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THE INFLUENCE OF PRINCIPAL LEADERSHIP AND COMPENSATION THROUGH WORK MOTIVATION ON THE PERFORMANCE OF STATE VOCATIONAL HIGH SCHOOL (SMK) TEACHERS IN BONE REGENCY

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Abstract

This research aims to determine the direct influence of school principal leadership and compensation on the work motivation and performance of State Vocational High School (SMK) teachers in Bone Regency, as well as the impact on teacher performance through indirect work motivation. The location of this research was carried out in Bone Regency, South Sulawesi Province, with a focus on State Vocational Schools in the area. The research period was two months, starting from March to April 2024. The research population included all State Vocational School teachers in Bone Regency with a total of 409 teachers. The research sample was selected using a simple random sampling technique, with a total sample of 202 teachers, which was calculated using the Slovin formula. Data collection methods involve observation, questionnaires, and documentation. The research results show that the principal's leadership and compensation have a positive and significant influence on the work motivation and performance of State Vocational School teachers in Bone Regency. Work motivation has also been proven to have a positive and significant effect on teacher performance. Apart from that, the principal's leadership also influences teacher performance through work motivation. However, compensation does not show a significant effect on teacher performance through work motivation. Increasing principal leadership and compensation can directly increase work motivation and performance of State Vocational School teachers in Bone Regency, with work motivation being a significant mediator between principal leadership and teacher performance.

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leadership, principal, compensation, work motivation, performance

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1 Introduction

Education is an important factor in the development of a country. Teachers have a very important role in the educational process. Teacher performance in educating and teaching students can influence the quality of education. Therefore, teacher performance must always be improved. Work motivation and work climate are two factors that can influence teacher performance. Work motivation can influence teachers' enthusiasm and dedication in teaching, while a good work climate can make teachers feel comfortable and able to work optimally. Work motivation is very important in improving teacher performance. Work motivation is a drive within a person that makes them strive to achieve certain goals. In the educational context, teachers' work motivation can influence their enthusiasm and dedication to teaching.

Teachers who have high work motivation tend to be more dedicated to their work, more creative in teaching, and more enthusiastic in developing themselves. They are also better able to face challenges and obstacles they may encounter in their work. Apart from that, work motivation can also influence teacher job satisfaction.

Motivated teachers tend to feel more satisfied with their work, which in turn can improve their performance. However, work motivation does not come by itself. School principals have an important role in creating work motivation among teachers. Good leadership, appreciation, and a positive work environment are several factors that can increase teacher work motivation.

Work Motivation Theory: According to this theory, work motivation is a condition that makes teachers have the desire or need to achieve certain goals through carrying out a task. Teacher work motivation will provide energy to work or direct activities during work, and causes a teacher to know that there are relevant goals between organizational goals and personal goals. Work motivation theory states that work motivation is a condition that makes teachers have the desire or need to achieve certain goals through carrying out a task, is a theory that is generally accepted in the fields of psychology and human resource management. However, for more specific research, there are several experts who have put forward their own theories about work motivation. For example, according to (Hamzah B Uno, 2013), work motivation is a drive from within and outside a person to do something that can be seen from the internal and external dimensions. Meanwhile, (Siagian, 2019), motivation is the driving force that causes someone to be willing and willing to mobilize all their abilities to carry out various activities that are their responsibility in order to achieve previously determined organizational goals.

There has been a lot of research on work motivation on teacher performance, such as research (Agustina et al., 2020) on the Influence of Teacher Work Motivation on Teacher Performance at MTsN in Bontotiro District, Bulukumba Regency. In this research, it shows that teacher work motivation has a significant influence on teacher performance in MTsN in Bontotiro District, Bulukumba Regency. This research used quantitative methods with ex post facto methods and involved 67 teachers from MTsN in Bontotiro District as research participants. Research (Khoirunnisa, 2020) on the Influence of Work Motivation on Teacher Performance, concluded that although this journal does not directly test the effect of work motivation on teacher performance, this journal provides a strong theoretical framework regarding the relationship between work motivation and teacher performance. Research (Rahmayanti et al., 2021) on the Influence of Professional Competence, Work Motivation, and Work Discipline on Teacher Performance, shows that work motivation is one of the factors that influences teacher performance. This research shows that work motivation, with professional competence and work discipline, has a significant influence on teacher performance. Meanwhile, the consistency of the findings shown by (Mugiwati, 2021) in her research on the Influence of Motivation, Discipline and Work Environment on the Performance of Kebumen 2 State Vocational School Teachers, shows that motivation variables have no effect on teacher performance. This research was conducted at State Vocational School 2 Kebumen with a research sample of 75 teachers. Also, (Effiyanti et al., 2023), shows that there are variations in the influence of work motivation on teacher performance, but motivation has a substantial impact on job satisfaction but a minimal impact on teacher performance.

The leadership of the school principal has a very important role in creating work motivation and performance for teachers in schools. An effective school principal is able to become a leader who inspires and motivates the teaching staff to achieve common goals. They can do this by providing clear direction, providing necessary support, and providing recognition for the achievements that teachers have made. In addition, school principals can also create a positive work climate by building good relationships between staff members, encouraging collaboration and teamwork, and ensuring that each individual feels valued and supported in their work environment. With effective leadership from the school principal, teachers will feel motivated to work well, contribute optimally, and ultimately improve their performance. Leadership theory states that effective leaders can influence their subordinates by inspiring, motivating, and building strong relationships with them. According to Bass and Avolio (1994) that transformational leadership is significantly related to intrinsic and extrinsic motivation, which ultimately influences their performance.

The school principal is one of the educational components that plays the most role in improving the quality of education. The school principal is responsible for the implementation of education, school administration, coaching other educational staff, utilization and maintenance of facilities and infrastructure and also acts as a supervisor at the school he leads (Mulyasa, 2012). The principal is responsible for micro-management of education, which is directly related to the learning process. Basically, school management is the responsibility of the principal and teachers. However, the Principal's ability to lead the school system greatly influences the implementation of good management. The principal's leadership should be able to create conditions that allow for the birth of a harmonious and conducive work climate and human relations. The function and responsibility of the principal as the leader of an educational institution will be effective if he is able to carry out a leadership process that encourages, influences and drives the activities and behavior of his group. The principal's initiative and creativity that leads to fundamental progress is an integrative part of his duties and responsibilities. The main function is to create effective and efficient teaching and learning activities.

School principals can create a successful and productive school environment. With the formal authority and influence he has, the principal is responsible for establishing the school's vision, mission and long-term goals. They also have responsibility for managing school resources efficiently, including budget, personnel, and facilities. However, more than just management, the principal is also expected to be a key supporter for school staff, providing the direction, guidance and support necessary to improve their performance. In addition, their ability to solve problems and manage conflict is key to maintaining the stability and productivity of the school environment. With a strong vision, effective leadership, and good managerial skills, a school principal has great potential to have a significant impact in creating an optimal environment for students and teachers.

2 Research Method

The survey research design used in research is a process of designing a methodology and strategy for collecting data from respondents in a study. The goal of survey research design is to obtain relevant and accurate information from a sample drawn representatively from a larger population. Meanwhile, the approach in this research uses a quantitative approach. Quantitative research approaches are methods for testing certain theories by examining the relationships between variables. This research was carried out in Bone Regency, South Sulawesi Province with a focus on researching State Vocational High Schools (SMK) in Bone Regency. The location selection was based on the fact that the location was representative of research on the problems described previously. The time for this research is 2 (two) months, starting from March to April 2024 or until the required data has been met.

3 Result and Discussion

Validity Test is a question or statement that is said to be valid if there is a strong correlation with the total score. This shows that there is support for the question item or statement in revealing something that you want to reveal. This validity test is carried out by comparing the item score with the total score of the items or questions or statements. This validity test is carried out by correlating the scores obtained from each question item with the total score (Corrected Item-Total Correlation). If the Corrected Item-Total Correlation value is above 0.30, it indicates the indicator is valid. Conversely, if the Corrected Item-Total Correlation value is below 0.30, it indicates that the indicator is invalid. A correlation value of 0.30 is one of several values that is often used as a threshold for assessing validity. In this case, this approach is often associated with convergent and divergent theories, where convergent validity refers to the extent to which a measuring instrument can measure constructs that are supposed to correlate with it, while divergent validity refers to the extent to which a measuring

instrument can differentiate between constructs that are supposed to be different. The results of data processing for the validity value of each variable and its indicators can be explained as follows:

Table 1. Validity value of the principal leadership variable (X1)

Item indikator	Corrected Item-Total Correlation	r kritis	Keterangan
X1.1	0.656	0.30	Valid
X1.2	0.776	0.30	Valid
X1.3	0.828	0.30	Valid
X1.4	0.788	0.30	Valid
X1.5	0.609	0.30	Valid

Source: SPSS, 2024

Based on the validity test results table shown above, it was found that the five indicators that support the school head's leadership variable had a correlation value or Corrected Item-Total Correlation greater than the critical r-value (0.30). These results show that all the statement items (indicators) of the instrument proposed in this research are able to be well perceived by respondents or in other words the indicators are able to measure what they should measure. Therefore, all indicators meet the validity requirements so they can be used for subsequent testing.

Table 2. Validity value of the compensation variable (X2)

Item indikator	Corrected Item-Total Correlation	r kritis	Keterangan
X2.1	0.694	0.30	Valid
X2.2	0.634	0.30	Valid
X2.3	0.718	0.30	Valid
X2.4	0.738	0.30	Valid

Source: SPSS, 2024

Based on the validity test results table shown above, it was found that the four indicators that support the overall compensation variable obtained a correlation value or Corrected Item-Total Correlation that was greater than the critical r-value (0.30). These results show that all the statement items (indicators) of the instrument proposed in this research are able to be well perceived by respondents or in other words the indicators are able to measure what they should measure. Therefore, all indicators meet the validity requirements so they can be used for subsequent testing.

Table 3. Validity value of the work motivation variable (Y)

Item indikator	Corrected Item-Total Correlation	r kritis	Keterangan
Y.1	0.522	0.30	Valid
Y.2	0.584	0.30	Valid
Y.3	0.636	0.30	Valid
Y.4	0.622	0.30	Valid
Y.5	0.567	0.30	Valid

Source: SPSS, 2024

Based on the validity test results table shown above, it was found that the five indicators that support the overall work motivation variable obtained a correlation value or Corrected Item-Total Correlation greater than the r-critical value (0.30). These results show that all the statement items (indicators) of the instrument

proposed in this research are able to be well perceived by respondents or in other words the indicators are able to measure what they should measure. Therefore, all indicators meet the validity requirements so they can be used for subsequent testing.

Table 4. Validity value of teacher performance variables (Z)

Item indikator	Corrected Item-Total Correlation	r kritis	Keterangan
Z.1	0.575	0.30	Valid
Z.2	0.610	0.30	Valid
Z.3	0.695	0.30	Valid
Z.4	0.623	0.30	Valid
Z.5	0.512	0.30	Valid

Source: SPSS, 2024

Based on the validity test results table shown above, it was found that the five indicators that support the overall teacher performance variable obtained a correlation value or Corrected Item-Total Correlation greater than the r-critical value (0.30). These results show that all the statement items (indicators) of the instrument proposed in this research are able to be well perceived by respondents or in other words the indicators are able to measure what they should measure. Therefore, all indicators meet the validity requirements so they can be used for subsequent testing.

Principal leadership towards the work motivation of State Vocational High School (SMK) teachers in Bone Regency

Based on the results of the analysis, it shows that the principal's leadership has a positive and significant effect on the work motivation of State Vocational High School (SMK) teachers in Bone Regency, the probability value is $0.000 < 0.05$ which indicates a significance level of 5%. This means that the leadership of the school principal contributes to the high and low work motivation of State Vocational High School (SMK) teachers in Bone Regency. The better the principal's leadership, the better impact it will have on teacher work motivation.

The research results showed that respondents gave the highest response to the school principal's leadership on the knowledgeable indicator. This shows that the principal has good knowledge in managing the school, which is reflected in various operational and strategic aspects. Knowledgeable school principals are able to understand and implement educational policies effectively, develop relevant and up-to-date curricula, and facilitate increased teacher competency through training and professional development. In addition, knowledgeable school principals can also make the right decisions based on data and analysis, and are able to anticipate and handle various challenges that arise in the educational environment. Good knowledge from the principal not only improves the quality of education in the school, but also builds trust and respect from teachers, students and parents.

The results of the research show that the leadership of State Vocational School principals in Bone Regency has a significant influence on teacher work motivation, especially as seen from the indicators of responsibility as educators as perceived by respondents, meaning that when the principal carries out his leadership well, teachers feel more able to hold their responsibilities. them as educators. Effective leadership from school principals provides the support, direction and inspiration teachers need to carry out their duties optimally. This creates a positive and supportive work environment, where teachers feel valued and motivated to improve the quality of their teaching. As a result, teachers become more committed to shaping the character and competence of their students, contributing directly to improving the quality of education in schools. A good school principal is able to identify and facilitate teachers' professional needs, so that teachers can continue to develop and provide the best for their students.

Compensation for the work motivation of State Vocational High School (SMK) teachers in Bone Regency

Based on the results of the analysis, it shows that compensation has a positive and significant effect on the work motivation of State Vocational High School (SMK) teachers in Bone Regency, the probability value is $0.003 < 0.05$ which indicates a significance level of 5%. This means that compensation contributes to the high and low work motivation of State Vocational High School (SMK) teachers in Bone Regency. The better the compensation, the better impact it will have on teacher work motivation.

The research results showed that respondents gave the highest response to the facility indicators in compensation at State Vocational Schools in Bone Regency. This shows that the school provides various facilities that make it easier for teachers in the learning process. Complete learning facilities, such as laboratories, adequate libraries, and access to information technology, help teachers optimize their teaching methods. In addition, the teacher's room is comfortable and equipped with supporting equipment, such as computers and printers, as well as a pleasant recreational room, giving teachers a place to rest and socialize. All of this creates a comfortable working environment as a form of compensation, improves teacher welfare, and ultimately has a positive impact on the quality provided to students.

The results of the research show that there is a significant influence between the compensation given at State Vocational Schools in Bone Regency and teacher work motivation, especially as seen from the indicators of responsibility as educators perceived by respondents. When the compensation provided by the school is good, teachers tend to be more motivated, and able to strengthen their responsibilities as educators. Adequate compensation, both in material and non-material forms such as facilities provided by schools, encourages teachers to feel valued and recognized for their contributions to the educational process. This increases their sense of ownership of their profession and strengthens their commitment to give their best in carrying out their duties as educators. Thus, it can be concluded that the relationship between the compensation provided and teachers' work motivation has a positive impact on increasing their responsibilities as educators, which ultimately contributes to improving the quality of learning at State Vocational Schools in Bone Regency.

The research results showing the positive and significant influence of compensation on teacher work motivation at State Vocational Schools in Bone Regency are supported by findings from previous research, such as those conducted by Alexander Monte Christo Arta Graha & Rahardjo (2016) and Nuraeni et al. (2019). These studies confirm that the compensation provided has a positive impact on motivation in carrying out tasks. Good compensation, which includes various aspects such as facilities, incentives and allowances, was found to increase the level of job satisfaction, sense of appreciation and commitment of teachers to their work. These findings are consistent with the concept that compensation is not just about material rewards, but also includes recognition of the contributions and efforts provided by teachers. The results of this research provide strong empirical support for the important role of compensation in influencing teacher work motivation.

Principal leadership towards the work performance of State Vocational High School (SMK) teachers in Bone Regency

Based on the results of the analysis, it shows that the principal's leadership has a positive and significant effect on the performance of State Vocational High School (SMK) teachers in Bone Regency, the probability value is $0.000 < 0.05$ which indicates a significance level of 5%. This means that the leadership of the school principal contributes to the high and low performance of State Vocational High School (SMK) teachers in Bone Regency. The better the principal's leadership, the better impact it will have on teacher performance.

The results of this research show that respondents gave the highest assessment of the principal's leadership in the knowledgeable aspect. This indicates that the principal succeeded in highlighting his good knowledge in managing the school. Leadership based on strong knowledge has a significant impact in carrying out key functions in an educational institution. By having a deep understanding of various aspects of administration, curriculum, pedagogy, and resource management, a principal can make informed decisions, design effective strategies, and provide empowering direction to staff and students. The ability to apply knowledge in a relevant and up-to-date manner also enables school principals to better face complex challenges in the world of education. These results provide evidence that school principals who emphasize knowledge are able to bring positive change and progress to the schools they lead.

The research results show a significant influence of the principal's leadership on teacher performance at State Vocational Schools in Bone Regency, especially in the context of carrying out additional tasks as highly perceived by respondents. The quality of a school principal's leadership has a direct impact on the level of teacher proactivity in carrying out additional tasks, including extracurricular activities. Principals who are able to demonstrate effective leadership, teachers tend to feel more encouraged to be actively involved in additional activities such as extracurricular activities. This can be explained by the relationship between motivating leadership and active participation. A school principal who is able to inspire and provide adequate support will encourage them to feel more involved and contribute positively to various activities at school, including extracurricular activities. Apart from that, active involvement in additional activities such as extracurricular activities is also an indicator of teacher satisfaction with the principal's leadership.

Compensation for the work performance of State Vocational High School (SMK) teachers in Bone Regency

Based on the results of the analysis, it shows that compensation has a positive and significant effect on the performance of State Vocational High School (SMK) teachers in Bone Regency, the probability value is $0.000 < 0.05$ which indicates a significance level of 5%. This means that compensation contributes to the high and low performance of State Vocational High School (SMK) teachers in Bone Regency. The better the compensation, the better the impact on teacher performance.

The research results show that respondents gave the highest response to compensation on the facilities indicator which illustrates how important facilities are in the educational context, especially at State Vocational Schools in Bone Regency. The facilities provided by schools are a concrete form of compensation given to teachers. With adequate facilities, such as complete learning facilities, a comfortable teacher's room, as well as recreational bonuses for teachers, the learning process can be carried out more effectively and efficiently. Adequate learning facilities will create a conducive environment for students to learn, while a comfortable teacher's room can be a place for teachers to plan lessons better. Apart from that, having a recreation bonus for teachers is important because it can help reduce stress and improve the welfare of educators, so that they can be more focused and enthusiastic in carrying out their duties. Thus, the facilities at State Vocational Schools in Bone Regency are not only material but also non-material.

The results of this research show the influence of compensation on the performance of teachers at State Vocational Schools in Bone Regency, especially in carrying out additional tasks as perceived by respondents, highlighting the importance of adequate recognition and reward for additional contributions made by educators. Schools that provide good compensation, including in the form of awards for carrying out additional tasks, such as extracurricular activities or more active participation in school activities, teachers become more proactive and enthusiastic in carrying out their duties at school. This not only reflects satisfaction and appreciation on the part of the school for the additional efforts made by teachers, but also improves their performance. When teachers feel recognized and appreciated for their additional contributions, they can become actively involved in school activities, which in turn can have a positive impact on the learning atmosphere and overall teaching experience. The influence of compensation on teacher performance at State Vocational Schools in Bone Regency, which is reflected in the implementation of additional duties, shows that providing appropriate compensation can be an important factor in increasing teacher effectiveness and productivity in their service.

The research results show that compensation has a positive and significant influence on teacher performance, in line with research conducted by Nasrul et al. (2022), Fathussyakir et al. (2022), and Hakim et al. (2021). Their findings show that when teachers feel valued by being compensated appropriately for their contributions, they will carry out their duties well. This research provides empirical support for the concept that compensation, whether in the form of money, facilities, incentives or other benefits, has an important role in improving teacher performance. Thus, this research provides a strong basis for human resource management policies in schools to pay attention to the importance of providing appropriate compensation as a strategy to improve teacher performance.

Work motivation on the work performance of State Vocational High School (SMK) teachers in Bone Regency

Based on the results of the analysis, it shows that work motivation has a positive and significant effect on the performance of State Vocational High School (SMK) teachers in Bone Regency, the probability value is $0.025 < 0.05$ which indicates a significance level of 5%. This means that motivation contributes to the high and low performance of State Vocational High School (SMK) teachers in Bone Regency. The better the work motivation, the better the impact on teacher performance.

The research results showed that the highest response from respondents to work motivation was the role of responsibility as an educator held by teachers at State Vocational Schools in Bone Regency. The emphasis on this responsibility indicates that the teachers at the school take it seriously and understand how important their role in education is. Responsibilities as an educator cover a variety of aspects, from ensuring students' academic success to paying attention to their social and emotional development. Teachers who feel responsible for student learning and development are more motivated to provide their best in every aspect of their teaching. Awareness of their responsibilities as educators not only motivates these teachers to improve the quality of teaching, but also becomes an inspiration to study harder.

The research results which show that work motivation has a positive and significant effect on teacher performance at State Vocational Schools in Bone Regency are supported by a number of previous studies, including research conducted by Aprida et al. (2020), T. Anggia Dewi (2015), and Ristianey et al. (2020). These findings confirm that work motivation is an important factor in determining how well a person performs. High work motivation, especially triggered by factors such as responsibility as an educator, personal goals in the learning process, and awareness of the importance of their role in shaping future generations, consistently has a positive impact on the quality of teaching and student achievement. Teachers who feel motivated to give their best in every aspect of their work are more focused in carrying out their duties. Thus, the findings from a number of studies provide strong empirical support for the relationship between work motivation and teacher performance, and confirm that high work motivation can be the key to improving teacher performance at State Vocational Schools in Bone Regency.

Principal leadership towards performance through work motivation of State Vocational High School (SMK) teachers in Bone Regency

Based on the research results, it shows that respondents gave the highest response to the principal's leadership on the knowledgeable indicator, which confirms that the principal has a strong leadership side in terms of knowledge in managing the school. Good knowledge becomes a solid foundation for a school principal to make appropriate and strategic decisions in carrying out his duties. School principals who have a deep understanding of various aspects of education, school policies, resource management, and the latest developments in the world of education can effectively formulate a school vision and mission that is relevant and can be realized. In addition, good knowledge also allows school principals to identify the challenges faced by the school and design effective strategies to overcome these challenges.

This research shows that teacher work motivation, as an intervening variable, has a significant indirect influence from the principal's leadership. The principal of a State Vocational School in Bone Regency shows more objective leadership characteristics, which prioritizes his leadership knowledge in carrying out his duties. The presence of directed and knowledgeable leadership has an impact on teacher performance in carrying out their role as responsible educators. Effective principals manage schools with a strong knowledge base, creating an environment that motivates teachers to better carry out their duties.

Compensation for performance through work motivation of State Vocational High School (SMK) teachers in Bone Regency

Based on the results of the analysis, it shows that compensation has a positive but not significant effect on performance through the work motivation of State Vocational High School (SMK) teachers in Bone Regency, the probability value is $0.061 > 0.05$ at the 5% significance level. This means that compensation is less able to contribute to high and low performance through the work motivation of State Vocational High School (SMK) teachers in Bone Regency.

The research results show that there is an indirect influence between compensation and work performance, where work motivation is unable to act as a mediator in the relationship between compensation

and performance. This is interesting because it is different from previous assumptions which considered work motivation as an important mediator in influencing performance through the influence of the principal's leadership. These findings indicate that other factors may be more dominant in influencing performance, especially in the context of State Vocational School teachers in Bone Regency. In this research, it is important to note that not all teachers have the same motivation for compensation in the form of facilities as found in this research. The dominant compensation in this study seems to be more related to facilities rather than monetary or financial aspects. Increasing work performance may be more influenced by improving the facilities provided to State Vocational School teachers in Bone Regency, rather than just increasing their work motivation.

This research can be seen as a relevant contribution to previous findings documented by Paino et al. (2023) and Setianigsih & Kader (2019). Paino et al. (2023) found that compensation has a positive but not significant influence on teacher performance. This supports research results which show that the relationship between compensation and performance is not always direct or not always significant. Also, in the view of Setianigsih & Kader (2019) they highlight the complexity of the relationship between compensation and teacher performance. This research can expand understanding of their findings by showing that work motivation does not always act as a significant mediator in the relationship between compensation and teacher performance. Setianigsih & Kader (2019) have highlighted that not all forms of compensation have a significant influence on teacher performance, this research further clarifies that compensation in the form of facilities seems to have a more dominant role in certain contexts, such as for State Vocational School teachers in Bone Regency.

This research provides an interesting perspective on Mulyasa's (2011) view of the importance of motivation in improving performance, especially in the context of activities that are directly related to improving performance. Mulyasa emphasized that motivation is the key to moving individuals to achieve optimal results in their work. In the context of this research for State Vocational School teachers in Bone Regency, compensation such as salary that meets personal needs may be an important factor in building strong motivation among teachers. Although this research found that work motivation did not significantly mediate the relationship between compensation and performance, this does not reduce the importance of motivation in this research. On the other hand, it can be interpreted that compensation factors, especially in forms that directly meet personal needs, such as adequate salaries, can be an important catalyst in generating strong motivation among teachers. Compensation that suits individual needs can create a work environment that supports and motivates teachers to provide their best performance.

4. Conclusions

Based on the results of the analysis and discussion in this research, the leadership of the school principal has a positive and significant effect on the work motivation of State Vocational High School (SMK) teachers in Bone Regency. The better the leadership of the school principal, the greater the work motivation of State Vocational High School (SMK) teachers in Bone Regency. The leadership of the school principal has a positive and significant effect on the performance of State Vocational High School (SMK) teachers in Bone Regency. The better the leadership of the school principal, the greater the performance of State Vocational High School (SMK) teachers in Bone Regency.

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