Analysis The Effect of Leadership, Compensation and Motivation on Teacher Performance with Job Satisfaction as an Intervening Variable (Study at Muhammadiyah School Pangandaran District)

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Abstract

This study aims to test independent variables consisting of leadership, compensation and motivation against the dependent variable, namely teacher performance with job satisfaction as an intervening variable. The research approach used is quantitative with the SEM PLS 3 method. The data collection method uses questionnaire distribution techniques and Sample selection in this study uses saturated sampling or census, that is, the population number can be sampled in this study, the sample used as many as 84 respondents displayed results (H1) Rejected there was no significant influence of leadership on teacher performance with a coeficient path (-0.418). (H2) Rejected had no significant effect of compensation on teacher performance with path coeficient (0.156). (H3) Rejected no significant effect of motivation on teacher performance with path coeficient (-0.087). (H4) Rejected had no significant effect of leadership on job satisfaction with path coeficient (0.204). (H5) It is accepted that there is a significant influence of leadership on job satisfaction with a path coeficient (0.496). (H6) Rejected had no significant effect of compensation on job satisfaction with path coeficient (0.136). (H7) Accepted there is a significant effect of motivation on job satisfaction with path coeficient (0.2388). (H8) Rejected that there was no significant effect on the variable of job satisfaction as a mediation between leadership and teacher performance with path coeficient (-0.101). (H9) Rejected there was no significant effect of job satisfaction as a mediation between compensation and teacher performance with path coeficient (-0.028), (H10) Rejected no significant effect of job satisfaction as mediation between motivation and teacher performance with path coeficient (-0.049). The implications for the results of this study show unhealthy organizational processes and environments. So improving management that pays attention to good management is a way to improve human resource management in educational institutions in Muhammadiyah.
Keywords: Leadership, Compensation, Motivation, Perfomance, Satisfaction

Introduction

Education in Indonesia still needs improvement. Although Indonesia has clever children and has a rich culture, education still counts in Indonesia. The education system in Indonesia is still far behind compared to developed countries. Many places in Indonesia are still lagging behind in terms of education, such as NTB, NTT, and Papua. The difference in the quality of education can be said to be quite significant. Therefore, there is a need for efforts to improve the quality of education in Indonesia in order to compete with other countries, one of which is the quality of educators to improve their performance. Performance is defined as the result of a process that refers to and is measured over a certain period of time based on predetermined terms and agreements.

Several factors that can affect employee performance, one of which is leadership. Leadership according to Robbins and Judge in research (Atiku, 2023) is the ability to influence a group toward achieving a vision or set of goals. While (Gibson et al., 2012) Giving understanding that leadership is an effort to use influence to motivate individuals to complete some goals. Good leadership will affect the performance of employees, this is supported by the results of research owned (Garaika, 2020) But contrary to the results of the study (Saputri & Andayani, 2018) which states that leadership has no effect on performance.

In addition, compensation can affect employee performance. (Kasmir, 2016) states that compensation is a remuneration provided by the company to its employees, both financial and non-financial in nature. While according to (Smalley et al., 2017) Compensation as a matter in the form of pay to be given to employees and matters related to employees. Compensation can affect employee performance, this is supported by proprietary research (Garaika, 2020) But contrary to the results of his research (Rianda & Winarno, 2022) which states compensation has no effect on performance.

Furthermore, a factor that can affect performance is motivation. (Taormina & Gao, 2013) Explaining motivation is something that is constant, never ending, fluctuating, complex, (Andika et al., 2019) Motivation is one of the things that influence.human behavior, the influence of motivation on performance is very large, supported in research (Werang et al., 2019), However, contrary to research (Mona & Kurniawan, 2022) that says motivation has no effect on performance.

Another factor that can affect performance is job satisfaction. Job satisfaction according to (Kotler & Keller, 2009) is a person's feelings of pleasure or disappointment that arise from comparing perceived performance with desired expectations. As for (Sutrisno et al., 2017) Saying that satisfaction refers to the general attitude of an individual towards his work. So that job satisfaction positively affects performance, in line with research (Mustika & Syamsuddin, 2022), While in the results of the research (Azhari et al., 2021) has a positive influence on performance but does not have a significant effect.

In terms of teacher teaching motivation, it can be said that it is still low, with teachers who reason that permission not to enter school, if they are in school, sometimes they do not go to class, so that teaching and learning activities in the school environment are not conducive because the compensation obtained by teachers is not in accordance with their workload. In terms of job satisfaction, the level of job satisfaction of teachers in carrying out their basic duties is still low. It is still found that teachers are looking for jobs or additional income outside of teaching hours at school, thus affecting the performance of the teacher concerned, on the other hand the work environment in the school also determines the level of job satisfaction of the teacher.

This study is important because there is a gap between one study and another, in this case researchers can also see where there are several Muhammadiyah Pangandaran schools whose number of students has decreased in the last three years. (Rosilah, 2023) This indicates the principal's lack of leadership about the management of the school, so that the principal feels good and good in leading the school. In addition, the type and form of compensation received by teachers is still unsatisfactory, even it is still found that most teachers do not receive ideal compensation according to the performance results they have achieved, both compensation in the form of incentive money and intelligence fees in extracurricular and intracurricular activities, because the number of students that decreases has an impact on school income.

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This study is important based on the results of interviews with school principals that have been described above about the problems being faced by Muhammadiyah schools resulting in decreased performance and has become the image of the school among the community. Therefore, researchers consider the need for research actions related to this problem in order to find solutions to the results to be obtained. Previous research from (Garaika, 2020) with the variables Motivation, Compensation and Job Satisfaction as Intevening variables and adding leadership variables from the article (Sugiono et al., 2021), so that the researcher took the title "Analysis of the Influence of Leadership, Compensation and Motivation on Performance with Satisfaction as Mediation (Study at Muhammadiyah Schools Pangandaran District)".

Hypothesis:

Direct Influence :

H1: Leadership affects performance

H2: Compensation affects performance

H3: Motivation affects performance

H4: Job satisfaction affects performance

H5: Leadership affects job satisfaction

H6: Compensation affects job satisfaction

H7: Motivation affects job satisfaction

Indirect Influence:

H8: job satisfaction equalizes the relationship of leadership to performance

H9: Job satisfaction mimics the relationship of compensation to performance

H10: Job satisfaction considers the relationship of motivation to performance

Method

This study uses a quantitative approach where the data processing that occurs in the object of research uses number symbols to obtain scientific results so that conclusions can be drawn based on the problems being faced by Muhammadiyah schools. Sugiyono explained that quantitative research methods are methods based on the philosophy of positivism, used in researching the sample and study population. Quantitative research is research that presents data in the form of numbers as a result of research. Descriptive research method is a method in researching the status of a human group, an object, a condition, a thought, or current events. Population refers to the entire group of people, events, or things that researchers want to investigate.(Nasution, 2023) In the study were teachers and employees of Muhammadiyah schools in Pangandaran District. The population in this study was 84 teachers.

A sample is a portion of the population, a sample consisting of a number of members selected from the population (Mulyadi et al., 2018). The sampling method in this study uses a type of probabillity sampling with saturated sampling techniques or census, where the population number can be sampled in this study. The criteria used were teachers who worked in Muhammadiyah Pangandaran schools, so the sample in this study amounted to 84 teachers.

According to Sugiyono, questionnaire is a data collection technique carried out by giving respondents a set of questions or written statements to answer (Purwono et al., 2019). The procedures in this data collection method, namely: distributing the questionnaire and then the respondent is asked to fill out the questionnaire on the answer sheet provided; Then the questionnaire sheets are collected, selected, processed, and analyzed. In this study, data collection used questionnaires, because the data collected could measure the level of attitudes, opinions and responses of respondents to the questions given by the researcher. In the questionnaire the answer will refer to the Likert scale technique with the interval benchmark is: 5 : Strongly Agree, 4 : Agree, 3 : Enough, 2 : Disagree, 1 : Strongly disagree

Data analysis was carried out using the Partial Least Square (PLS) method. PLS is one of the methods of solving Structural Equation Modeling (SEM) which has a higher level of flexibility in research that connects theory and data, and is able to perform path analysis with latent variables so that it is often used by researchers who focus on social sciences. PLS is a fairly powerful method of analysis because it is not based on many assumptions. PLS is able to describe latent variables and be measured using indicators. Researchers use PLS because this research is a latent variable that can be measured based on its indicators so that researchers can analyze with clear and detailed calculations. (Ghozali, 2020).

Results

Table 1 Demographic Respondents (N = 84)

Variable	Category	Frequency	Percentage
Gender	Male	48	57,1 %
	Woman	36	42,9%
Age	<25 years	12	14,3%
	26 to 35 years old	46	54,8%
	36 to 45 years old	11	13,1%
	46 to 55 years old	9	10,7%
	>55 years old	6	7,1%
Education	Diploma III (D3)	4	4,8%
	Bachelor (S1)	76	90,5%
	Master (S2)	4	4,7%
Marital Status	Marry	61	72,6%
	Unmarried	23	29,4%
Period of Service	<1year	12	14,3%
	1 to 5 years	20	23,8%
	6 to 10 years	30	35,7%
	>10 years	22	26,2%

Evaluation of Reflective Measurement Models

The measurement model in this study consists of a reflective measurement model where the variables of leadership, compensation, motivation, performance and job satisfaction are measured reflectively. According (Sarstedt et al., 2021) The reflective evaluation model consists of a loading factor of > 0.70, composite reliability >0.70 Cronbach's alpha and average variance extracted (AVE > 0.50) and evaluation of discriminant validity, namely fornell and lacker criteria and Heterotrait Monotrait Ratio (HTMT) below 0.90 cross loading. This reflective measurement model based on the theory above has certain indicators and reference values that must be achieved to be considered valid. In this measurement each variable can be measured directly with one another. When the measurement has been calculated by PLS-SEM, the value that comes out is the result that shows the validity of each variable indicator.

Table 2 Measurement Model Results

Variables	Indicator	Outer Loading	Cronbachs Alpha	Composite Reliability	AVE
Leadership					
X1	The principal has good analytical skills in achieving goals	0.763	- 0.361	0.195	0.563
X2	The principal can give work instructions well	-0.675			
X3	The principal has good communication skills	0.714			
X4	The principal can distribute tasks proportionally	-0.832			
X5	The principal was firm in his actions	0.757			
Compensation					
X2.1	The wages and salaries I receive are in accordance with the workload	0.498	0.538	0.719	0.399
X2.2	The incentives I expected were very high	0.697			
X2.3	The allowance I received was as expected	0.502			
X2.4	The allowance I received was as expected	0.782			
Motivation					
X3.1	The main factor I work for is salary	0.423	0.224	0.440	0.297
X3.2	The principal was not the main factor for me who encouraged me in doing the work	0.002			
X3.3	Good relationships with other teachers, the main factor that drives me to do the work	0.788			
X3.4	The factor that drives me to do my work is because I want to be praised and recognized	-0.317			
X3.5	My success in doing work is the main factor that continues to drive me in doing work	0.766			

Teacher Perfomance					
Y1	I have good quality work	-0.508	- 0.120	0.241	0.435
Y2	I'm having trouble completing the assigned work	0.779			
Y3	I can complete the work according to the set time	-0.786			
Y4	I use the facilities at school effectively	0.767			
Y5	I can do the work independently	0.052			
Y6	The work commitments I have are high	0.733			
Work Satisfaction					
Z1	I feel satisfied with my work	0.731	0.502	0.678	0.347
Z2	I am satisfied with the salary received	0.003			
Z3	I am satisfied with the working conditions	0.522			
Z4	I feel dissatisfied with the existing leadership	0.693			
Z5	I am satisfied with the relationship between the teachers	0.671			

Discriminant Validity Evaluation

Discriminant validity evaluation is the evaluation of measurement models to ensure that variables are theoretically different and empirically/statistically tested. The methods used are fornell and lacker criteria as well as HTMT (Heterotrait Monotrait ratio) and lacker is that the root of AVE is greater correlation with leadership variables (0.563) and greater than motivation variables (0.297), compensation variables (0.399). These results show that the discriminant validity of the 5 variables is fulfilled thus the validity of leadership, compensation and motivation where the roots of AVE are greater than the correlation between variables. (J. F. Hair et al., 2019) HTMT recommends because this measure of discriminant validity is more sensitive or accurate in detecting discriminant validity. The recommended value is below 0.90. The HTMT result is below 0.90 for variable pairs then discriminant validity is achieved.

Table 3 Discriminant Validity

	Leadership	Work Satisfaction	Perfomance	Compensation	Motivation
Leadership					
Work Satisfaction	**0,684**				
Perfomance	**0,794**	**0,791**			
Compensation	**0,702**	**0,482**	**0,642**		
Motivation	**0,587**	**0,681**	**0,644**	**0,790**	

Fit Model Evaluation

Fit Summary

Table 4 SRMR

	Saturated Model	Estimated Model
SRMR	0,121	0,121

For the model to meet the model fit criteria, the SMSR value must be less than 0.05 (Cangur & Ercan, 2015). However, based on the explanation from SMARTPLS, the limitations or criteria of the fit model include: RMS Theta value or Root Mean Square Theta < 0.102, SRMR value or Standardized Root Mean Square <0.10 or < 0.08. Based on the above results, the model's estimated SRMR value is 0.121 > 0.10, so this model does not match the data or indicates poor fit.

In most cases, researchers should do so using RMSE. If the distribution of prediction error is very asymmetrical, the MAE is a more precise prediction statistic. Prediction statistics depend on the measurement scale of the indicator and the raw value does not mean much. Therefore, researchers need to compare the RMSE (or MAE) value with the benchmark. The recommended benchmark (generated by the PLSpredict method) uses the linear lines of the regression model (LM) to generate predictions of manifest variables, by running linear regression of each indicator of the dependent construct against the exogenous indicator of the latent variable in the PLS path model When comparing the RMSE (or MAE) to the LM value, the following guidelines apply. (J. F. Hair et al., 2019):

1. If PLS-SEM analysis, compared with LM benchmark produces higher results. Prediction errors in the RMSE (or MAE) for all indicators, this indicates that the model has no predictive power.
2. If the majority of dependent construct indicators in the PLS-SEM analysis produce higher prediction errors compared to LM benchmarks, it indicates that the model has low predictive power.
3. If a minority (or equal number) of indicators in the PLS-SEM analysis produce higher prediction errors compared to the LM benchmark, this indicates moderate prediction strength.
4. If none of the indicators in the PLS-SEM analysis has a higher RMSE (or MAE) value compared to the LM benchmark, the model has high predictive power.

Table 5 PLS Predict

Item	RMSE	MAE	Q²_predict	RMSE	MAE	Q²_predict
Z.1	0,532	0,390	0,139	0,544	0,430	0,098
Z.2	0,739	0,525	-0,039	0,804	0,640	-0,231
Z.3	0,637	0,479	-0,002	0,639	0,506	-0,009
Z.4	0,819	0,729	0,051	0,951	0,822	-0,281
Z.5	0,543	0,433	0,184	0,579	0,466	0,072
Y1.1	0,516	0,344	0,153	0,522	0,378	0,131
Y1.2	0,769	0,625	0,176	0,798	0,595	0,113
Y1.3	0,525	0,386	0,157	0,574	0,451	-0,009
Y1.4	0,897	0,776	0,207	0,983	0,807	0,047
Y1.5	0,766	0,560	-0,033	0,833	0,634	-0,222
Y1.6	0,737	0,532	0,092	0,787	0,581	-0,036

Table 6 R & Q Square

	R Square	Q Square
Work Satisfaction	0,366	0,060
Teacher Perfomance	0,452	0,163

Predictive relevance is a test carried out in showing how well the observation value is produced using the blindfolding procedure by looking at the Q square value. If the Q square value > 0 then it can be said to have a good observation value, while if the Q square value < 0 then it can be declared that the observation value is not good. Q-Square predictive relevance for structural models, measuring how well conservation values are generated by the model and also the estimation of its parameters. A Q-square value of > 0 indicates the model has predictive relevance; Conversely, if the Q-square value ≤ 0 indicates the model lacks predictive relevance. Q-Square can measure how well the observation values are produced by the model and also estimate its parameters.*(Ghozali, 2016)* A Q-Square value greater than 0 indicates that the model has a predictive relevance value. Whereas if the Q-Square value is less than 0 then the model has less or no predictive relevance. Predictive value – relevance is obtained by the formula. (Sarstedt et al., 2021)

Table 7 Residual Variance

FIMIX RESIDUAL VARIANCE

Matrix	Segment 1	Segment 2
Work Satisfaction	0,800	0,089
Teacher Perfomance	0,324	0,732

The purpose of using a useful analytical approach (FIMIX-PLS) in PLS-SEM that allows to deal with unobserved heterogeneity. Unobserved heterogeneity occurs when there is a significant one. Differences in model relationships between data groups and these sources, Differences cannot be traced back to observable characteristics such as gender, age or income. In particular, the paper provides an overview of unobserved heterogeneity, its prevalence and challenges for social science researchers. It also introduced FIMIX-PLS, which facilitates the identification and treatment of unobserved heterogeneity by offering guidance on how to apply techniques to specific research problems.

PLS-SEM applications typically analyze a complete set of data, implicitly assuming that the data comes from a single homogeneous population. This assumption characteristic of relatively homogeneous data is often unrealistic. Individuals (e.g. in their behavior) or companies (e.g. in their structure) are different, and collecting data across observations is likely to produce misleading results Failure to consider such heterogeneity can be a threat to the validity of PLS-SEM results, leading to erroneous conclusions. (J. Hair Joe F. et al., 2016)

Coeficient Path and P Value Diagram
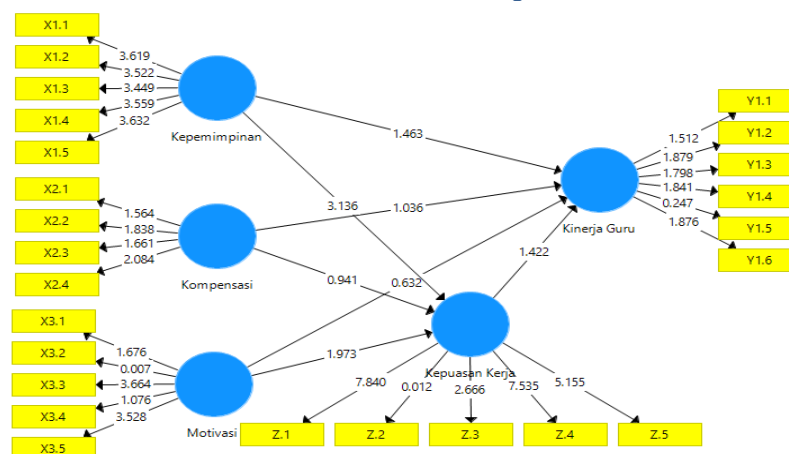
Structural Model Evaluation

The structural model coefficients for relationships between constructs are derived rom estimating a series of regression equations. Before assessing structural relationships, collinearity should be checked to ensure it does not refract regression of results. This process is similar to assessing formative measurement models, but is latent predictor construct variable scores in partial regression

used to calculate VIF values. VIF values above 5 indicate possible collinearity problems between the two predictor constructs, but collinearity problems can also occur at lower VIF values of 3-5.(Guenther et al., 2023) Ideally, the VIF value should be closer to 3 and lower. If collinearity is a problem, a frequently used option is to create a higher-level model that can be supported by theory. (J. F. Hair et al., 2019)

Table 8 Hypothesis Testing / Structural Model Testing

Hypothesis	Path Coeficient	P Value	95% trust path coeficient		Result	VIF	F Square / Upsilon V
			Lower Limit	Upper Limit			
Direct influence							
Leadership – Teacher performance	-0,418 ***	0,111	-0,648	0,475	No Effect	1,834	0,174
Compensation – Teacher Performance	0,156 ***	0,285	-0,234	0,367	No Effect	1,315	0,034
Motivation – Teacher Performance	-0,087 ***	0,512	-0,321	0,194	No Effect	1,249	0,011
Job satisfaction – teacher performance	-0,204 ***	0,144	-0,406	0,198	No Effect	1,506	0,051
Leadership – Job satisfaction	0,496 ***	0,003	0,239	0,664	Significant	1,464	0,253
Compensation – Job Satisfaction	0,136*** *	0,321	-0,172	0,344	No Effect	1,287	0,022
Motivation _ Job satisfaction	0,2388* **	0,047	-0,030	0,457	Significant	1,163	0,073
Indirect influence							
Leadership – Job Satisfaction – Teacher performance	-0,101*	0,178	-0,217	0,105	No Effect		
Compensation – Job Satisfaction – Teacher performance	-0,028 ***	0,466	-0,098	0,056	No Effect		
Motivation – Job Satisfaction – Teacher performance	-0,049 ***	0,277	-0,135	0,055	No Effect		

*Sig5% **Sig 1% ***Sig<1%

Discussion

Evaluation of Reflective Measurement Models

The leadership variable is measured with 5 valid items where the outler loading value lies between -0.832 to 0.763 which shows that the five items correlate in explaining school leadership in the Muhammadiyah educational environment but there is a very significant distance that indicates resistance to certain items. The reliability level of the leadership variable can be accepted with a composite reliability value of 0.195 and Cronbach's alpha - 0.361 below 0.70 and AVE 0.563 >0.50. Among the five items above, the most powerful is X1. 1 = 0.763 i.e. the principal has good analytical skills in achieving goals and X1.5 = 0.757 i.e. the principal is firm in acting. This research is in line with previous research (Persada & Nabella, 2023)

The compensation variable is measured with 4 valid items where the outler loading value lies between 0.498 to 0.782 which shows that the four items correlate in explaining school compensation in the Muhammadiyah educational environment. The level of reliability of the compensation variable is acceptable with a composite reliability value of 0.719 and Cronbach's alpha 0.538 below 0.70 and AVE 0.399 < 0.50. Among the five items above, the strongest is X2.4 = 0.782 which is the need and facilities of equipment in schools are sufficient and X2.2 = 0.697 which is the incentive that I expect is very high. This research is in line with previous research (Hafidzi et al., 2023)

The motivation variable is measured with 5 valid items where the outler loading value lies between -0.317 to 0.788 which shows that the five items correlate in explaining school motivation in the Muhammadiyah educational environment but there is a very significant distance that indicates resistance in item X3.4. The reliability level of the leadership variable is acceptable with a composite reliability value of 0.440 and Cronbach's alpha 0.224 below 0.70 and AVE 0.297 < 0.50. Among the five items above, the most powerful is the X3. 3 = 0.788 i.e. Good relationship with other teachers, the main factor that drives me to do the work and X3.5 = 0.766 i.e. My success in doing the job is the main factor that keeps pushing. This research is in line with previous research (Tampubolon & Sibuea, 2023)

The variable teacher performance was measured with 6 valid items where the outler loading value was located between -0.786 to 0.779 which showed that the five items correlated in explaining the performance of school teachers in the Muhammadiyah education environment but there was a very significant distance indicating resistance in items Y1 and Y3. The variable reliability level of teacher performance can be accepted with a composite reliability value of 0.241 and Cronbach's alpha - 0.120 below 0.70 and AVE 0.435 < 0.50. Among the six items above, the strongest is Y2 = 0.779 i.e. I have difficulty in completing the given work and Y4 = 0.767 i.e. I effectively use the facilities at school effectively. This research is in line with previous research (Parinduri et al., 2023)

The job satisfaction variable is measured by 5 valid items where the outler loading value is located between 0.003 to 0.731 which shows that the five items correlate in explaining job satisfaction in the Muhammadiyah educational environment. The level of reliability of job satisfaction variables can be accepted with a composite reliability value of 0.678 and Cronbach's alpha 0.502 below 0.70 and AVE 0.347 < 0.50. Among the five items above, the strongest are Z1 = 0.731 i.e. I feel satisfied with my job and Z4 = 0.693 i.e. I feel dissatisfied with the existing leadership. This research is in line with previous research (Hartika et al., 2023)

Discriminant Validity Evaluation

So from the results of the data analysis above, it was concluded that most of the measurement items of endogenous variables, performance and job satisfaction of the proposed

PLS model have lower RMSE and MAE values than the RM model, so the PLS model has medium predictive power.

Based on the data presented in table 6 it can be seen that the value of Q square on the dependent (endogenous) variable is 0.060 and 0.163. By looking at these values, it can be concluded that this study has a good predictive relevance of observations because the value of Q square > 0 (zero), namely 0.060 and 0.163 based Chin.(Dorta-Afonso et al., 2023)

Based on the results of the endogenous variable table above, it can be concluded that the variable consisting of job satisfaction variables has a low value in 2 segments, which means that the distribution of data is heterogeneous, while the teacher performance variable has the lowest value in 1 segment, meaning that the distribution of data is homogeneous.

Structural Model Evaluation

Based on the results of the hypothesis test above, it is known as follows:

1. (H1) Rejected i.e. there is no significant influence of leadership on teacher performance with path coeficient (-0.418) and p-value (0.111 > 0.05) any change in leadership will improve teacher performance. Leadership in improving teacher performance with a 95% confidence level lies between -0.648 – 0.475. While the value of f square has no effect. This shows that leadership is less able to improve teacher performance, where the attitude of leaders who give direction to teachers in doing work does not have a well-acceptable influence on the teacher's side. Of course, this is something that needs to be evaluated both in terms of management and leadership style. The reason for the rejection is because the division of duties and responsibilities is not clear so that the work system has been running without strict supervision from the leadership, so that leadership does not have a significant effect on teacher performance. Obviously this is in line with research (Aziz & Putra, 2022) The influence of leadership style and motivation on teacher performance at SD Kartika 1-11 Padang which showed negative results on the results between leadership and teacher performance.

2. (H2) Rejected i.e. there was no significant effect of compensation on work performance with path coeficient (0.156) and p-value (0.285 > 0.05). Job satisfaction in improving teacher performance with a confidence level of 95% lies between -0.234 – 0.367. While the value of f square has no effect. It becomes resistant to the variable compensation because it cannot improve teacher performance. It is strongly suspected that the occurrence of performance governance that is not based on performance achievement so that the weak compensation relationship to teacher performance in Muhammadiyah schools. As per research (Setianigsih & Kader, 2019) The effect of work discipline, competence and compensation on teacher performance shows negative results.

3. (H3) Rejected i.e. there was no significant effect of motivation on teacher performance with path coeficient (-0.087) and p-value (0.512 > 0.05). Motivation in improving teacher performance with a 95% confidence level lies between -0.321 – 0.194. While the value of f square has no effect. It is suspected that the lack of support and motivation in the work environment causes resistance to motivational variables so that it cannot improve teacher performance at Muhammadiyah Pangandaran college. These results are in line with research (Kaengke et al., 2018) the influence of career development, training and motivation on employee performance at PT Air Manado manado.

4. (H4) Rejected i.e. there was no significant effect of job satisfaction on teacher performance with path coeficient (-0.204) and p-value (0.114 > 0.05). Job satisfaction in improving teacher performance with a 95% confidence level lies between -0.406 – 0.198. While the value of f square has no effect. It is suspected that the lack of job satisfaction in the school environment is due to factors of discomfort with the leadership and incentives provided, so that it cannot

improve teacher performance in Muhammadiyah pangandaran schools. This is supported by research (Suwarno et al., 2018) The influence of leadership style, motivation and commitment on job satisfaction and performance of elementary school teachers in Rimba sub-district across Rokan Hilir District showed negative results.

5. (H5) Accepted that there is a significant influence of leadership on job satisfaction with path coeficient (0.496) and p-value (0.003 < 0.05) any change in leadership will increase job satisfaction. Leadership in improving teacher performance with a 95% confidence level lies between 0.239 – 0.664. While the value of f square has an influence on 0.253. Based on the results of obtaining answers to questionnaires given to previous respondents, there were several respondents who gave a good relationship value between teachers and leaders. From the results of the analysis of respondents' answers, . Therefore, it is expected that school leaders will be able to increase their sense of attention to the condition of teachers so as to obtain better job satisfaction. This is in line with research (Siagian & Khair, 2018) The influence of leadership style and work environment on employee performance with job satisfaction as an intervening variable.

6. (H6) Rejected i.e. there was no significant effect of compensation on job satisfaction with path coeficient (0.136) and p-value (0.321 > 0.05). Job satisfaction in improving teacher performance with a 95% confidence level lies between -0.172 – 0.344. While the value of f square has no effect. It is suspected that the compensation received by teachers does not provide a sense of sufficient job satisfaction. So the leader must provide performance incentives based on the results of performance achievements. These results are in line with research (Ferdian et al., 2023) The Effect of Compensation, Motivation and Work Environment on Job Satisfaction of Teachers and Administration Staff of SMA Negeri 2 Playen Gunungkidul.

7. (H7) Accepted, that is, there is a significant influence on motivational variables on job satisfaction with path coeficient (0.2388) and p-value (0.047 < 0.05). Motivation in improving teacher performance with a confidence level of 95% lies between -0.030 – 0.457. While the value of f square has no effect. Positive results are thought to be due to a good response from the relationship items between individual teachers which causes good work based on the results of the measurement model table. This is in line with research (Majid et al., 2021) The effect of work motivation on employee performance with job satisfaction as a moderation variable.

8. (H8) Rejected that there was no significant effect on the variable of job satisfaction as a mediation between leadership and teacher performance with path coeficient (-0.101) and p-value (0.178 > 0.05). Job satisfaction mediates leadership with teacher performance with a 95% confidence level located between -0.217 – 0.105. While the value of f square has no effect. This result found that job satisfaction did not function as a mediating variable between leadership and teacher performance because based on the results of the outler loading table analysis showed considerable resistance to leadership at 0.693 occupying second place on the item that contained the most responses. In line with this view, the same results were found in the study (Dessyarti, 2018) The Influence of Leadership Style, Organizational Commitment, Organizational Culture on Job Satisfaction and Marketing Employee Performance (at PT Suzuki Motor Dealers Madiun and Ngawi Branches).

9. (H9) Rejected that there was no significant effect on job satisfaction variables as a mediation between compensation and teacher performance with path coeficient (-0.028) and p-value (0.466 > 0.05). Job satisfaction in mediating compensation with teacher performance with a 95% confidence level lies between -0.098 – 0.056. While the value of f square has no effect. From these results, it can be suspected that compensation and job satisfaction are still at a

low level. If the better the compensation, the higher the job satisfaction so that teacher performance also increases. This is contrary to the results of the study (Mulyaningtyas & Soliha, 2023) Job satisfaction mediates compensation variables on teacher performance.

10.   (H10) Rejected that is, there was no significant effect on the variable of job satisfaction as a mediation between motivation and teacher performance with path coeficient (-0.049) and p-value (0.277 > 0.05). Job satisfaction in mitigating motivation with teacher performance with a 95% confidence level lies between -0.135 – 0.055. While the value of f square has no effect. From these results, it can be suspected that the relationship between motivational variables and teacher performance is still low even though it has gone through mediation tests. Motivation can improve performance by meeting the needs of a sense of security in the work environment and improving facilities in schools. These results are in line with research (Ruleti, 2020)

This study has limitations and suggestions for research conducted by future researchers include: First, the research subjects are relatively few and in a narrow area, especially educational institutions under the primary and secondary education council of the regional leadership of Muhammadiyah Pangandaran which still has 3 schools that are the object of this study, so the researcher feels that this research is still classified as less comprehensive, which consequently the results cannot be generalized. The purpose of the study only wants to know the achievement of the development of the analysis of HR factors which are limited to 5 variables in which there are several managerial problems in reality. But more than that, the results of this research can be used as a reference by decision holders to improve the system and management that has been carried out so that in the future it will be better and advanced in terms of human resources and the quality of public services.

In this study, researchers used employee performance theory to measure teacher performance in educational institutions in Muhammadiyah. This is indeed different between the two but researchers use the theory for measuring resources in schools. For further researchers to be able to use performance theory in accordance with the field of research to be researched, whether it is a company or school.

Conclusion

Based on the results of multiple linear regression tests and path analysis that have been carried out previously, it can be concluded as follows:

(H1) Rejected i.e. there was no significant influence of leadership on teacher performance with path coeficient (-0.418).   (H2) Rejected had no significant effect of compensation on teacher performance with path coeficient (-0.156). (H3) Rejected no significant effect of motivation on teacher performance with path coeficient (-0.087).   (H4) Rejected had no significant effect of satisfaction on performance with path coeficient (0.204). (H5) It is accepted that there is a significant influence of leadership on job satisfaction with a path coeficient (0.496).   (H6) Rejected had no significant effect of compensation on job satisfaction with path coeficient (0.136).   (H7) It is accepted that there is a significant effect of motivation on job satisfaction with path coeficient (-0.2388).   (H8) Rejected there was no significant effect of job satisfaction as a mediation between leadership and teacher performance with path coeficient (-0.101).   (H9) Rejected there was no significant effect of job satisfaction mediating between compensation and teacher performance with path coeficient (-0.028). (H10) Rejected there was no significant effect of job satisfaction as a mediation between motivation and teacher performance with path coeficient (-0.049). Based on the results of the data processing above, it can be concluded that the organizational environment and unhealthy HR management that is not good cause many variables that are measured are not significant. It can be ascertained to be true based on the background that has been described that the decline in students in each new school year is strongly suspected to be caused by a

poor school management image. So in the future there is a need to upgrade the quality of human resources in Muhammadiyah schools.

Acknowledgment

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