The Influence Of Competence And Compensation Through Motivation On The Performance Of Teachers At Sman 1 Gambiran Banyuwangi

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Abstract

This study aims to analyze the influence of competence and compensation on teacher performance with work motivation as a mediating variable among civil servant teachers at SMAN 1 Gambiran Banyuwangi. The population of this study consisted of all civil servant teachers at SMAN 1 Gambiran, totaling 58 teachers, with the sampling technique using a saturated sample. Although administratively teacher performance is categorized as good, there are still obstacles in technology mastery and creativity in the learning process. This study employed a quantitative approach using Partial Least Square (PLS) analysis assisted by SmartPLS 4.0. Data were collected from civil servant teachers during the period from November 2025 to February 2026. The results of the study indicate that compensation does not directly affect teacher performance, but has a positive and significant effect on work motivation. Teacher competence does not have a significant effect on either work motivation or teacher performance directly. Work motivation is proven to be a significant mediating variable in the relationship between compensation and teacher performance. These findings indicate that teacher performance is more influenced by non-financial factors, such as internal motivation, responsibility, and professional commitment. Therefore, fair and transparent compensation policies are needed, along with strengthening work motivation through the creation of a conducive work environment and an appropriate reward system.

Keywords: Competence, Compensation, Work Motivation, Teacher Performance

Introduction

Education is the primary foundation in the development of high-quality and competitive human resources. From the perspective of human investment, education plays a significant role in improving individuals' knowledge, skills, and capacities to support national development. The success of educational implementation is highly determined by the quality of teacher performance as the main actor in the learning process at schools.

Teacher performance is an important indicator in assessing the effectiveness of the educational process. Optimal performance is reflected in teachers' ability to plan, implement, and evaluate learning professionally. However, in practice, improving teacher performance still faces various obstacles, such as limited mastery of learning technology, lack of innovation in teaching methods, and the suboptimal utilization of teachers' competencies.

Theoretically, teacher performance is influenced by several factors, including competence, compensation, and work motivation. Competence reflects individual abilities consisting of knowledge, skills, and attitudes in carrying out tasks effectively. Compensation is a form of reward received by teachers for their contributions, both financial and non-financial, which can affect job satisfaction and

work enthusiasm. Meanwhile, work motivation serves as an internal and external drive that determines the intensity and direction of individual behavior in achieving work objectives.

Several previous studies have shown inconsistent results regarding the relationships among these variables. Some studies found that competence and compensation significantly affect teacher performance, either directly or indirectly through work motivation. However, other studies revealed that these influences were insignificant or affected by other factors, such as the work environment. This inconsistency in findings indicates the existence of a research gap that needs further investigation.

The empirical phenomenon at SMAN 1 Gambiran Banyuwangi also indicates a discrepancy between administrative data and actual conditions in the field. Although the Teacher Performance Assessment (PKG) results show that all teachers are categorized as "Good" and "Very Good," there are still obstacles in teaching practices, such as the low utilization of technology and lack of innovation in teaching methods. In addition, a compensation system that is not fully performance-based and disparities between civil servant (ASN) and non-civil servant teachers potentially affect teachers' work motivation.

Based on these conditions, this study aims to analyze the influence of competence and compensation on teacher performance, both directly and indirectly through work motivation as an intervening variable. This study is expected to contribute to clarifying the relationships among variables and to produce a more comprehensive empirical model in explaining the factors influencing teacher performance.

Methods

This research was conducted at SMAN 1 Gambiran Banyuwangi, located at Jl. Sriwijaya No. 11, Wringin Agung, Gambiran District, Banyuwangi Regency, East Java. The school is one of the state senior high schools that plays a strategic role in improving the quality of education in the southern region of Banyuwangi. In implementing the learning process, SMAN 1 Gambiran has gradually adopted the Merdeka Curriculum and utilized the Merdeka Mengajar Platform (PMM) as a supporting tool for enhancing teacher competence. With diverse characteristics of teaching staff and the existence of phenomena related to teacher performance, this school was considered relevant as the research site for examining the influence of competence and compensation through work motivation on teacher performance.

This research was carried out from November 2025 to February 2026. The period included stages of instrument preparation, data collection, data processing, and analysis of research findings conducted systematically in accordance with the research plan.

This study employed a quantitative approach with an explanatory research design, aiming to examine the causal relationships among competence, compensation, work motivation, and teacher performance variables. This approach was chosen because the study focused on hypothesis testing and the analysis of direct and indirect effects among variables. The method used was a survey method through the distribution of questionnaires to respondents in order to obtain data that reflected the actual conditions in the field.

The population of this study consisted of all civil servant teachers (ASN) at SMAN 1 Gambiran Banyuwangi, totaling 58 teachers. The sampling technique used was saturated sampling (total sampling), in which all members of the population were included as research respondents. Therefore, the sample size in this study was equal to the total population, namely all ASN teachers actively working during the research period.

The data used in this study were primary data obtained through the distribution of questionnaires to respondents. The research instrument was designed using a five-point Likert scale to measure respondents' perceptions regarding competence, compensation, work motivation, and teacher performance variables. Competence indicators referred to pedagogical, professional, personality, and social aspects. The compensation variable was measured based on financial and non-financial compensation, while work motivation was measured based on intrinsic and extrinsic aspects. Teacher performance was measured through the ability to plan, implement, and evaluate the learning process.

Before conducting data analysis, the research instruments were tested for validity and reliability to ensure that the obtained data were accurate and consistent. Validity testing was carried out by

examining the correlation between item scores and total scores, while reliability testing was conducted using Cronbach's Alpha coefficient.

The data analysis technique used in this study was Structural Equation Modeling based on Partial Least Square (SEM-PLS), which was employed to examine the relationships among variables simultaneously, including both direct and indirect effects through the mediating variable of work motivation. The stages of analysis included testing the measurement model (outer model) to assess construct validity and reliability, as well as testing the structural model (inner model) to examine the research hypotheses.

Data processing was carried out using SmartPLS software. The criteria for hypothesis testing were based on path coefficient values, t-statistics, and p-values. A hypothesis was considered accepted if the p-value was less than 0.05.

Results and Discussion

The following section presents the results of the research that has been conducted along with the discussion of the findings. The research results are presented based on the analysis of data obtained through questionnaires distributed to respondents and analyzed using the Structural Equation Modeling based on Partial Least Square (SEM-PLS) method. The discussion is carried out to interpret the results of the analysis, answer the research problems, and test the proposed hypotheses.

Based on the characteristics of the respondents, teachers at SMAN 1 Gambiran Banyuwangi have diverse backgrounds. The majority are within the productive age range of 31–40 years, supported by senior teachers aged over 50 years. In terms of years of service, most teachers have worked for less than 10 years, although this is balanced by experienced teachers with more than 20 years of service. Regarding educational background, most teachers hold bachelor's degrees (S1), while several teachers have completed master's (S2) and doctoral (S3) degrees. Functional positions are dominated by Junior Expert Teachers (Guru Ahli Pertama), accompanied by senior teachers at higher levels. All respondents demonstrated performance within the good to very good category, indicating that the human resources at this school generally meet the required standards and are ready to support the improvement of educational quality.

Based on the results of questionnaire data processing, the competence variable (X1), consisting of knowledge, understanding, skills, attitudes, and interests, received very positive responses from respondents. The attitude indicator achieved the highest score, indicating harmonious working relationships, while the understanding indicator was relatively lower but still within the high category. Overall, teacher competence was categorized as high to very high, reflecting strong professional abilities that potentially enhance motivation and performance.

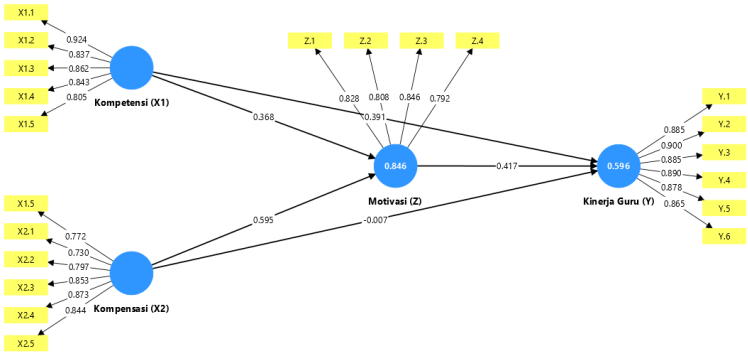
The compensation variable (X2) was generally categorized as agreed, indicating that the compensation received by teachers sufficiently supports work motivation. The facilities indicator obtained the highest score, while the recognition and appreciation indicator received the lowest score, suggesting that the appreciation aspect still needs improvement in order to optimally encourage work motivation.

For the work motivation variable (Z), the results showed a high level of motivation, marked by the dominance of "agree" and "strongly agree" responses across all indicators. Teachers were motivated by responsibility, achievement, opportunities for development, and work challenges. This indicates that work motivation plays an important role as an intervening variable in improving teacher performance.

Meanwhile, the teacher performance variable (Y) was categorized as good, as reflected in teachers' ability to plan, implement, and evaluate learning effectively. Teachers were also able to manage classrooms well and conduct continuous reflection and self-development. Overall, teacher performance at SMAN 1 Gambiran Banyuwangi has been running optimally and supports the achievement of learning objectives.

Evaluation of the Measurement Model (Outer Model)

facilitate the identification of eliminated indicators, the following section presents the changes from the initial model to the final model, in which all outer loading values exceeded 0.7.



Source: Processed Data, 2026

Figure 1. Outer Loading Model

The model in the figure shows that competence (X1) and compensation (X2) influence teacher performance (Y), both directly and indirectly through motivation (Z) as an intervening variable. In general, all indicators of each variable have adequately represented the latent constructs.

The results of the convergent validity test indicate that all outer loading values are greater than 0.70, meaning that all indicators are considered valid. The Average Variance Extracted (AVE) values are also greater than 0.50 for all variables, indicating that the constructs possess good convergent validity.

Furthermore, the results of the discriminant validity test using the Fornell-Larcker criterion show that each construct has an AVE square root value higher than the correlations among constructs. Therefore, the model is considered to meet the requirements of discriminant validity.

The reliability test results indicate that all variables have Composite Reliability and Cronbach's Alpha values greater than 0.60, which means that all constructs are reliable and consistent in measuring the research variables. Thus, the measurement model is considered appropriate for proceeding to the structural model (inner model) analysis stage.

Evaluation of the Structural Model (Inner Model)

The structural model testing aims to analyze the relationships among constructs, significance values, and R-square values in the research model. The R-square value is used to measure the extent to which independent variables influence the dependent variables.

Table 1. R-square

R-square - Overview

	R-square	R-square adjusted
Kinerja Guru (Y)	0.596	0.573
Motivasi (Z)	0.846	0.840

Source: Processed Data, 2026

The results in Table 1 (R-Square) show that the R-square value for teacher performance is 0.573, meaning that 57.3% of teacher performance is explained by competence and compensation. Meanwhile, the R-square value for motivation is 0.840, indicating that the motivation variable is very strongly influenced by competence and compensation.

Direct Effects

The following table presents the Path Coefficient values, which indicate the magnitude of the direct effects among variables in the research model.

Table 2. Direct Effects

Path coefficients - Mean, STDEV, T values, p values

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Kompensasi (X2) -> Kinerja Guru (Y)	-0.007	-0.011	0.198	0.033	0.974
Kompensasi (X2) -> Motivasi (Z)	0.595	0.588	0.117	5.065	0.000
Kompetensi (X1) -> Kinerja Guru (Y)	0.391	0.332	0.211	1.849	0.065
Kompetensi (X1) -> Motivasi (Z)	0.368	0.374	0.128	2.875	0.004
Motivasi (Z) -> Kinerja Guru (Y)	0.417	0.470	0.229	1.824	0.068

Source: Processed Data, 2026

Based on Table 2 (Path Coefficient/Bootstrapping), the results indicate that:

1. Competence (X1) – Teacher Performance (Y): No Effect
   The relationship between competence and teacher performance has a t-statistic value of 1.849 and a p-value of 0.065. Since the t-statistic value is less than 1.96 and the p-value is greater than 0.05, this relationship is not significant. This means that competence does not have a significant direct effect on teacher performance.
2. Compensation (X2) – Teacher Performance (Y): No Effect
   The relationship between compensation and teacher performance has a t-statistic value of 0.033 and a p-value of 0.974. Since the t-statistic value is less than 1.96 and the p-value is greater than 0.05, this relationship is not significant. This means that compensation does not have a significant direct effect on teacher performance.
3. Competence (X1) – Motivation (Z): Significant Effect
   The relationship between competence and motivation has a t-statistic value of 2.875 and a p-value of 0.004. Since the t-statistic value is greater than 1.96 and the p-value is less than 0.05, this relationship is significant. Thus, competence has a significant effect on motivation.
4. Compensation (X2) – Motivation (Z): Significant Effect
   The relationship between compensation and motivation shows a t-statistic value of 5.065 and a p-value of 0.000. Since the t-statistic value is greater than 1.96 and the p-value is less than 0.05, this relationship is significant. This indicates that compensation has a positive and significant effect on motivation.
5. Motivation (Z) – Teacher Performance (Y): No Effect
   The relationship between motivation and teacher performance has a t-statistic value of 1.824 and a p-value of 0.068. Since the t-statistic value is less than 1.96 and the p-value is greater than 0.05, this relationship is not significant. This means that motivation does not have a significant effect on teacher performance.

Indirect Effects

To facilitate the interpretation of the data processing results, the researcher presents the following Specific Indirect Effect table:

Table 2. Indirect Effects

Specific indirect effects - Mean, STDEV, T values, p values

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Kompensasi (X2) -> Motivasi (Z) -> Kinerja Guru (Y)	0.248	0.264	0.126	1.974	0.048
Kompetensi (X1) -> Motivasi (Z) -> Kinerja Guru (Y)	0.154	0.188	0.129	1.189	0.234

Source: Processed Data, 2026

Based on the data in Table 4.13, the results indicate that:

1. Motivation does not mediate the relationship between competence and teacher performance.
   This relationship shows a t-statistic value of 1.189 and a p-value of 0.234. Since the t-statistic value is less than 1.960 and the p-value is greater than 0.05, the relationship is not significant. Therefore, the hypothesis stating that motivation cannot mediate the effect of competence on teacher performance is accepted.
2. Motivation mediates the relationship between compensation and teacher performance.
   This relationship shows a t-statistic value of 1.974 and a p-value of 0.048. Since the t-statistic value is greater than 1.96 and the p-value is less than 0.05, the relationship is significant. These findings indicate that motivation acts as a mediating variable that is able to bridge the effect of compensation on teacher performance.

Discussion

1. Competence → Performance (No Significant Effect)
   The results of the study indicate that competence does not have a significant effect on teacher performance. Although teachers possess high levels of knowledge, understanding, skills, attitudes, and interests, these competencies have not been fully implemented optimally in teaching practices. In addition, teacher performance, which is already categorized as good and relatively homogeneous, causes competence not to become a statistically significant differentiating factor. This indicates that competence requires support from other factors in order to have a tangible impact on performance.
2. Compensation → Performance (No Significant Effect)
   Compensation does not have a significant effect on teacher performance. Although compensation is perceived as fairly good by respondents, it is viewed more as a normative right rather than a driver of performance. Furthermore, the relatively lower recognition and appreciation indicators suggest that motivational aspects have not been optimal. The consistently high teacher performance indicates that intrinsic factors such as responsibility and professionalism are more dominant than compensation.
3. Competence → Motivation (Significant Effect)
   Competence has a significant effect on teachers' work motivation. High competence encourages self-confidence, responsibility, and the desire to achieve. This is reinforced by the high level of motivation, indicating that competence is able to increase teachers' internal drive in carrying out their duties.
4. Compensation → Motivation (Significant Effect)
   Compensation has a positive effect on work motivation. Adequate compensation can increase teachers' sense of security, comfort, and appreciation, thereby improving motivation. However, the aspect of recognition and appreciation still needs to be enhanced in order to optimize its influence.
5. Motivation → Performance (No Significant Effect)
   Motivation does not have a significant effect on teacher performance. Although motivation is categorized as high, it does not directly improve performance because it has not been fully translated into work behavior. In addition, teacher performance, which is already high and evenly distributed, causes motivation not to become the main determining factor.
6. Competence → Motivation → Performance (No Mediation Effect)
   Motivation is not able to mediate the effect of competence on performance. Although both competence and motivation are high, competence is not strong enough to significantly increase motivation in a way that impacts performance. This indicates that competence functions more as a basic capability rather than as a primary driver of performance through motivation.
7. Compensation → Motivation → Performance (Significant Mediation Effect)
   Motivation is able to mediate the effect of compensation on teacher performance. Good compensation increases work motivation (Table 4.4), which subsequently impacts performance. This finding indicates that compensation does not directly affect performance but becomes effective through increased motivation as an intervening variable.

Conclusion

Based on the research results, it can be concluded that competence and compensation do not have a direct effect on teacher performance, even though both variables are categorized as high. This indicates that competence has not become the main differentiating factor because teacher performance tends to be homogeneous, while compensation functions more as the fulfillment of basic needs rather than as a performance driver. On the other hand, competence and compensation have been proven to significantly influence work motivation. Competence encourages self-confidence, achievement motivation, and readiness to face challenges, while compensation increases motivation through the fulfillment of needs, a sense of security, and appreciation. However, motivation does not directly affect performance, indicating that motivation has not been fully translated into productive work behavior. In the mediation relationship, motivation is unable to mediate the effect of competence on performance, but it is able to fully mediate the effect of compensation on performance. This finding confirms that improving teacher performance is more effectively achieved through a motivational

approach based on compensation rather than solely through competence enhancement. Therefore, work motivation becomes a key variable in bridging the relationship between compensation and teacher performanceTheoretically, this study strengthens the view that work motivation is an important psychological factor in improving performance and confirms that the relationship among competence, motivation, and performance is contextual in nature. Practically, the results of this study imply that schools need to focus their performance improvement strategies on strengthening work motivation through a fair, transparent, and performance-based compensation system, supported by a conducive work environment and an effective reward system. Competency development still needs to be carried out, but it must be integrated with efforts to improve motivation in order to produce a real impact on performance.

Furthermore, academics are encouraged to develop research models by adding other variables such as leadership, organizational culture, and job satisfaction in order to obtain more comprehensive research results. For institutions, it is necessary to strengthen motivational policies through improving the quality of both financial and non-financial compensation. Meanwhile, future researchers are advised to use more diverse approaches, including mixed methods, in order to gain a deeper understanding of the factors influencing teacher performance.

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