there is a positive influence of providing work compensation on teacher motivation, and 3) there was a positive influence of the principal's leadership and work compensation together on teacher motivation by 47.60%. This shows that improving the leadership of school principals and providing work compensation can increase the motivation of vocational teachers in Lingsar sub-district. Research conducted by (Saputri & Nugraheni, 2017), concluded that the results of hypothesis testing that had been done, the results of this study showed compensation had a positive value of 0.458 with a significance of 0.009 smaller than 0.05. Thus there is an influence between compensation and teacher performance so that hypothesis 1 is accepted. This means when the compensation received by the teacher. The results proved that the value of the coefficient had an influence of 0.430 on the significance of $0.014 < 0.05$. The leadership carried out by the head of SMK Bina Patria 2 Sukoharjo has a positive and significant effect on teacher performance. The compensation applied at SMK Bina Patria 2 Sukoharjo is the most influential on teacher performance.

(Nursakinah, 2018) concluded that financial compensation has a positive and significant effect on teacher performance. And the results of this study show that teaching motivation has no positive and insignificant effect on teacher performance. Because the indicators of need for appreciation are in the low category where Every teacher is seen as important, what they do has meaning, and they contribute to the organization/environment in which they are located so that must be given credit for what has been given to the school.

Hypothesis

The hypothesis of this study is:

1. There is a suspicion that leadership has a significant effect on teacher work motivation
2. There is a suspicion that compensation has a significant effect on teacher motivation
3. There is a suspicion that leadership has a significant effect on teacher performance
4. There is a suspicion that compensation affects teacher performance
5. There is a suspicion that leadership has a significant effect on performance through teacher work motivation
6. There is a suspicion that compensation has a significant effect on performance through teacher work motivation
7. There is a suspicion that motivation has a significant effect on teacher performance

Operational Definition of Research Variables

The operational definition of the research variables and indicators of each variable:

Table 1. Operational Definitions of Research Variables

No	Variables/Definitions	Dimension	Indicators	Scale
1	Leadership According to (Rivai & Mulyadi, 2012) is the overall pattern of actions of a leader, whether seen or not by his subordinates	Instructive Style	1. Directing and explaining work, 2. Supervision	Ordinal
		Consulting Style	1. Two-way communication, 2. Supporting and strengthening teachers	Ordinal
		Participation Style	1. The presence of involvement, 2. Partial handover of responsibility	Ordinal
		Delegation Style	1. Authority in carrying out duties, 2. People placement	Ordinal
2	Compensation (Mila, 2015) said Compensation pertains to the exchange of monetary or non-monetary rewards between an organization and its employees for the services rendered. These rewards can be provided in the form of direct or indirect remuneration.	Salary/wages	1. Fairness in the provision of salaries, 2. Eligibility in the provision of salaries, and 3. Punctuality in payroll	Ordinal
		Incentive	1. Fairness in the provision of incentives, 2. Eligibility in providing incentives, 3. Punctuality in providing incentives	Ordinal
		Bonus	1. Fairness in the awarding of bonuses, 2. Eligibility in the provision of bonuses, 3. Punctuality in bonus awarding	Ordinal
		Allowances	1. Provision of health benefits, 2. Provision of holiday allowances, 3. Provision of accident benefits	Ordinal
		Facilities	1. Completeness of work facilities 2. Eligibility of Work facilities	
3	Motivation Motivation can be interpreted as a drive that arises from within the individual to move or carry out an activity so that or behavior to achieve a predetermined goal	Internal Motivation	1. Responsibility of teachers in carrying out duties 2. Carry out tasks with clear targets 3. Have clear and challenging goals 4. There is feedback on the results of his work 5. Have a feeling of pleasure at work 6. Always strive to outperform others 7. Prioritized achievement from what is done	Ordinal

		External Motivation	1. Always trying to meet the needs of life and work needs 2. Happy to get praise from what is done 3. Work in the hope of obtaining incentives 4. Work in hopes of gaining attention from friends and superiors	Ordinal
4	Performance According to (Rivai & Mulyadi, 2012), Every individual's work output, in accordance with their organizational role, is demonstrated through their performance. This substantiates as a tangible behavior showcased by employees.	Quality of Work	1. Mastering the material 2. Manage teaching and learning 3. Manage classes	Ordinal
		Work Speed / Accuracy	1. Using media or learning resources 2. Mastering the foundation of education 3. Planning a teaching program	Ordinal
		Initiative in work,	1. Lead the class 2. Manage BM interactions 3. Assess learning outcomes	Ordinal
		Employability	1. Using various methods in learning 2. Understand and implement the functions and services of extension guidance	Ordinal
		Communication	1. Understand and administer school administration 2. Understand and be able to interpret research results to improve the quality of learning	Ordinal

Methods

The study was conducted for a period of three months, from June to August 2022, at SMPN 1 Kubu Rokan Hilir Regency. The research involved primary and secondary data sources, collected through questionnaires, interviews, observations, and research files. The target population consisted of 60 teachers of SMPN 1 Kubu Rokan Hilir Regency, all of whom were included in the study sample, which was selected using the census method. The study employs two data analysis techniques: descriptive statistical analysis and Structural Equation Modeling (SEM) analysis. The process of data analysis and structural modeling, carried out using PLS (Partial Last Square) software, follows the steps outlined below:

1. Design a structural model or inner model
The Inner Model describes the relationship between latent variables based on substantive theory.
2. Design a measurement model or outer model
Outer model or measurement model in principle, the measurement model is one way to measure how far the indicator can explain the late variable.
3. Draw a path chart. Steps one and two if it has been done, then so that the results are easier to understand, the results of designing the inner model and outer model.

Table 2. Partial Least Square (PLS) Assessment Criteria

Test Model	Output	Criterion
Outer Model	<i>Convergent Validity</i>	The <i>loading factor value of 0.50-0.60</i> is considered sufficient
	<i>Discriminant Validity</i>	The correlation value of <i>cross loading</i> with its latent variable must be greater than the correlation to other latent variables
	AVE	Ave value must be above 0.50
	<i>Composite Reliability</i>	≥ 0.60
Inner Model (Hypothesis Test)	R2 for endogenous latent variables	The R2 result is 0.67; 0,33; and 0.19 indicates that the model is good, moderate, and weak.
	Parameter coefficients and statistical T-	The estimated value for path relationships in structural modems should be significant. Obtained by <i>bootstrapping procedure</i> .

Source: Gendro, 2014

Results

In the initial part of the discussion of the results of this study, attention will be paid to the identity of respondents. Respondents based on the type of kelami can be seen in Figure 2.

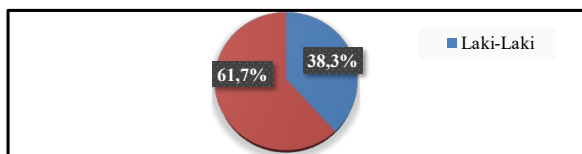


Figure 2: Identity of respondents by gender

Source: Data Processing Results, 2022

There are more female teachers compared to male teachers on duty at SMP Negeri 01 Kubu Babusslam. This condition illustrates that the teaching profession is in great demand by women, because the nature and character of women are more gentle, nurturing and can easily convey moral messages to their students.

The identity of the next respondent is age and the result is as shown in Figure 3.

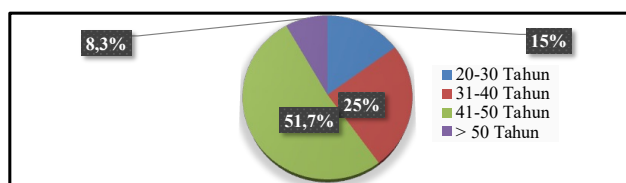


Figure 3: Identity of Respondents by Age

Source: Data Processing Results, 2022

Most teachers in charge of SMP Negeri 01 Kubu Babussalam are over 41 years old. These results illustrate that teachers already have good work experience, emotionally controlled and so on. It is hoped that this can increase the work motivation and performance of the teacher. Furthermore, respondents can be seen based on the last level of education, as presented in Figure 4.

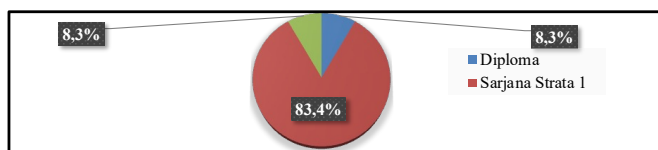


Figure 4: Identity of respondents based on recent education

Source: Data Processing Results, 2022

The respondents in this study were dominated by teachers with the last level of education Bachelor Strata 1 (S1). Education level is often a requirement in the world of work. With an adequate level of education will be able to affect teacher performance and work motivation of the teacher. As with current government regulations, where the minimum requirement for teacher education is strata one. Seeing this condition, SMP Negeri 01 Kubu Babussalam sudah fulfilled the government's regulations.

The next stage of analysis is to conduct a statistical descriptive analysis of respondents' responses to statements related to variables of principal leadership, compensation, work motivation and teacher performance. The following in Table 3 is presented a recapitulation of the respondents' responses:

Table 3. Recapitulation of the average value of respondents' total responses to the research variable statement

No	Variable	Number of Items	Total Average Value	Criterion
1	Principal's Leadership	8	4,29	Good
2	Sensation	14	4,29	Good
3	Work Motivation	12	4,26	Good
4	Teacher Performance	13	4,36	Good

Source: Data Processing Results, 2022

The principal's leadership variable, which was assessed using 9 statements, obtained an average total score of 4.29 with good criteria. This result explains that the leadership of the principal at SMP Negeri 01 Kubu Babussalam has implemented the leadership function well, namely by directing and explaining the work that is the teacher's duty, conducting supervision, conducting

two-way communication, supporting and strengthening teachers, direct involvement in school activities, handing over part of the responsibility to the vice principal, There is authority in carrying out duties and can place teachers in accordance with their abilities.

The compensation variable was assessed using 14 statements and from the results of descriptive analysis obtained an average score value of 4.29 with good criteria. This result explains that in general, teachers at SMP Negeri 01 Kubu Babussalam stated that the compensation they received was in accordance with being able to meet their needs. Because teachers have received salaries, bonuses, incentives, goals, and other facilities. Furthermore, the work motivation variable was assessed using 12 statements and had an average value of 4.26 with good criteria. These results explain that teacher work motivation is good when viewed from internal motivation and external motivation. And at the end is the teacher performance variable, from the results of respondents' responses obtained an average score of 4.36 from 13 statements with good criteria. This explains that teacher performance is good if considered from the quality of work results, accuracy and speed of work, ability, communication and so on.

The path coefficient value indicates the level of significance in hypothesis testing. The results of the SmartPLS output for the variant test results (R2), showed that leadership and compensation were able to explain the variability of work motivation constructs of 77.1%, while the remaining 22.9% was explained by other constructs outside those studied in this study. Furthermore, leadership and compensation were able to explain the variability of teacher performance contracts, which was 90.4%, while the remaining 9.6% was explained by other constructs outside those studied in this study.

Table 4: Equation Model Structure

Research Variables	Original Sample (O)
Leadership -> Motivation	0,400
-> Motivation Compensation	0,510
Leadership -> Teacher Performance	0,193
-> Teacher Performance Compensation	0,700
Motivation -> Teacher Performance	0,690
Leadership -> Motivation -> Teacher Performance	0,636
Compensation -> Motivation -> Teacher Performance	0,646

Source: Data Processing Results, 2022

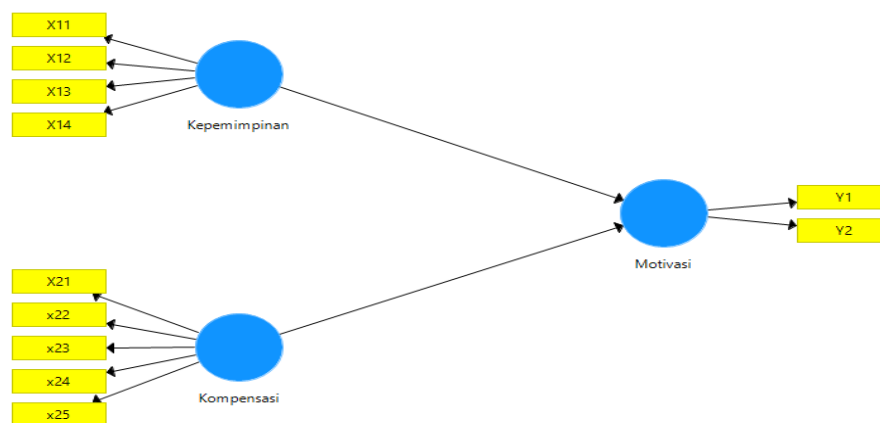


Figure 3: Structure of Equation I Model

Source: Data Processing Results, 2022

$$Y = \beta_1 X_1 + \beta_2 X_2$$

Work Motivation = 0.400 * Leadership + 0.510 * Compensation

From the structure of the equation I model, it can be explained that the leadership variable has a positive relationship with teacher work motivation, which is 0.400. This means that if leadership increases by one unit assuming constant compensation or no change, then teacher work motivation will increase by 0.400 units and vice versa, if leadership decreases by one unit assuming constant compensation or no change, then teacher work motivation will also decrease by 0.400 units. Furthermore, the compensation variable has a positive relationship with teacher work motivation, which is 0.510. This means that if the compensation increases by one unit assuming constant leadership or no change, then teacher work motivation will increase by 0.510 units and vice versa if compensation decreases by one unit assuming constant leadership or no change, then teacher work motivation will also decrease by 0.513 units.

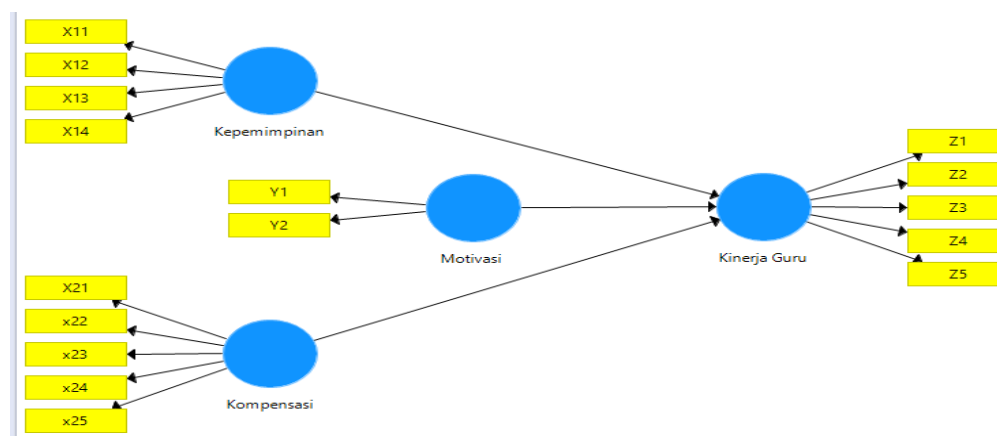


Figure 4: Structure of Equation II Model
Source: Data Processing Results, 2022

$$Z = \beta_3 X_1 + \beta_4 X_2 + \beta_5 Y$$

Teacher Performance = 0.193 * Leadership + 0.700 * Compensation + 0.690 * Work Motivation

From the structure of the equation II model, it can be explained that the leadership variable has a positive relationship with teacher performance, which is 0.193. This means that if leadership increases by one unit assuming teacher compensation and work motivation are constant or do not change, then teacher performance will increase by 0.193 units and vice versa, if leadership decreases by one unit assuming teacher compensation and work motivation are constant or do not change, then teacher performance will also decrease by 0.193 units. The compensation variable has a positive relationship with teacher performance, which is 0.700. This means that if compensation increases by one unit assuming teacher leadership and work motivation are constant or do not change, then teacher performance will increase by 0.700 units and vice versa, if compensation decreases by one unit assuming teacher leadership and work motivation are constant or do not change, then teacher performance will also decrease by 0.700 units. Furthermore, the variable of teacher work motivation has a positive relationship with teacher performance, which is 0.690. This means that if the provision of teacher work motivation increases by one unit assuming constant leadership and compensation or does not change, then teacher performance will increase by 0.690 units and vice versa, if teacher work motivation decreases by one unit assuming leadership and compensation is constant or does not change, then teacher performance will also decrease by 0.690 units.

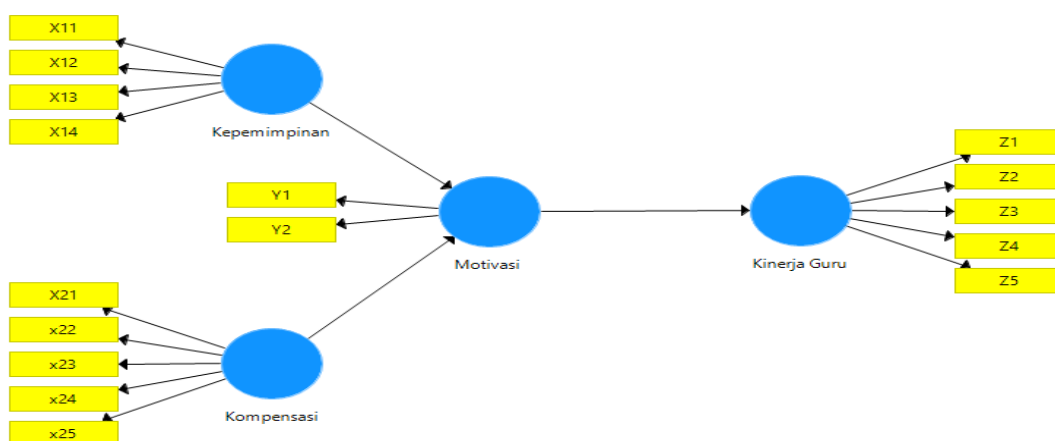


Figure 5: Structure of Equation III Model

Source: Data Processing Results, 2022

$$Z = \beta_6 \times 1 \ m_1 + \beta_7 \times 2 \ m_2$$

Teacher Performance = 0.636 * Leadership with Teacher Work Motivation Mediation + 0.646 * compensation with Teacher Work Motivation Mediation

From the structure of the equation III model, it can be explained that the leadership variable through teacher work motivation has a positive relationship with teacher performance, which is 0.636. This means that if leadership through teacher work motivation increases by one unit assuming compensation through teacher work motivation is constant or does not change, then teacher performance will increase by 0.193 units and vice versa, if leadership through teacher work motivation decreases by one unit assuming compensation through teacher work motivation is constant or does not change, Then teacher performance will also decrease by 0.193 units.

Furthermore, the variable compensation through teacher work motivation has a positive relationship with teacher performance, which is 0.646. This means that if compensation through teacher work motivation increases by one unit assuming leadership through teacher work motivation is constant or does not change, then teacher performance will increase by 0.646 units and vice versa, if compensation through teacher work motivation decreases by one unit assuming leadership through teacher work motivation is constant or does not change, Then teacher performance will also decrease by 0.646 units.

Table 5: Path Coefficients Test Results

Variable	T Statistics (O/STDEV)	P-Values	Ket
Leadership -> Motivation	2,150	0,032	Accepted
-> Motivation Compensation	2,765	0,006	Accepted
Leadership -> Teacher Performance	2,225	0,027	Accepted
-> Teacher Performance Compensation	8,904	0,000	Accepted
Motivation -> Teacher Performance	7,994	0,000	Accepted
Leadership -> Motivation -> Teacher Performance	7,855	0,000	Accepted
Compensation -> Motivation -> Teacher Performance	7,949	0,000	Accepted

Source: Data Processing Results, 2022

The findings of the first hypothesis in this study show that leadership has a significant effect on the work motivation of SMPN 1 Kubu teachers, Rokan Hilir Regency. This means that the better the leadership shown by the principal, the more motivation teachers will have in carrying out their duties as educators. The role of leadership in increasing teacher motivation must be carried out so that the educational process can run effectively and efficiently, in this case teachers

are required to have adequate competence both in terms of type and content. The results of this study support (Carman, 2014) research, which concluded that leadership has a significant effect on the work motivation of Madrasah Aliyah Negeri teachers in Pandeglang Regency. The results of research by (Juwaeni, 2014), also concluded that leadership has a significant effect on the work motivation of elementary school teachers at UPTD Dikpora, Jebres District, Surakarta City. Furthermore, the results of (Sulastri, 2013), concluded that leadership has a significant effect on the work motivation of teachers of SMP Negeri 2 Wonogiri and SMP Negeri 1 Selogiri.

The findings of the second hypothesis in this study show that compensation has a significant effect on the work motivation of SMPN 1 Kubu teachers, Rokan Hilir Regency. This means that the more appropriate the compensation received by the teacher, the more it will encourage the teacher to be more motivated in preparing teaching materials, implementing the teaching and learning process as well as in the implementation of grading and evaluating student assessment. This study correlates with research conducted by (Desmiati, 2021) which concluded that compensation has a significant effect on the work motivation of primary school teachers in Pali District. In the journal (Mariatie, 2021), it was also concluded that compensation has a significant effect on the work motivation of Bekasi Regency High School teachers. Furthermore, the results of (Husniati, 2020), concluded that compensation has a significant effect on the work motivation of teachers of SMK NU Muara Padang.

The findings of the third hypothesis in this study show that leadership has a significant effect on the work of teachers of SMPN 1 Kubu Rokan Hilir Regency. This means that the principal who is able to carry out his roles and duties well as a leader will make the teacher's performance achievement higher. Leadership here refers more to the ability and skill of the principal in directing important factors for effective performance. This study correlates with (Yusmawati, 2022) which concluded that leadership has a significant effect on the performance of SMPN 1 Bangkinang Kota teachers. The results of research by (Widaningsih, 2018), also concluded that leadership has a significant effect on the performance of teachers of SMA Negeri 15 Semarang. Furthermore, (Sukaisih & Verawati, 2015), concluded that leadership has a significant effect on teacher performance at the Al Muslim Tambun Foundation.

The findings of the fourth hypothesis in this study show that compensation has a significant effect on the work of teachers of SMPN 1 Kubu Rokan Hilir Regency. This means that the amount of compensation received by each teacher personnel will have an impact on the level of achievement of teacher performance in carrying out their duties as teaching staff and student education personnel at school. The results of this study were conducted by (Musran, 2020), which concluded that compensation had a significant effect on the performance of Madrasah Aliyah Negeri (MAN) 1 Pangkalpinang teachers. It was also concluded that compensation had a significant effect on the performance of Labshool Cibubur teachers. Furthermore, in (Wagiyem, 2020), it was concluded that compensation had a significant effect on teacher performance at the Miryam Telukbetung Bandar Lampung Institute Foundation.

The findings of the fifth hypothesis in this study show that teacher work motivation has a significant effect on the work of SMPN 1 Kubu teachers, Rokan Hilir Regency. This means that the more motivated teachers are in carrying out their duties as teaching staff and student educators, the higher the level of contribution to the performance achieved. This research is in line with research conducted by (Gustiawati, 2015), which concluded that teacher work motivation has a significant effect on the performance of high school teachers. (Caksana, 2019), also concluded that teacher work motivation has a significant effect on the performance of SMAN 1 Tulungagung teachers. Furthermore, (Musran, 2020), concluded that teacher work motivation has a significant effect on the performance of MAN 1 Pangkalpinang teachers.

The findings of the sixth hypothesis in this study show that leadership has a significant effect on teacher performance through the work motivation of SMPN 1 Kubu teachers, Rokan

Hilir Regency. This means that the better the principal's leadership role in managing and managing all resources within the scope of the school, it will make teachers more motivated in carrying out their duties as educators so that it will have an impact on improving the performance of each teacher. This study supports research by (Carman, 2014), which concluded that leadership has a significant effect on teacher performance through the work motivation of Madrasah Aliyah Negeri teachers in Pandeglang District. The results of research by (Juwaeni, 2014), also concluded that leadership has a significant effect on teacher performance through the work motivation of elementary school teachers at UPTD Dikpora, Jebres District, Surakarta City. Furthermore, (Sulastri, 2013), concluded that leadership has a significant effect on teacher performance through the work motivation of teachers of SMP Negeri 2 Wonogiri and SMP Negeri 1 Selogiri.

The findings of the seventh hypothesis in this study show that compensation has a significant effect on teacher performance through the work motivation of SMPN 1 Kubu teachers, Rokan Hilir Regency. This means that the amount of compensation received by each teacher will determine how much motivation the teacher will create so that it will have an impact on the level of achievement of teacher performance in carrying out their duties at school. Research supports (Desmiati, 2021), which concluded that compensation has a significant effect on teacher performance through the work motivation of primary school teachers in Pali District. (Mariatie, 2021), also concluded that compensation has a significant effect on teacher performance through the work motivation of Bekasi Regency High School teachers. Furthermore, (Husniati, 2020), concluded that compensation has a significant effect on teacher performance through the work motivation of teachers of SMK NU Muara Padang.

Conclusion

The findings of the first hypothesis in this study show that leadership has a significant effect on the work motivation of SMPN 1 Kubu teachers, Rokan Hilir Regency. This means that the better the leadership shown by the principal, the more motivation teachers will have in carrying out their duties as educators.

The findings of the second hypothesis in this study show that compensation has a significant effect on the work motivation of SMPN 1 Kubu teachers, Rokan Hilir Regency. This means that the more appropriate the compensation received by the teacher, the more it will encourage the teacher to be more motivated in preparing teaching materials, implementing the teaching and learning process as well as in the implementation of grading and evaluating student assessment.

The findings of the third hypothesis in this study show that leadership has a significant effect on the work of teachers of SMPN 1 Kubu Rokan Hilir Regency. This means that the principal who is able to carry out his roles and duties well as a leader will make the teacher's performance achievement higher.

The findings of the fourth hypothesis in this study show that compensation has a significant effect on the work of teachers of SMPN 1 Kubu Rokan Hilir Regency. This means that the amount of compensation received by each teacher personnel will have an impact on the level of achievement of teacher performance in carrying out their duties as teaching staff and student education personnel at school.

The findings of the fifth hypothesis in this study show that teacher work motivation has a significant effect on the work of SMPN 1 Kubu teachers, Rokan Hilir Regency. This means that the more motivated teachers are in carrying out their duties as teaching staff and student educators, the higher the level of contribution to the performance achieved.

The findings of the sixth hypothesis in this study show that leadership has a significant effect on teacher performance through the work motivation of SMPN 1 Kubu teachers, Rokan Hilir

Regency. This means that the better the principal's leadership role in managing and managing all resources within the scope of the school, it will make teachers more motivated in carrying out their duties as educators so that it will have an impact on improving the performance of each teacher.

The findings of the seventh hypothesis in this study show that compensation has a significant effect on teacher performance through the work motivation of SMPN 1 Kubu teachers, Rokan Hilir Regency. This means that the amount of compensation received by each teacher will determine how much motivation the teacher will create so that it will have an impact on the level of achievement of teacher performance in carrying out their duties at school.

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