

Compensation and Work Motivation Effect on Teacher Performance at Baitul Makmur Foundation Malang

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Abstract

This study aims to describe compensation, work motivation, and teacher performance as well as the effect of compensation on teacher performance both directly and indirectly through work motivation as an intervening variable, the sampling technique used in this study is a saturated sample, which uses the entire population as a sample at the Baitul Makmur Foundation teacher in Malang. The data analysis tool used is Structural Equation Modeling (SEM) analysis using the PLS version 3.0 application. Based on the results of data analysis shows that compensation has no effect on work motivation, while compensation has an effect on teacher performance at Baitul Makmur Foundation Malang, while work motivation is not able to mediate the effect of compensation on teacher performance at Baitul Makmur Foundation Malang.

Keywords

compensation; work motivation; teacher performance



I. Introduction

Education is seen as one of the main human needs in material and spiritual development in facing the era of progress. One of the important factors in ensuring a quality education system and producing a quality generation is the availability of quality teachers. That is a teacher who not only conveys knowledge (transfer of knowledge), but is also able to be a role model (transfer of values) for his students. Therefore, teachers are one of the resources that determine the success of education, especially in teaching and learning activities in schools (Pratiwi, 2021).

Teacher performance is the ability of a teacher to provide learning at school and has responsibility for his efforts in improving student learning achievement (Supardi, 2019). It means, a teacher has the ability to deliver learning that is easily understood by students, not just teaching in a text book. In addition, good teacher performance is expected to be able to create efficiency and effectiveness of learning as well as to shape the discipline of students, schools, and teachers themselves. This shows that teacher performance is not only assessed from the output in the form of increasing student achievement but also a change in discipline. There are several factors that affect teacher performance, including work motivation and compensation (Mariatie et al., 2021).

Work motivation can develop through the individual himself (internal) and the surrounding environment (external). The internal factors are education level, individual disposition, future wishes or expectations, and past experiences. External factors include compensation, work environment, leadership and leaders, encouragement or guidance from superiors and demands for organizational development or tasks (Harahap & Khair, 2019). Therefore, a teacher needs work motivation in him that will provide enthusiasm so it can produce quality and quantity performance.

Another factor that affects teacher performance is compensation. Compensation is a reward given by the institution/foundation to teachers in the form of financial or non-financial for a certain period (Sari, 2019). The size of the compensation received by a teacher is a measure of the value of his performance, it also has a considerable influence on teachers and institutions. Compensation or wages are useful for the welfare of teachers in order to survive so that teachers work more diligently (Pigai et al., 2019). One of the way to make teachers active in carrying out their obligations is to provide compensation in the form of allowances and other facilities. However, the problem here is not all educational institutions have the ability to provide compensation that can meet the needs of the teachers in their schools. As stated by Morice, et al (2003) “problems that many schools still face today, including low teacher salaries, faculty retention problems, teacher quality concerns, morale issues, and the absence of a recognition and reward system”.

Sari (2019) in his research shows that compensation has a negative and insignificant effect on teacher performance at the Sinar Husni Education Foundation. The indicators used in the compensation variable are financial and non-financial. Indicators on teacher performance variables are work quality, work speed, initiative in work, work ability, and communication. Meanwhile, the research of Sherly et al., (2021) shows that compensation has a positive and significant effect on teacher performance. The indicators on the compensation variable are salary/wages, bonuses, health insurance, vacation or leave and work compensation. Indicators on teacher performance variables are planning learning, implementing a quality learning process, and assessing and evaluating learning outcomes.

Malang city is one of the areas in the province of East Java. Malang city is known as a student city. There are several things that make Malang worthy of being called a student city in Indonesia, including the city's location and friendly climate, easy access to transportation, and relatively affordable living costs. Based on data from the Malang City Education Office, the number of private educational institutions in Malang City is quite large. Starting at the TK/RA level as many as 441, SD/MI as many as 145, SMP/MTS as many as 112, SMA/MA as many as 63, SMK as many as 47. This number is comparable to the number of teachers who teach in public and private, namely 4,000 teachers, 2,000 of whom are non-permanent teachers or commonly called honorary teachers. Honorary teachers or non-permanent teachers are teachers who are paid according to the number of hours of teaching, with a nominal that is still far below the minimum wage.

Baitul Makmur Foundation Malang is a private educational institution located on Jalan Raya Sawojajar alley 17B no.58 Kedungkandang District and has been established since 2000. For approximately 20 years, the Baitul Makmur Foundation has developed various educational institutions, starting from the KB-TK level, SD, SMP, and SMK/MA. In accordance with Law number 20 of 2003, education providers in Indonesia are not only limited to the government, but can also involve the community (private sector) to contribute to education. The vision of the Baitul Makmur Foundation is to become an excellent educational and social institution that produces a generation of Muslims with character based on the Qur'an and Hadits and with national and global perspectives. To realize this vision, it is necessary to have good teacher performance supported by strong work motivation and compensation in accordance with the workload. Especially with the fact on the ground that more and more private and boarding-based educational institutions are developing in the Sawojajar area, this has become a threat in itself for the sustainability of the Baitul Makmur Foundation of Malang.

Based on the problems and the results of previous studies, researchers are interested in conducting research on teacher performance, compensation, and work motivation. So

this research is entitled "Compensation and Work Motivation Effect on Teacher Performance at Baitul Makmur Foundation Malang".

II. Review of Literature

2.1 Compensation

Organizational compensation may include various types of rewards and bonuses, such as basic salary and wages, additional salaries and wages, incentive and bonus payments and other services (Robbins, 2010). Compensation is provided with basically two objectives as a reward for the past services to the organization and as stimulus to increase performance in future (Singh, 2007). The pure definition of this word (compensation) is money awarded to a person to compensate that person for his or her time, effort, abilities, knowledge, experience and skill provided to an employer (Biswas, 2013). According to (Harahap & Khair, 2019) the compensation indicators are as follows: 1) Wages and salaries, 2) Incentives, 3) Allowances, 4) Facilities.

2.2 Work Motivation

Motivation is a condition that has an effect on generating, directing and maintaining behavior related to the work environment (McCormick, 1985). Motivation is an process that starts with a physiological or psychological defeciancy or need that activate behavior or adrive that is aimed at a goal or incentive (Luthans, 2011). Work motivation as a willingness to expend a high level of effort towards organizational goals, which is conditioned by the ability of these efforts to meet an individual need. (Robbins and Judge, 2013). According to McClelland (1987), work motivation can be influenced by need factors, including: 1) Need for achievement, 2) Need for power, 3) Need for affiliation.

2.3 Teacher Performance

Performance refers to the achievement of employee goals for the tasks assigned to him (Casio, 1992). Meanwhile, according to Glassman (1986), teacher performance is not only shown by the work, but also by behavior at work. Teacher performance can be seen clearly in learning which is shown from the acquisition of learning outcomes produced by their students. Performance can be influenced by various factors, both internal factors and environmental factors directly or indirectly. According to Ivancevich, Konopaske and Matteson (Busro in Edward, 2020) that performance shows the ability and skills of workers. Performance is a person's success in carrying out tasks, work results that can be achieved by a person or group of people in an organization in accordance with their respective authorities and responsibilities (Wulandari, 2021). According to Yani in Syardiansyah (2020) performance is a result of work achieved by a person in carrying out the tasks assigned to him based on skill, experience and sincerity as well as time. This means that in work contains elements of the standard that achievement must be met, so, for those who reach the standards set means good performance (Wahjudewanti, 2021). The quality of good teacher performance will show good student learning outcomes. Not only in terms of the quality of learning and the suitability of the level of learning, teacher performance can also be seen from the aspect of curriculum implementation carried out by the teacher.

III. Research Method

This type of research is quantitative, because the foundation in this research uses the philosophy of positivism. The method used in this research is the explanatory method (Sugiyono, 2013). The approach used by researchers in addition to digging data from respondents, is also to test hypotheses. The research was conducted on teachers of the Baitul Makmur Foundation in Malang and the research time was carried out for 4 (four) months.

In determining the sample, the researchers used the entire population of 70 teachers. According to Arikunto (2012), if the total population is less than 100 people, then the total number of samples is taken, or also called the saturated sample calculation. This study uses primary data sources and secondary data, data collection methods by distributing questionnaires. In the development of the instrument using a Likert scale of 1-5. The analysis used includes research instrument testing, SEM-PLS assumption test, and hypothesis testing. The data was processed using PLS version 3.0.

Path Diagram Construction

The results of the design of the inner model and outer model are expressed in the form of a path diagram, as follows:

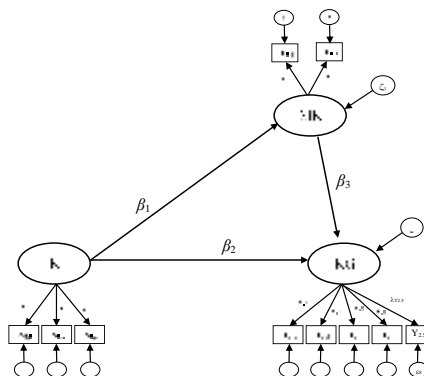


Figure 1. Path Diagram for Designing Inner Model and Outer Model

1. Structural equations that explain the direct effect of compensation on work motivation.

$$MK = \beta_1 K + \zeta_1$$
2. Structural equations that explain the direct effect of compensation on teacher performance.

$$KG = \beta_2 K + \zeta_2$$
3. Structural equations that explain the direct effect of work motivation on teacher performance.

$$KG = \beta_3 MK + \zeta_2$$
4. Structural equations that explain the indirect effect of compensation variables on teacher performance through work motivation.

$$KG = \beta_2 K + \beta_3 MK + \zeta_2$$

Information:

K = Compensation
 MK = Work Motivation

- KG = Teacher Performance
 β = Beta, coefficient of influence between latent variables
 ζ = Zeta, model error coefficient (residual)

IV. Results and Discussion

4.1 Results

Characteristics of respondents from 70 respondents who participated in this study which included gender and age, as follows:

Table 1. Characteristics of respondents

	Category	Total	%
Age	20-30	24	34,3
	>30-40	20	28,6
	>40-50	17	24,3
	No answer	9	12,8
Gender	Male	28	40
	Female	42	60

a. Validity Test

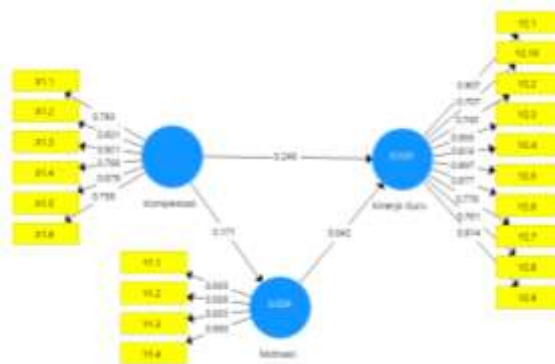


Figure 2. Output Loading Factor Modeling

Based on Figure 2, the output shows that the loading factor gives a value above the recommended value of 0.5. According to Ghazali (2016) a correlation can be said to meet convergent validity if it has a loading value of greater than 0.5. So that the indicators used in this study have met convergent validity.

b. Reliability Test

Table 2. Latent Variable Reliability Test Results

Construct	Cronbach's Alpha	Composite Reliability	Description
Compensation (X)	0,909	0,927	Reliabel
Work Motivation (Y ₁)	0,954	0,966	Reliabel
Teacher Performance (Y ₂)	0,952	0,959	Reliabel

Table 2 shows that all latent variables measured in this study have Cronbach's Alpha and Composite Reliability values greater than 0.7 so it can be said that all latent variables are reliable.

c. Structural Model Evaluation (*Inner Model*)

Table 3. R Square test results

Model	R Square	R Square Adjusted
Teacher Performance	0,528	0,512
Work Motivation	0,029	0,013

Based on table 3, it can be seen that the R-Square value for the Teacher Performance variable is 0,528 and the R-Square value obtained by the Work Motivation variable is 0,029. From this value, it can be explained that the percentage of the teacher performance variable can be explained by compensation of 52.8% and teacher performance can be explained by work motivation of 2.9%.

d. Hypothesis Test

Table 4. Research Data Bootstrapping Calculation Results

Path Analysis	Original Sample	Sample Mean	Standard Deviation	t Statistcs	P Value
Compensation → Work Motivation	0,171	0,217	0,164	1,045	0,300
Compensation → Teacher Performance	0,246	0,245	0,084	2,923	0,005
Work Motivation → Teacher Performance	0,642	0,650	0,099	6,487	0,000

Based on the results in table 4, it can be explained as follows:

- a. t statistic of compensation (X) on work motivation (Y1) = 1,045 < t-table (1,999). The original sample estimate shows a positive value of 0,171 (positive relationship direction). It means, compensation (X) has no significant effect on work motivation (Y1).
- b. t statistic of compensation (X) on teacher performance (Y2) = 2,923 > t-table (1,999). The original sample estimate shows a positive value of 0,246 (positive relationship direction). It means, compensation (X) has a significant effect on teacher performance (Y2).
- c. t statistic of work motivation (Y1) on teacher performance (Y2) = 6,487 > t table (1,999). The original sample estimate shows a positive value of 0,642 (positive relationship direction). It means, work motivation (Y1) has a significant effect on teacher performance (Y2).

e. Direct Effects

Table 5. Direct Effects

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Kompensasi -> Kinerja Guru	0.246	0.245	0.084	2.923	0.005
Kompensasi -> Motivasi	0.171	0.217	0.164	1.045	0.300
Motivasi -> Kinerja Guru	0.642	0.650	0.099	6.487	0.000

1. Direct Effect of X on Y2:

t statistic of compensation (X) on teacher performance (Y2) $2,923 > 1,999$ and p value $0,005 < 0,050$.

H2 in the study is accepted, compensation (X) has a significant effect on teacher performance (Y2).

2. Direct Effect of X on Y1:

t statistic of compensation (X) on work motivation (Y1) $1,045 < 1,999$ and p value $0,300 < 0,050$.

H1 research is rejected, compensation (X) has no significant effect on work motivation (Y1).

3. Direct Effect of Y1 on Y2 :

t statistic of work motivation (Y1) on teacher performance (Y2) $6,487 > 1,999$, p value $0,000 < 0,050$. H3 in the study is accepted, work motivation (Y1) has a significant effect on teacher performance (Y2).

f. Indirect Effects

Table 6. Indirect Effects

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Kompensasi -> Motivasi -> Kinerja Guru	0.110	0.135	0.110	1.001	0.321

4. Indirect Effect of X on Y through Z :

t statistic of compensation (X) on teacher performance (Y2) through work motivation (Y1) $1,001 < 1,999$ and p value $0,321 > 0,050$. H4 in the study was rejected, compensation (X) had no significant effect on teacher performance (Y2) through work motivation (Y1).

4.2 Discussion

a. The Effect of Compensation on Work Motivation

Based on the results of bootstrapping direct effects, it shows that compensation has no effect on work motivation. The results of this study are in line with research by Mariatie, et al (2021) that compensation has no effect on work motivation. However, this is not in line with the research by Ardina, et al (2021) on private junior high school teachers in Pangkalan Kerinci District, the result of which compensation has a significant effect on work motivation.

Compensation theory according to Yani (2012), suggests that compensation is a form of payment (directly or indirectly) in the form of benefits and incentives to motivate teachers to increase work productivity. Meanwhile, the results of the study indicate that

compensation has no effect on work motivation, meaning that the salary received from the foundation is still not in accordance with the UMR of Malang City, because the nominal salary is determined based on the number of teaching hours, length of work, and the number of students per institution. However, teacher motivation is influenced by other factors, such as the fulfillment of the need for achievement which is realized by the foundation providing opportunities for teachers to develop their talents and abilities in certain fields, so that they succeed in leading students to win championships.

In addition, teachers who work at the Baitul Makmur Foundation in Malang do not only prioritize the remuneration received, but they feel comfortable with the work environment at the Baitul Makmur Foundation Malang, so that any compensation given does not affect the work motivation of the Baitul Makmur Foundation teachers in Malang.

b. The Effect of Compensation on Teacher Performance

Compensation has a direct and significant effect on the performance of Baitul Makmur Foundation teachers in Malang. These findings are in line with the theory put forward by Singh (2007), which defines that compensation can be considered as savings for both parties, for the teacher and the foundation. On the teacher's side, the work they do now will be compensated in the future. Meanwhile, for foundations, the compensation given is currently used as an incentive to improve teacher performance which will have a positive impact on the continuity of the organization/foundation. Especially for teachers who work at the same time as the head of the family who must provide a living. So for teachers, compensation is not the main goal in teaching, but there are life and family needs that must be met so that compensation affects performance. This study is in line with previous research conducted by Sherly, et al (2021), the result of which compensation has an effect on teacher performance. However, it is not in line with Sari's (2019) research, the results of which compensation has no effect on teacher performance.

This proves that teachers at the Baitul Makmur Foundation Malang feel that working in an institution based on Islam is that work is worship according to the QS. Ad-Dzariyat (51): 56, which means: "I did not create jinn and humans except to worship Me" and furthermore in Surah Al-Fatihah verse 5 it is also explained that "Only to You we worship, and to You alone we all ask for help". Teachers do not make compensation as the main purpose of work, in carrying out their work the teacher only intends to worship and shodaqoh knowledge, but on the other hand they also need compensation to meet the needs of their lives and families.

c. The Effect of Work Motivation on Teacher Performance

Work motivation has a direct and significant effect on the performance of Baitul Makmur Foundation teachers in Malang. This research is in line with previous research conducted by Rivai (2021), the result is that motivation has a positive and significant effect on improving teacher performance and research by Ardina, et al (2021), the result is that work motivation has a significant effect on the performance of private junior high school teachers in Pangkalan Kerinci District.

The results of this study support the theory proposed by Herzberg (1959) that work motivation is a person's attitude towards his work in order to create a sense of satisfaction with his performance. It means that Baitul Makmur Foundation teachers in Malang are involved in joint activities held by the foundation, which is one of the characteristics of work motivation in the indicator of the need for affiliation. So as to create increased teacher performance in terms of carrying out additional tasks with full responsibility. This motivation arises from the need for affiliation, namely the need to increase the spirit of

cooperation, obey the rules, be disciplined, socialize well, and respect the leadership. Teachers who have high motivation will tend to be enthusiastic in carrying out additional tasks, such as committees, positions in the organizational structure, head of TU, head of laboratories, and homeroom teachers.

d. The Effect of Compensation on Teacher Performance through Work Motivation

Compensation has a positive and significant effect on teacher performance through direct influence. However, compensation has a positive and insignificant effect on teacher performance through indirect effects. This shows that work motivation cannot mediate the relationship between compensation and teacher performance at Baitul Makmur Foundation Malang. Therefore, this study is in line with research by Mariatie, et al (2021) the results of which work motivation does not mediate compensation on teacher performance. However, it is not in line with the research of Ardina, et al (2021), the result that compensation has an effect on teacher performance through work motivation.

Compensation theory according to Yani (2012), suggests that compensation is a form of payment (directly or indirectly) in the form of benefits and incentives to motivate teachers to increase work productivity. Meanwhile, the results of the research on the relationship of compensation to teacher performance prove that by increasing work motivation, it cannot indirectly improve teacher performance more optimally in carrying out their duties, but a direct relationship is able to provide an influence between compensation on teacher performance.

e. Theoretical Recommendation

The results of this study which states that compensation has no effect on teacher performance through work motivation. This rejects research from Ardina, et al (2021), which shows that compensation has a significant effect on teacher performance through the work motivation of private junior high school teachers in Pangkalan Kerinci. and supports research from Mariatie, et al (2021) which shows that work motivation does not mediate compensation on teacher performance. Of course, from these different results, it was found that the compensation variable with the facility indicator with the statement "the foundation pays attention to the fulfillment of teacher facilities" and "the facilities provided by the foundation are able to meet the needs in teaching" and the work motivation variable with the indicator of the need to be affiliated with the statement "I am involved in togetherness activities held by the foundation" and "I can socialize well with fellow teachers" are still low so they need to be improved.

The contribution that researchers can make is that work motivation is the main thing that most influences teacher performance, generally many teachers have motivational support from within themselves, such as the need for achievement and the need for affiliation. However, for teachers, motivation that comes from outside themselves or is given by the foundation also affects teacher performance. So that the already optimal performance can be maintained and further improved on other indicators.

f. Practical Recommendation

Based on the results of research conducted has contributed to the foundation to improve teacher performance. As for the contribution, as follows:

1. The foundation pays more attention to compensation. Because compensation is a form of reward for services that are useful for the welfare of teachers, so that teachers can survive and meet their needs. This means that teachers do not need to

- add more working hours to meet their needs. So that teachers can maximize their performance at the foundation.
2. Work motivation is one of the important things because it relates to the spirit of the teacher in carrying out his duties and responsibilities. A teacher who has high work motivation will produce positive energy in the environment where he teaches, so that it can affect the energy or enthusiasm of fellow teachers and students.

V. Conclusion

The description of the variables below can be improved for the better with the research indicators that have been described in the previous chapter, the variables of this study include:

- a. Compensation, this variable is reflected through several indicators, namely salary, incentives, and facilities. Based on the results of descriptive statistics, the highest respondents' answers are found in the facility indicator with the statement item "the foundation pays attention to the fulfillment of teacher facilities", while the lowest respondent's answer is found in the salary indicator with the statement item "I receive a salary according to my workload".
- b. Work Motivation, this variable is reflected through several indicators, namely the need for achievement and the need for affiliation. Based on the results of descriptive statistics, the highest respondents' answers are found in the indicator of the need to be affiliated with the statement items "I can socialize well with fellow teachers" and "I am involved in activities held by the foundation", while the lowest respondents' answers are found in the indicator the need for achievement with the statement items "I feel appreciated by my fellow teachers for the positive things I do in the foundation environment" and "I have the opportunity to develop my abilities at the foundation".
- c. Teacher performance, this variable is reflected through several indicators, namely the ability to plan lessons, the ability to carry out learning, the ability to assess learning outcomes, guide and train students, and carry out additional tasks. Based on the results of descriptive statistics, the highest respondents' answers are found in the indicator of carrying out additional tasks with the statement item "I have additional assignments besides teaching", while the lowest respondents' answers are found in the ability to guide and train students with the statement item "I use various guidance techniques to motivate student progress".
- d. Compensation has no effect on work motivation.
- e. Compensation has a significant effect on teacher performance.
- f. Work motivation has a significant effect on teacher performance.
- g. Compensation has no effect on teacher performance through work motivation variables.

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