

The Influence of Compensation and Work Motivation on Teacher Performance with Work Quality as an Intervening Variable in Vocational High Schools across Grogol Petamburan District, West Jakarta

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Abstract: This study aims to analyze the effect of compensation and work motivation on teacher performance with work quality as an intervening variable among vocational high schools (SMKs) in Grogol Petamburan District, West Jakarta. This study employed a quantitative approach with a causal associative research design. The population consisted of 304 teachers from 15 vocational high schools, with a sample of 173 respondents determined using the Yamane formula with a 5% margin of error and proportionate random sampling. Data were collected through questionnaires using a Likert scale and analyzed using Structural Equation Modeling-Partial Least Squares (SEM-PLS) with SmartPLS 3. The results showed that compensation had a positive and significant effect on teacher performance, work quality, and teacher performance through work quality as an intervening variable. Work motivation also had a positive and significant effect on teacher performance and work quality, as well as a positive and significant indirect effect on teacher performance through work quality as an intervening variable. The strongest direct effect was found in the relationship between work quality and teacher performance, with a path coefficient of 0.803. These findings indicate that improving teacher performance is influenced not only by compensation and work motivation directly but also through the improvement of work quality as an important mechanism in enhancing teacher performance.

Keywords: Compensation; Work Motivation; Work Quality; Teacher Performance

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1. Introduction

Vocational High Schools (SMK) are educational institutions oriented toward developing students' competencies to prepare them for entering the workforce or pursuing higher education. The Grogol Petamburan District in West Jakarta hosts a number of both public and private vocational high schools offering various expertise programs tailored to the needs of the business and industrial sectors. The presence of vocational high schools in this region plays a strategic role in developing competent, productive human resources capable of competing in the era of globalization.

In the educational system, teachers play a crucial role in determining the success of the learning process. Teachers serve not only as instructors delivering learning materials, but also as mentors, motivators, and facilitators for students. Consequently, teacher performance becomes one of the primary factors determining the quality of education in schools.

Various studies indicate that teacher performance in Indonesia still faces several challenges. Research conducted by [68] reveals that some teachers still exhibit sub-optimal performance, as evidenced by low levels of innovation in the learning process, a lack of instructional method development, and low work productivity. Furthermore, other studies demonstrate that teacher performance is influenced by various internal and external factors, such as compensation systems, work motivation, and the quality of the work environment experienced by teachers [7].

Nevertheless, the quality of education in Indonesia continues to present various challenges that require attention. Based on the Educational Report (*Rapor Pendidikan*) data derived from the National Assessment, the proportion of students reaching the minimum literacy competency increased from 59.49% in 2022 to 68.05% in 2023, and reached 70.03% in 2024. Meanwhile, numeracy achievement improved from 45.24% in 2022 to 62.45% in 2023, and 67.94% in 2024. Although showing an upward trend, these data also indicate that in 2024, approximately 29.97% of students had not yet achieved the minimum literacy competency, and 32.06% had not reached the minimum numeracy competency. This condition suggests that the quality of the learning process in schools still needs to be enhanced, which is significantly influenced by teacher performance in conducting the instructional process.

Table 1. Number of Vocational High Schools (SMKs), Teachers, and Students by District in West Jakarta City, Academic Year 2024/2025

District	Number of Schools (Public + Private)	Number of Teachers (Public + Private)	Number of Students (Public + Private)
Kembangan	13	243	4.648
Kebon Jeruk	15	287	5.497
Palmerah	10	231	3.619
Grogol Petamburan	15	324	6.142
Tambora	9	133	2.107
Taman Sari	9	233	3.319
Cengkareng	25	484	9.096
Kali Deres	24	400	8.660
West Jakarta (Total)	120	2.335	43.088

Source: Central Bureau of Statistics of West Jakarta Administrative City (2025), derived from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), Dapodik Odd Semester 2024/2025.

Based on Table 1, Grogol Petamburan District has 15 SMKs with a total of 324 teachers and 6,142 students. These numbers indicate that this region plays a strategic role in the delivery of vocational education in West Jakarta. With a considerable number of teachers and students, optimal teacher performance is required to ensure that the learning process runs effectively and is capable of producing competent graduates who meet the demands of the workforce.

One factor hypothesized to influence teacher performance is compensation. Compensation refers to the forms of reward provided by an organization to employees for their contributions, which may include salaries, incentives, allowances, and work facilities [7]. Although the government has made efforts to improve teacher welfare through various allowance and certification programs, in practice, disparities in welfare levels persist among permanent teachers, honorary teachers, and non-permanent teachers. These disparities have the potential to generate job dissatisfaction, which ultimately impacts teacher performance levels. This condition highlights that compensation remains a crucial issue requiring attention in efforts to improve educational quality.

In addition to compensation, work motivation serves as a key factor determining teachers' success in carrying out their professional duties. Work motivation refers to the internal and

external drives that influence an individual's intensity, direction, and persistence in working. Highly motivated teachers tend to be more enthusiastic about teaching, developing their competencies, and striving to achieve optimal work outcomes. However, heavy administrative burdens, increasingly complex work demands, and limited recognition for work achievements frequently lead to a decline in teachers' work motivation. This situation poses a challenge for educational institutions in maintaining consistent teacher performance.

On the other hand, the work quality of teachers is a factor that cannot be overlooked. Work quality reflects a teacher's level of accuracy, discipline, consistency, and effectiveness in performing their duties. Even if a teacher possesses adequate competence, the resulting performance may not necessarily be optimal if it is not supported by good work quality. According to [49], the concept of Quality of Work Life (QWL) emphasizes the importance of working conditions capable of supporting both the physical and psychological well-being of employees to yield better performance. In a school environment, teachers' work quality is influenced by work facilities, organizational support, working relationships, and comfort in fulfilling their professional responsibilities.

A study conducted by [75] indicates that factors related to working conditions and motivation contribute to enhancing teacher performance. Meanwhile, [28] found that work motivation has a positive and significant effect on teacher performance with a coefficient value of $\beta = 0.556$. The study also revealed that teacher performance significantly affects learning quality, with $\beta = 0.699$. These findings imply that work motivation and work quality play vital roles in explaining teacher performance levels.

Nevertheless, prior studies still demonstrate inconsistent findings regarding the relationships among compensation, work motivation, work quality, and teacher performance. Several studies have found that compensation significantly influences teacher performance, whereas others indicate a relatively weak effect when not supported by adequate motivation and high work quality. Furthermore, research positioning work quality as an intervening variable in the relationship between compensation, work motivation, and teacher performance remains relatively limited, particularly within the context of SMKs in Grogol Petamburan District, West Jakarta. This condition constitutes a research gap as well as an essential basis for conducting this study.

This research carries high urgency for human resource managers in the education sector, as teacher performance is the primary factor determining learning quality and graduate quality. Based on empirical phenomena and preliminary research findings, issues concerning compensation, work motivation, and teacher performance are still observed in SMKs across Grogol Petamburan District, West Jakarta. In addition, a gap persists between the professional demands placed on teachers and the organizational support provided to them. Therefore, this study is crucial for identifying the factors influencing teacher performance, thereby enabling more effective and targeted human resource management in education to produce high-quality graduates.

Based on empirical phenomena, statistical data, and the preliminary research conducted, it can be concluded that issues regarding teacher performance still exist in SMKs across Grogol Petamburan District, West Jakarta, which are presumed to be influenced by compensation, work motivation, and work quality. These three variables demonstrate a close interconnection in influencing the optimization of teacher performance in carrying out professional duties. Consequently, further research is imperative to analyze the influence of compensation and work motivation on teacher performance with work quality as an intervening variable.

Accordingly, this study is expected to make theoretical contributions to the advancement of human resource management literature in education, as well as practical contributions by providing consideration for school authorities in formulating appropriate policies to optimally enhance teacher performance.

2. Preliminaries or Related Work or Literature Review

2.1. Grand Theory

This study aims to empirically examine the influence of compensation and work motivation on teacher performance, with work quality serving as an intervening variable. To establish a robust conceptual framework, this research is grounded in Organizational Behavior Theory as its grand theory. Organizational Behavior Theory serves as a foundation for understanding how individual behavior within an organization is formed and how organizational and individual factors affect performance. Individual behavior and performance in an organization are influenced by three primary components: organizational mechanisms, individual mechanisms, and outcomes [21].

Organizational mechanisms encompass various systems and policies implemented by an organization, such as organizational structure, organizational culture, and compensation systems. In this study, compensation is positioned as part of the organizational mechanism, as it represents an organizational policy provided in return for individual contributions. Furthermore, individual mechanisms comprise psychological factors such as work motivation, job satisfaction, and individual attitudes toward work. In this research, work motivation is categorized as an individual mechanism that drives work behavior. The interaction between organizational mechanisms and individual mechanisms generates individual work behavior, which is reflected in work quality in this study. Consequently, work quality is positioned as an intervening variable that bridges the impact of compensation and work motivation on teacher performance. Meanwhile, teacher performance serves as the final outcome, reflecting the level of individual accomplishment in carrying out professional responsibilities.

Therefore, based on Organizational Behavior Theory, it can be explained that compensation (as an organizational mechanism) and work motivation (as an individual mechanism) influence work quality as an actual form of work behavior, which subsequently impacts teacher performance as the outcome.

2.2. Teacher Performance

Teacher performance refers to the work results achieved by teachers in carrying out their professional duties and responsibilities in accordance with established standards. It reflects a teacher's level of success in fulfilling their roles as an educator, mentor, instructor, and learning evaluator, in terms of both the quality and quantity of task execution. Teacher performance is measured not only by the final outcomes of learning, but also through the processes of planning, implementation, and learning evaluation, as well as the professional attitudes demonstrated in carrying out their duties [41]. In line with this, [17] explain that performance is the achievement of work outcomes measured against organizational targets, encompassing aspects of quality, quantity, and timeliness of task completion.

According to Afandi (2018) and [31], the indicators of teacher performance in this study include: (1) planning learning activities, (2) implementing learning activities, (3) evaluating learning outcomes, (4) guiding and training students, and (5) executing additional duties. These five indicators were selected because they comprehensively capture teacher performance across all stages, ranging from planning, implementation, and learning evaluation, to student mentoring and the execution of additional responsibilities within the school.

2.3. Compensation

Compensation encompasses all forms of rewards received by employees in return for their contributions to an organization. In general, compensation includes both financial and non-financial rewards provided by the organization to individuals for their performance and role in achieving organizational goals [36]. Compensation functions not only as remuneration for work performed, but also as a vehicle to enhance employee welfare, job satisfaction, motivation, loyalty, commitment, and productivity.

The indicators of compensation used in this study are synthesized into four main indicators: (1) wages and salaries, (2) incentives, (3) benefits, and (4) facilities. These four indicators were

selected because they comprehensively capture compensation, encompassing both financial rewards and organizational support received by teachers in executing their duties.

2.4. Work Motivation

Work motivation is defined as the internal and external drives that generate enthusiasm, direction, and persistence in an individual to perform tasks toward achieving specific goals. From Herzberg's perspective, motivation is influenced by intrinsic factors such as achievement, recognition, responsibility, and opportunities for personal growth as well as extrinsic factors, including organizational policies, supervision, working conditions, and compensation [20]. Highly motivated individuals tend to demonstrate greater consistency, productivity, and work engagement.

Grounded in Abraham Maslow's Hierarchy of Needs Theory, the indicators of work motivation utilized in this study comprise: (1) physiological needs, (2) safety needs, (3) social needs, (4) esteem needs, and (5) self-actualization needs. These five indicators were selected as they comprehensively depict teacher work motivation based on the fulfillment of needs that drive individuals to perform optimally in achieving both organizational goals and self-development.

2.5. Work Quality

Work quality refers to the level of quality achieved in an individual's work outcomes in accordance with the standards and criteria established by the organization. Work quality is measured not only by the final work results but also through the execution process, including accuracy, timeliness, responsibility, effectiveness, and adherence to applicable operating procedures [66]. Furthermore, work quality is closely linked to Quality of Work Life (QWL), defined as the psychological and environmental working conditions that support comfort, personal growth, well-being, and employee engagement within the organization.

The indicators of work quality utilized in this study comprise: (1) career growth and development, (2) employee participation, (3) appropriate and fair compensation, (4) work environment, and (5) social relevance. These five indicators were selected because they are consistently applied in research concerning Quality of Work Life and are deemed capable of effectively reflecting teachers' work quality.

2.6. Conceptual Framework and Hypothesis Development

2.6.1. Compensation and Teacher Performance

Several studies demonstrate that compensation has a positive and significant effect on teacher performance [24]; [35]. However, [15] as well as [54] found that compensation does not directly affect performance. These conflicting results indicate that the effect of compensation on teacher performance requires further empirical examination across different contexts and respondent characteristics.

H_1 : Compensation affects teacher performance.

2.6.2. Work Motivation and Teacher Performance

Work motivation serves as a key factor determining success in delivering instructional activities. Highly motivated teachers tend to demonstrate greater enthusiasm and commitment, which ultimately enhances performance [2]; [3]; [61]. Nevertheless, [42] and [34] assert that work motivation fails to mediate the relationship between compensation and teacher performance.

H_2 : Work motivation affects teacher performance.

2.6.3. Work Quality and Teacher Performance

A number of studies suggest that compensation positively influences work quality. Research by [62] and [32] posits that compensation enhances work motivation, which in turn leads to improved quality of work outcomes. Conversely, studies by [54] and [34] report that compensation cannot improve performance through job satisfaction as an intervening variable. These discrepancies indicate that the effect of compensation on work quality remains inconsistent and warrants re-examination.

H₃: Work quality affects teacher performance.

2.6.4. Compensation and Work Quality

Prior research [6]; [29] indicates that work motivation positively affects job satisfaction, which subsequently increases employee performance. However, studies by [42] and [54] suggest that the effect of motivation on performance is more dominant through mediating variables rather than directly. This highlights that the relationship between work motivation and work quality still requires further investigation.

H₄: Compensation affects teachers' work quality.

2.6.5. Work Motivation and Work Quality

Teachers with high work quality are better equipped to carry out the learning process optimally, thereby yielding superior performance. Aligning with this view, research by [48] and Komala [38] demonstrates that job satisfaction and work quality affect teacher performance. On the other hand, [34] and [30] found that job satisfaction fails to mediate the relationship between compensation, motivation, and teacher performance.

H₅: Work motivation affects teachers' work quality.

2.6.6. Compensation, Work Quality, and Teacher Performance

Providing fair compensation enhances teachers' work quality, which subsequently leads to improved performance. Studies by [32] and [47] state that motivation can mediate the effect of compensation on teacher performance. This contrasts with findings by [42] and [34], who found that compensation does not significantly affect teacher performance.

H₆: Compensation affects teacher performance through work quality as an intervening variable.

2.6.7. Work Motivation and Work Quality on Teacher Performance

Research by [23] and [29] proves that motivation serves as an intervening variable in enhancing teacher performance. In contrast, findings by [34] and [30] indicate that Quality of Work Life does not directly affect teachers' innovative work behavior, implying the necessity of a mediating variable.

H₇: Work motivation affects teacher performance through work quality as an intervening variable.

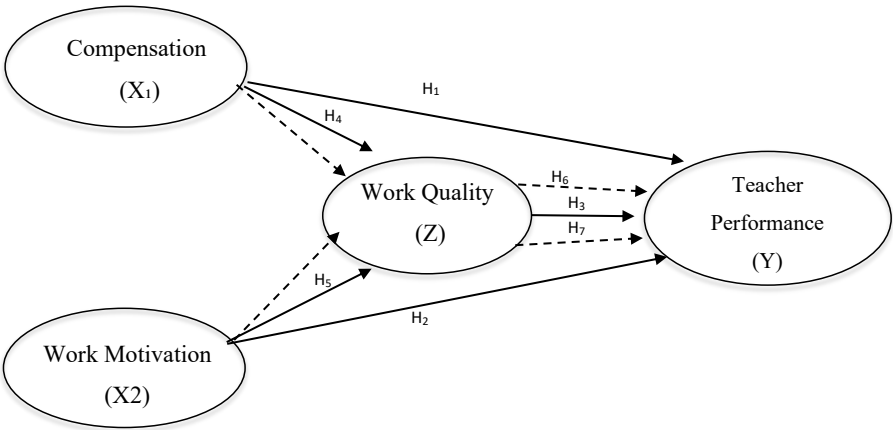


Figure 1. Conceptual Framework

3. Proposed Method

This research was conducted at Vocational High Schools (SMKs) across Grogol Petamburan District, West Jakarta, from December 2025 to April 2026. This study employed a quantitative approach with a causal associative design to analyze the effects of compensation (X₁) and work motivation (X₂) on teacher performance (Y), with work quality (Z) as an intervening variable. The collected data were subsequently analyzed using path analysis or Partial Least

Squares Structural Equation Modeling (PLS-SEM) to test both direct and indirect relationships among variables simultaneously [27].

The research population comprised all 304 public and private SMK teachers across 15 schools in Grogol Petamburan District. The sample size was determined using Yamane's formula (1967) with a 5% margin of error, yielding 173 respondents. These respondents were allocated proportionally across each school (proportionate random sampling) and subsequently selected using a probability sampling technique with simple random sampling, ensuring every teacher had an equal opportunity to be selected.

Primary data were obtained directly from respondents through questionnaires utilizing a 5-point Likert scale (1–5) based on the indicators of each variable. The questionnaires were administered online via Google Forms and distributed through WhatsApp and email. Secondary data were gathered from scientific journals, books, and relevant prior research to reinforce the theoretical foundation. The analytical techniques encompassed descriptive statistical analysis, measurement model evaluation (outer model), structural model evaluation (inner model), hypothesis testing, and moderation/mediation variable analysis [27].

4. Results and Discussion

4.1. Descriptive Analysis

Table 2. Descriptive Data of Compensation Variable (X1)

No	Statement	SD	D	N	A	SA	Mean	Mean per Indicator
1	The salary I receive corresponds to my job responsibilities as a teacher	0	0	17	78	78	4,353	4,318
2	The salary I receive is capable of meeting my needs as a teacher	0	0	10	104	59	4,283	
3	I receive incentives aligned with the performance I achieve	0	0	13	88	72	4,341	4,295
4	The provided incentives motivate me to perform better	0	0	13	104	56	4,249	
5	The allowances provided by the school support my welfare	0	0	13	86	74	4,353	4,341
6	The allowances I receive are suitable for my needs as a teacher	0	0	14	88	71	4,329	
7	The school provides adequate facilities to support my work	0	0	17	84	72	4,318	4,330
8	The facilities provided by the school assist me in performing my duties optimally	0	0	8	98	67	4,341	
Total							4,321	

Source: Processed primary data (2026)

Based on Table 2, all indicators of the Compensation variable achieved an average score above 4.29, falling into the "strongly agree" category. This finding indicates that the compensation provided by schools whether in the form of wages and salaries, incentives, allowances, or work facilities is positively perceived by the teachers.

Table 3. Descriptive Data of Work Motivation Variable (X2)

No	Statement	SD	D	N	A	SA	Mean	Mean per Indicator
1	The salary I receive is capable of meeting my basic needs as a teacher	0	0	16	121	36	4,116	4,191
2	The income I receive makes me more enthusiastic about my work	0	0	10	107	56	4,266	

3	I feel safe and comfortable in carrying out my work at school	0	0	17	118	38	4,121	4,194
4	The school provides certainty that gives me peace of mind while working	0	0	9	109	55	4,266	
5	I have a good working relationship with my fellow teachers	0	0	19	100	54	4,202	4,199
6	I feel accepted as part of the school environment	0	0	17	105	51	4,197	
7	I receive recognition for the work results I achieve	0	0	14	98	61	4,272	4,292
8	My work achievements receive appreciation from the school leadership	0	0	17	85	71	4,312	
9	The school provides opportunities for me to develop my competencies	0	0	10	113	50	4,231	4,234
10	I have the opportunity to develop my potential as a teacher	0	0	8	116	49	4,237	
Total							4,222	

Source: Processed primary data (2026)

Based on Table 3, the descriptive analysis results indicate that all indicators of work motivation achieved an average score above 4.19, thereby placing them in the "strongly agree" category. This finding indicates that teachers' physiological, safety, social, esteem, and self-actualization needs have been well fulfilled.

Table 4. Descriptive Data of Teacher Performance Variable (Y)

No	Statement	SD	D	N	A	SA	Mean	Mean per Indicator
1	I prepare lesson plans prior to carrying out the teaching and learning process	0	0	7	109	57	4,289	4,330
2	I systematically organize learning objectives, materials, methods, and evaluations	0	0	6	97	70	4,370	
3	I deliver instruction in accordance with the prepared lesson plans	0	0	17	83	73	4,324	4,321
4	I utilize instructional methods tailored to students' needs	0	0	10	98	65	4,318	
5	I evaluate students' learning outcomes objectively	0	0	16	91	66	4,289	4,272
6	I utilize evaluation results as a basis for instructional improvement	0	0	15	99	59	4,254	
7	I guide students in developing both academic and non-academic abilities	0	0	19	84	70	4,295	4,303
8	I provide assistance to students when they encounter learning difficulties	0	0	8	103	62	4,312	
9	I carry out additional tasks assigned by the school with full responsibility	0	0	16	96	61	4,260	4,263
10	I complete additional duties in accordance with applicable school regulations	0	0	9	109	55	4,266	

Total

4,298

Source: Processed primary data (2026)

The descriptive analysis results show that all indicators of teacher performance achieved an average score above 4.26, placing them in the "strongly agree" category. This finding indicates that the teachers have performed their professional duties excellently.

Table 5. Descriptive Data of Work Quality Variable (Z)

No	Statement	SD	D	N	A	SA	Mean	Mean per Indicator
1	I receive opportunities to enhance my competence through training or professional development	0	0	11	91	71	4,347	4,358
2	The school provides opportunities for me to develop my skills and career as a teacher	0	0	5	99	69	4,370	
3	I am involved in decision-making processes related to school activities	0	0	17	81	75	4,335	4,318
4	I actively participate in various activities organized by the school	0	0	6	109	58	4,301	
5	I feel that the compensation and recognition provided by the school align with my contribution	0	0	5	97	71	4,382	4,356
6	I feel treated fairly by the school in carrying out my work	0	0	15	86	72	4,329	
7	The work environment at school supports me in performing my duties optimally	0	0	9	98	66	4,329	4,315
8	Working relationships within the school environment make me feel comfortable at work	0	0	16	89	68	4,301	
9	I feel that my job as a teacher provides benefits to students and the community	0	0	15	95	63	4,277	4,292
10	I am proud to make a positive contribution through my work as a teacher	0	0	17	86	70	4,306	
Total							4,328	

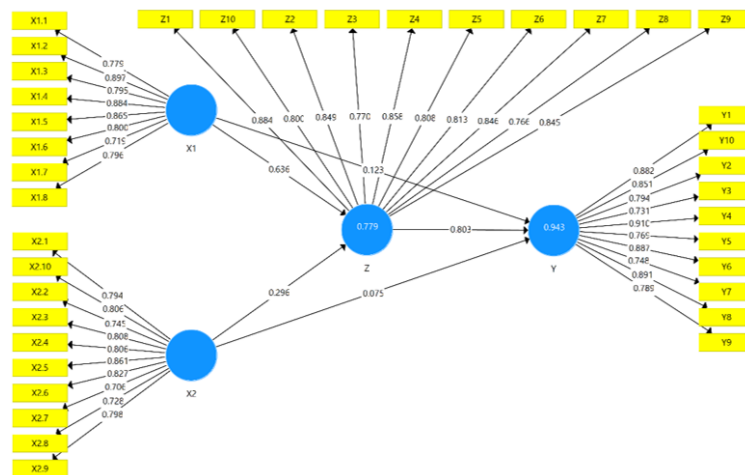
Source: Processed primary data (2026)

The descriptive analysis results show that all indicators of work quality achieved an average score above 4.29, placing them in the "strongly agree" category. This finding indicates that the quality of teachers' work has been exceptionally well-established.

4.2. Statistical Analysis of Data

4.2.1. Outer Model Evaluation

The outer model evaluation was conducted to assess the quality of the measurement model, encompassing convergent validity, discriminant validity, and construct reliability [27]. The estimation results of the measurement model using SmartPLS 3 are presented in Figure 2.

**Figure 2.** Measurement Model (Outer Model)

Source: SmartPLS 3 output, processed by the author (2026)

4.2.2. Convergent Validity**Table 6.** Outer Loadings Results

Indicator	Compensation (X1)	Work Motivation (X2)	Teacher Performance (Y)	Work Quality (Z)
X1.1	0.779			
X1.2	0.897			
X1.3	0.795			
X1.4	0.884			
X1.5	0.865			
X1.6	0.800			
X1.7	0.719			
X1.8	0.796			
X2.1		0.794		
X2.2		0.745		
X2.3		0.808		
X2.4		0.806		
X2.5		0.861		
X2.6		0.827		
X2.7		0.706		
X2.8		0.728		
X2.9		0.798		
X2.10		0.806		
Y1			0.882	
Y2			0.794	
Y3			0.731	
Y4			0.910	
Y5			0.769	

Y6	0.887
Y7	0.748
Y8	0.891
Y9	0.789
Y10	0.851
Z1	0.884
Z2	0.849
Z3	0.770
Z4	0.858
Z5	0.808
Z6	0.813
Z7	0.846
Z8	0.766
Z9	0.845
Z10	0.800

Source: Processed primary data (2026)

Based on the convergent validity test results, all indicators for the Compensation (X_1), Work Motivation (X_2), Teacher Performance (Y), and Work Quality (Z) variables have outer loading values above 0.70. Consequently, all indicators meet the convergent validity criteria and are considered capable of accurately representing the measured constructs.

4.2.3. Average Variance Extracted (AVE) Test

Table 7. Average Variance Extracted (AVE) Test Results

Variable	Average Variance Extracted (AVE)
Compensation (X_1)	0,670
Work Motivation (X_2)	0,623
Teacher Performance (Y)	0,685
Work Quality (Z)	0,680

Source: Processed primary data (2026)

Based on the Average Variance Extracted (AVE) test results, all variables in this study have an AVE value greater than 0.50, ranging from 0.623 to 0.685. Consequently, all constructs in this study meet the criteria for convergent validity, indicating that the indicators used are capable of adequately explaining the latent variables.

4.2.4. Discriminant Validity

Table 8. Cross Loadings Results

Indicator	Teacher Performance	Compensation	Work Quality	Work Motivation
X1.1	0.569	0.779	0.514	0.495
X1.2	0.766	0.897	0.728	0.634
X1.3	0.615	0.795	0.616	0.559
X1.4	0.806	0.884	0.773	0.733
X1.5	0.635	0.865	0.653	0.578
X1.6	0.587	0.800	0.594	0.511

X1.7	0.727	0.719	0.796	0.724
X1.8	0.875	0.796	0.840	0.657
X2.1	0.531	0.549	0.507	0.794
X2.2	0.541	0.524	0.568	0.745
X2.3	0.549	0.533	0.528	0.808
X2.4	0.570	0.545	0.505	0.806
X2.5	0.564	0.561	0.548	0.861
X2.6	0.540	0.535	0.530	0.827
X2.7	0.860	0.741	0.839	0.706
X2.8	0.731	0.723	0.795	0.728
X2.9	0.542	0.555	0.538	0.798
X2.10	0.602	0.545	0.530	0.806
Y1	0.882	0.744	0.847	0.649
Y2	0.794	0.701	0.815	0.595
Y3	0.731	0.661	0.794	0.546
Y4	0.910	0.816	0.840	0.698
Y5	0.769	0.666	0.768	0.674
Y6	0.887	0.755	0.838	0.720
Y7	0.748	0.597	0.703	0.641
Y8	0.891	0.795	0.828	0.647
Y9	0.789	0.686	0.762	0.676
Y10	0.851	0.765	0.793	0.728
Z1	0.827	0.763	0.884	0.686
Z2	0.787	0.694	0.849	0.605
Z3	0.669	0.595	0.770	0.571
Z4	0.874	0.743	0.858	0.646
Z5	0.757	0.673	0.808	0.566
Z6	0.750	0.674	0.813	0.559
Z7	0.903	0.807	0.846	0.677
Z8	0.753	0.649	0.766	0.655
Z9	0.870	0.740	0.845	0.709
Z10	0.747	0.732	0.800	0.737

Source: Processed primary data (2026)

Based on the cross-loading test results in Table 8, most indicators show the highest loading values on their respective measured constructs. For the Compensation variable, indicators X1.1 through X1.6 exhibit the highest loading values on the Compensation construct, as do those for Work Motivation (X2.1–X2.6, X2.9, X2.10), Teacher Performance, and Work Quality. Although several indicators such as X1.7, X1.8, X2.7, and X2.8 display relatively high cross-loadings on other constructs due to close relationships between constructs, this is particularly evident between Teacher Performance and Work Quality, which conceptually have a close connection in this study.

4.2.5. Construct Reliability (Cronbach's Alpha and Composite Reliability)

Table 9. Results of Composite Reliability and Cronbach's Alpha

Variable	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Teacher Performance	0.948	0.950	0.956	0.685
Compensation	0.929	0.936	0.942	0.670
Work Quality	0.948	0.950	0.955	0.680
Work Motivation	0.933	0.940	0.943	0.623

Source: Processed primary data (2026)

Based on Table 9, all research variables have Composite Reliability values above 0.70, thereby meeting the established reliability criteria. The Teacher Performance variable has the highest Composite Reliability value at 0.956, followed by Work Quality at 0.955, Work Motivation at 0.943, and Compensation at 0.942. These results indicate that all constructs in the study have excellent internal consistency.

4.2.6. Inner Model Evaluation

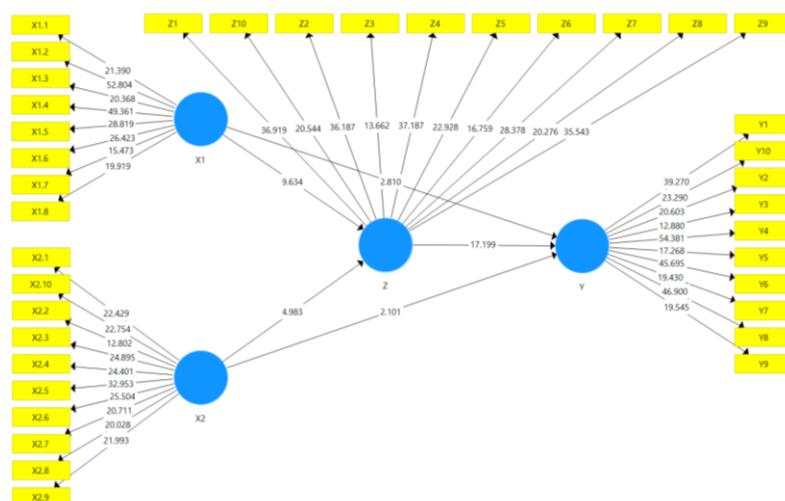


Figure 3. Inner Model Path Diagram

Source: SmartPLS 3 output, processed by the author (2026)

The structural model estimation results obtained through the bootstrapping process are shown in Figure 3. The figure illustrates the causal relationships between the research variables along with the statistical values generated for each path and indicator. These statistical values are subsequently used as the basis for evaluating the strength of the structural model and testing the research hypotheses.

4.2.7. Coefficient of Determination (R²)

Place figures and tables at the top and bottom of columns. Avoid placing them in the middle of columns. Large figures and tables may span across both columns. Figure captions should be below the figures; table heads should appear above the tables. Insert figures and tables after they are cited in the text. Use the abbreviation “Fig. 1”, even at the beginning of a sentence.

Table 10. R-Square Test Results

Variable	R Square	R Square Adjusted
Teacher Performance	0.943	0.942
Work Quality	0.779	0.776

Source: Processed primary data (2026)

Based on Table 10, the Teacher Performance variable has an R-Square value of 0.943. This value indicates that 94.3% of the variance in Teacher Performance can be explained by Compensation, Work Motivation, and Work Quality as an intervening variable. Meanwhile, the remaining 5.7% is explained by other factors outside the research model that were not examined. This demonstrates that the model possesses an excellent capability to explain the variance in Teacher Performance.

4.2.8. Inner Model Evaluation

Table 11. Effect Size (F^2) Test Results

Variable Relationships	F^2 Value	Effect Size
Compensation → Teacher Performance	0.064	Kecil
Compensation → Work Quality	0.770	Besar
Work Motivation → Teacher Performance	0.036	Kecil
Work Motivation → Work Quality	0.166	Sedang
Work Quality → Teacher Performance	2.521	Besar

Source: Processed primary data (2026)

Overall, the Effect Size (f^2) test results show that Work Quality makes the largest contribution to Teacher Performance, while Compensation exerts a very large influence on Work Quality. On the other hand, the direct effects of Compensation and Work Motivation on Teacher Performance fall into the small category, whereas Work Motivation has a medium effect on Work Quality. These findings indicate that enhancing Work Quality is the primary driver in improving Teacher Performance, underscoring its crucial role as an intervening variable within the research model.

4.2.9. Inner Model Evaluation

Table 12. Predictive Relevance (Q^2) Test Results

Variable	SSO	SSE	$Q^2 (=1-SSE/SSO)$
Teacher Performance	1730.000	631.587	0.635
Compensation	1384.000	1384.000	-
Work Quality	1730.000	829.393	0.521
Work Motivation	1730.000	1730.000	-

Source: Processed primary data (2026)

Based on Table 12, the Predictive Relevance (Q^2) test results show that all endogenous variables in this study have a Q^2 value above zero, specifically 0.635 for the Teacher Performance variable and 0.521 for the Work Quality variable. These results demonstrate that the constructed structural model possesses good predictive accuracy regarding the observed data, thereby indicating that the SEM-PLS model in this study satisfies the predictive relevance criteria.

4.3. Hypothesis Testing

4.3.1. Direct Effect Testing

Table 13. Direct Effect Test Results

Variable Relationships	Original Sample	T Statistics	P Values	Decision
Compensation → Teacher Performance	0.123	2.810	0.006	Accepted
Compensation → Work Quality	0.636	9.634	0.000	Accepted

Work Quality → Teacher Performance	0.803	17.199	0.000	Accepted
Work Motivation → Teacher Performance	0.075	2.101	0.037	Accepted
Work Motivation → Work Quality	0.296	4.983	0.000	Accepted

Source: Processed primary data (2026)

Based on Table 13, all direct relationships between variables show T-Statistics values greater than 1.96 and P-Values less than 0.05. Consequently, all direct effect hypotheses in this study are accepted.

4.3.2. Indirect Effect Testing

Table 14. Indirect Effect Test Results

Variable Relationships	Original Sample	T Statistics	P Values	Decision
Compensation → Work Quality → Teacher Performance	0.511	10.034	0.000	Accepted
Work Motivation → Work Quality → Teacher Performance	0.237	4.514	0.000	Accepted

Source: Processed primary data (2026)

The implementation of the variables based on the test results in Table 14 is as follows:

- The Compensation variable has a positive and significant effect on Teacher Performance through Work Quality, with an indirect effect coefficient of 0.511, a T-Statistic value of 10.034, and a P-Value of 0.000. These results demonstrate that Work Quality effectively mediates the effect of Compensation on Teacher Performance.
- Work Motivation also has a positive and significant effect on Teacher Performance through Work Quality, with an indirect effect coefficient of 0.237, a T-Statistic value of 4.514, and a P-Value of 0.000. This finding indicates that Work Quality effectively mediates the effect of Work Motivation on Teacher Performance.

These findings indicate that Work Quality acts as an intervening variable capable of strengthening the influence of Compensation and Work Motivation on Teacher Performance.

4.4. Discussion

4.4.1. The Effect of Compensation on Teacher Performance

The hypothesis testing results show that compensation has a positive and significant effect on teacher performance. This is demonstrated by a path coefficient value of 0.123, a T-Statistic value of 2.810 (>1.96), and a P-Value of 0.006 (<0.05). Consequently, the first hypothesis (H1), which states that compensation positively and significantly affects teacher performance, is accepted. This finding aligns with Organizational Behavior Theory, which explains that individual behavior and performance in an organization are influenced by various organizational mechanisms, including reward mechanisms provided to individuals [21]. When teachers receive compensation that corresponds to their contributions and job responsibilities, it encourages the development of more positive work attitudes and behaviors.

This finding is also empirically supported by research from [24], [42], and [35], which consistently show a positive effect of compensation on teacher performance. Better compensation provided to teachers creates a stronger drive for them to execute their professional duties optimally. Therefore, the first hypothesis (H1), stating that compensation has a positive and significant effect on teacher performance, is accepted.

4.4.2. The Effect of Work Motivation on Teacher Performance

The hypothesis testing results indicate that work motivation has a positive and significant effect on teacher performance. This is evidenced by a path coefficient value of 0.075, a T-

Statistic value of 2.101 (>1.96), and a P-Value of 0.037 (<0.05). Consequently, the second hypothesis (H2), stating that work motivation positively and significantly affects teacher performance, is accepted. This finding is consistent with Organizational Behavior Theory, which posits that individual behavior and performance in an organization are influenced by various individual mechanisms, including psychological factors that drive individuals to carry out their work [21]. Teachers with high work motivation tend to possess a stronger drive to perform their professional duties well.

This finding aligns with Organizational Behavior Theory and is supported by empirical evidence from studies by [2], [3], and [61], which demonstrate that work motivation positively and significantly affects teacher performance. Therefore, the second hypothesis, stating that work motivation has a positive and significant effect on teacher performance, is accepted.

4.4.3. The Effect of Work Quality on Teacher Performance

The hypothesis testing results show that compensation has a positive and significant effect on work quality. This is proven by a path coefficient value of 0.636, a T-Statistic value of 9.634 (>1.96), and a P-Value of 0.000 (<0.05). Consequently, the fourth hypothesis (H4), stating that compensation positively and significantly affects work quality, is accepted. This finding aligns with Organizational Behavior Theory, which explains that organizational mechanisms can influence individual attitudes and behaviors in performing tasks [21]. When teachers receive compensation deemed appropriate for their contributions and responsibilities, they experience more supportive conditions for completing their work.

Thus, these findings provide empirical evidence that compensation has a positive and significant effect on teachers' work quality. This finding aligns with Organizational Behavior Theory and is supported by research from [62], [51], and [32]. Therefore, the fourth hypothesis (H4), stating that compensation positively and significantly affects work quality, is accepted.

4.4.4. The Effect of Work Motivation on Work Quality

The hypothesis testing results show that work motivation has a positive and significant effect on work quality. This is evidenced by a path coefficient value of 0.296, a T-Statistic value of 4.983 (>1.96), and a P-Value of 0.000 (<0.05). Consequently, the fifth hypothesis (H5), stating that work motivation positively and significantly affects work quality, is accepted. This finding aligns with Organizational Behavior Theory, which explains that individual mechanisms, including psychological factors such as motivation, can influence individual behavior in performing tasks [21]. The desire to earn recognition and appreciation can motivate teachers to maintain high quality in their task execution.

This is consistent with research by [6], [29], and [46], which found that work motivation positively and significantly impacts teachers' work quality. Therefore, the fifth hypothesis (H5), stating that work motivation has a positive and significant effect on work quality, is accepted.

4.4.5. The Effect of Compensation on Teacher Performance through Work Quality as an Intervening Variable

The hypothesis testing results demonstrate that compensation positively and significantly affects teacher performance through work quality as an intervening variable. This is proven by an indirect effect coefficient value of 0.511, a T-Statistic value of 10.034 (>1.96), and a P-Value of 0.000 (<0.05). Consequently, the sixth hypothesis (H6), stating that compensation positively and significantly affects teacher performance through work quality as an intervening variable, is accepted.

Theoretically, this finding aligns with Organizational Behavior Theory, which explains that organizational mechanisms can influence individual attitudes, behaviors, and job outcomes within an organization [21]. Adequate compensation fosters more supportive working conditions, enabling teachers to perform their duties better. In turn, superior work quality contributes to enhanced teacher performance. Supported by studies from [47] and [42], improving teacher performance requires more than just providing adequate compensation; it must also focus on establishing high work quality. By improving compensation while simultaneously

fostering meticulousness, discipline, consistency, and work effectiveness among teachers, schools can drive optimal performance improvements.

4.4.6. The Effect of Work Motivation on Teacher Performance through Work Quality as an Intervening Variable

The hypothesis testing results show that work motivation has a positive and significant effect on teacher performance through work quality as an intervening variable. This is evidenced by an indirect effect coefficient value of 0.237, a T-Statistic value of 4.514 (>1.96), and a P-Value of 0.000 (<0.05). Consequently, the seventh hypothesis (H7), stating that work motivation positively and significantly affects teacher performance through work quality as an intervening variable, is accepted.

This finding aligns with Organizational Behavior Theory, which posits that individual mechanisms can influence individual work behaviors and outcomes within an organization [21]. Work motivation serves as an individual factor driving teachers to perform their duties more optimally. This drive is subsequently reflected in the quality of task execution, which further contributes to enhanced teacher performance. This finding is supported by Organizational Behavior Theory and empirical studies by [23], [29], and [46], showing that work motivation positively and significantly affects teacher performance through work quality as an intervening variable. Therefore, the seventh hypothesis, stating that work motivation positively and significantly affects teacher performance through work quality as an intervening variable, is accepted.

5. Conclusions

Based on the PLS-SEM analysis results from 173 SMK teachers in Grogol Petamburan District, compensation and work motivation have a positive and significant effect on both teacher performance and work quality. Furthermore, work quality has a positive and significant effect on teacher performance while acting as the most dominant variable. In addition, work quality is proven to significantly mediate the effects of compensation and work motivation on teacher performance; thus, overall, work quality plays a vital role both directly and as an intervening variable.

For future research, it is recommended to expand the research scope to other regions or educational levels to achieve better generalizability; incorporate additional variables such as principal leadership, job satisfaction, organizational culture, organizational commitment, competence, work environment, work discipline, or career development to build a more comprehensive model; combine quantitative methods with in-depth interviews (mixed methods); and utilize a longitudinal design to observe changes in variable effects over a longer period.

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