

## **THE EFFECT OF PRINCIPAL LEADERSHIP, COMPENSATION, ENVIRONMENT, AND MOTIVATION ON TEACHER PERFORMANCE**

Atok Suyoto<sup>1)</sup>, Kartika Hendra TS<sup>2)</sup>, Sudarwati<sup>3)</sup>

**Islamic University of Batik Surakarta**

atoksweet01@gmail.com<sup>1)</sup>, kartikatitisari@gmail.com<sup>2)</sup>, sudarwati@gmail.com<sup>3)</sup>

### **ABSTRACT**

*This study aims to determine and explain the influence of principal leadership, compensation, work environment, and motivation on teacher performance at the Bina Insan Muda Boyolali Foundation. The study population was 46 teachers at the Bina Insan Muda Boyolali Foundation, using a saturated sample. Data collection used a questionnaire. Data analysis used Multiple Linear Analysis. The results showed that principal leadership, work environment, work motivation, and compensation had a positive and significant influence, contributing 85.9% to teacher performance, while the remaining 14.1% was explained by other variables not included in this study. This study suggests that teachers at the Bina Insan Muda Boyolali Foundation can improve their work motivation in a conducive environment under the leadership of a principal who pays attention to the compensation received by teachers to improve school performance.*

**Keywords:** *Performance, Principal Leadership, Compensation, Work Environment, Work Motivation, Teachers*

### **1. INTRODUCTION**

The quality of national education is the goal of the Indonesian national education standards, which are to ensure the realization of programs to educate the nation and shape the character and civilization of a dignified nation. Government Regulation No. 4 of 2022 concerning National Education Standards outlines several standards that must be met in implementing education. These standards encompass various important aspects of education, including curriculum, assessment, facilities and infrastructure, education management, and teachers. One standard directly related to graduate quality, as indicated by graduate competencies, is the standard for educators and education personnel. This means that to achieve the desired graduate quality, the quality of educators (teachers) and education personnel (principals, supervisors, laboratory assistants, librarians, administrative staff, and errand runners) must be improved.

Teachers certainly play a very strategic and crucial role in developing human resources through education. Therefore, serious attention is needed so that they can possess the competencies to adapt to the rapid changes of the times, even become agents of change and be able to control those changes. To improve the quality of human resources, one way is through education. Furthermore, education is also a crucial human need because it is an effort to broaden the horizons of knowledge in shaping human values, attitudes, and behavior.

Performance is what an employee (staff) does or does not do in carrying out their main tasks (Eti et al., 2022). Performance is the quality and quantity of work results achieved by an employee (including teachers in the world of education) in carrying out their duties in accordance with the responsibilities given to them. Performance is also a combination of ability and motivation. Teacher performance is related to the teaching and learning process, namely the

ability or skill of teachers in creating an educational communication atmosphere between teachers and students that includes a cognitive, affective, and psychomotor atmosphere as an effort to learn something based on planning through to the evaluation and follow-up stages in order to achieve learning objectives (Yope & Isma, 2022).

Leadership is the ability to influence a group to achieve a vision or set of goals. A leader must be able to create a vision for the future and inspire members of the organization to achieve that vision (Suzanna & Fauzan, 2022). In many countries, principals are considered key agents of change in schools. Effective principal leadership has been shown to significantly impact various aspects of school life, including teacher performance and student achievement. A principal who is able to provide clear direction, build a positive school climate, and support teacher professional development will help improve the quality of education in their school. However, weak or ineffective leadership can be a barrier to quality learning (Rosdah, 2024).

Compensation is a crucial factor in improving performance, which can inspire teachers to work. Compensation is all income, whether in cash, in kind, or indirect, received by employees in exchange for services rendered to the company. Compensation is something equivalent to something comparable. Employees receive financial rewards as payment for their services in the workplace (Octavianti & Nihayatul, 2023). Providing compensation is one way to foster enthusiasm for work. Teachers who are passionate about teaching easily improve their work performance. Providing compensation to teachers can also improve teacher welfare and impact teacher performance (Zuliani & Suharti, 2023).

The work environment is everything around employees that can influence them in carrying out their assigned tasks. The work environment in an organization is important for the individuals who work there, because the environment will influence individual satisfaction at work (Eti et al., 2022). The work environment can create binding working relationships between the people within it. The work environment is everything around employees in the workplace, both physical and non-physical, directly or indirectly, that may affect them and their work while working. Employees in an organization will feel satisfied if they work in a comfortable environment that can support their performance.

Motivation is something that influences human behavior. Motivation is often referred to as a driver, desire, support, or need that can make someone enthusiastic and moved to reduce and fulfill their own impulses, so that they can act and act in certain ways that will lead to an optimal direction. Motivation is a concept that plays a crucial role and has a significant impact on improving performance, because it can explain why someone is willing to do a job (Mustika & Syamsuddin, 2022). Motivation is a factor that determines employee performance, the magnitude of which motivation's influence on employee performance depends on the intensity of motivation provided by a company to its employees (Vernando et al., 2022).

The importance of Principal Leadership, Compensation, Work Environment, and Work Motivation on Teacher Performance, made the researcher want to conduct this study to re-examine these variables. The study was conducted at the Bina Insan Muda Boyolali Foundation, located at Jl. Karanggede-Gemolong KM 8, Banyuurip, Klego District, Boyolali Regency, Central Java Province.

## 2. RESEARCH METHODS

This study uses a quantitative descriptive approach. The author chose to use a quantitative descriptive method to determine the magnitude of the influence and significance between the variables of principal leadership, compensation, work environment, and work motivation on teacher performance. This study was conducted at the Bina Insan Muda Boyolali Foundation, located at Jl. Karanggede-Gemolong KM 8, Banyuurip, Klego District, Boyolali Regency, Central Java Province. The study was conducted over a period of three months.

The population in this study was all 46 teachers working at the Bina Insan Muda Boyolali Foundation. The sample in this study was all 46 teachers of the Bina Insan Muda Boyolali Foundation or respondents. The sampling technique used in this study was the census technique. All data on each variable was then processed using multiple linear regression.

### 3. RESULTS AND DISCUSSION

**Table 1.** Multiple Linear Regression Results

No	Variables	Unstandardized B	Information
1	(Constant)	6,348	Positive
2	Principal Leadership	,342	Positive
3	Compensation	,431	Positive
4	Work environment	,089	Positive
5	Work motivation	,167	Positive

Source: Primary data processed in 2025

Based on the table above, it can be seen that the regression equation formed is:  
 $Y = -0.330 + 0.342X_1 + 0.431X_2 + 0.089X_3 + 0.164X_4$ . The equation can be explained as follows:

- 1)  $a = -0.330$ , this means, if the Principal Leadership factor ( $X_1$ ), Compensation ( $X_2$ ), Work Environment ( $X_3$ ) and Work Motivation ( $X_4$ ) is considered constant, it will result in a decrease in Teacher Performance at the Bina Insan Muda Boyolali Foundation ( $Y$ ).
- 2)  $b_1 = 0.342$ , this means that if the principal's leadership factor ( $X_1$ ) increases, it will increase teacher performance at the Bina Insan Muda Boyolali Foundation.
- 3)  $b_2 = 0.431$ , this means that if the compensation factor ( $X_2$ ) increases, it will increase teacher performance at the Bina Insan Muda Boyolali Foundation.
- 4)  $b_3 = 0.089$ , this means that if the work environment factor ( $X_3$ ) increases, it will increase teacher performance at the Bina Insan Muda Boyolali Foundation.
- 5)  $b_4 = 0.167$ , this means that if the work motivation factor ( $X_4$ ) increases, it will increase teacher performance at the Bina Insan Muda Boyolali Foundation.

#### Model Feasibility Test

**Table 2.** Model Testing Results

Model	F count	Ftable	Sig.	Standard	Information
Regression	77,694	.2,737	0,000	0.05	Eligible Model

Source: Primary data processed in 2025

Based on the results of the model feasibility test, the F-count value was obtained at 77.694 with a significance level of 0.000. Because  $F = \text{count } 77.694 > F\text{-table } 2.60$ , and the significance value was  $0.000 < 0.05$ , then together the independent variables, namely Principal Leadership ( $X_1$ ), Compensation ( $X_2$ ), Work Environment ( $X_3$ ) and Work Motivation ( $X_4$ ) have an effect on Teacher Performance at the Bina Insan Muda Boyolali Foundation ( $Y$ ).

#### Hypothesis Testing

**Table 3.** Hypothesis Testing Results

Hypothesis	t-hitung	t-table	Sig.	Standard	Information
H1	6,470	>2.01954	0,000	0.05	Ha Accepted
H2	4,704	>2.01954	0,000	0.05	Ha Accepted
H3	2,272	>2.01954	0.003	0.05	Ha Accepted
H4	2,702	>2.01954	0,000	0.05	Ha Accepted

Source: Primary data processed in 2025

Based on the results of the t-test in the table above, it can be explained in the following form:

- a. The Influence of Principal Leadership on the Performance of the Bina Insan Muda Boyolali Foundation  
 Hypothesis 1 proposed in this study is that the principal's leadership influences the performance of the Bina Insan Muda Boyolali Foundation. Based on the calculation results, the calculated  $t = 6.470 > t \text{ table} = 2.01954$  is obtained, so  $H_0$  is rejected, meaning there is an

- influence between Principal Leadership (X1) on Teacher Performance at the Bina Insan Muda Boyolali Foundation (Y).
- b. The Influence of Compensation on the Performance of the Bina Insan Muda Boyolali Foundation  
Hypothesis 2 proposed in this study is that compensation influences the performance of the Bina Insan Muda Boyolali Foundation. Based on the calculation results, the calculated  $t = 4.704 > t_{table} = 2.01954$  is obtained, so  $H_0$  is rejected, meaning there is an influence between Compensation (X2) on Teacher Performance at the Bina Insan Muda Boyolali Foundation (Y).
  - c. The Influence of the Environment on the Performance of the Bina Insan Muda Boyolali Foundation  
Hypothesis 3 proposed in this study is that the environment influences the performance of the Bina Insan Muda Boyolali Foundation. Based on the calculation results, the calculated  $t = 2.272 > t_{table} = 2.01954$  is obtained, so  $H_0$  is rejected, meaning there is an influence between Principal Leadership (X1) on Teacher Performance at the Bina Insan Muda Boyolali Foundation (Y).
  - d. The Influence of Motivation on the Performance of the Bina Insan Muda Boyolali Foundation  
Hypothesis 4 proposed in this study is that motivation influences the performance of the Bina Insan Muda Boyolali Foundation. Based on the results of the calculation, the calculated  $t$  result of Work Motivation (X4) is  $= 2.702 > t_{table} = 2.01954$ , so  $H_0$  is rejected, meaning there is an influence between Work Motivation (X4) on Teacher Performance at the Bina Insan Muda Boyolali Foundation (Y).

### Coefficient of Determination Test (R2)

**Table 4.** Results of the Coefficient of Determination

Model	R	R Square	Adjusted R Square	Information
1	,940a	,883	,872	Eligible Model

Source: Primary data processed in 2025

Based on the calculation results, the R2 obtained was 0.872 or 87.2%, meaning that together there is an influence between the independent variables, namely Principal Leadership (X1), Compensation (X2), Work Environment (X3) and Work Motivation (X4) on Teacher Performance at the Bina Insan Muda Boyolali Foundation (Y) of 85.9%, while the remaining 14.1% is influenced by other factors, which were not studied, such as Incentives, Facilities and infrastructure, rewards, organizational culture and others.

### Discussion

From the results of the data analysis, it can be explained that answering the hypothesis is as follows:

#### 1. The Influence of Principal Leadership on Teacher Performance

Based on the test results presented in Table 3, it shows that principal leadership influences teacher performance at the Bina Insan Muda Boyolali Foundation. This is supported by research by Suryadi & Rosdah (2024), who stated that principal leadership has a positive and significant effect on teacher performance. This contrasts with research by Jumarpati (2023), who concluded that principal leadership has no effect on teacher performance.

The principal's leadership at the Bina Insan Muda Boyolali Foundation plays a central role in boosting teacher performance, as he acts as a visionary, motivator, and facilitator. A principal with a clear vision that is consistently communicated fosters a sense of purpose among teachers, encouraging them to design learning that aligns with the foundation's graduate profile. Through a transformational leadership style—characterized by role models, appreciation, and the provision of directed autonomy—teachers find it easier to develop creative teaching methods, utilize technology, and engage in self-reflection based on feedback from colleagues and students. Furthermore, principals who actively build a culture of collaboration, provide ongoing training, and facilitate professional learning communities

measurably improve teachers' pedagogical and professional competencies. Transparent performance management, for example, through regular evaluation meetings, achievement recording, and a reward system, creates a fair working environment and encourages teachers to consistently achieve curriculum targets and the foundation's quality indicators. Thus, the visionary, supportive, and participatory leadership of principals has proven to be a key pillar in improving teacher performance at the Bina Insan Muda Boyolali Foundation, reflected in the improved quality of the learning process, administrative discipline, and student learning outcomes.

## 2. The Effect of Compensation on Teacher Performance

Based on the test results presented in table IV.13 The results showed that compensation influences teacher performance at the Bina Insan Muda Boyolali Foundation. This finding is supported by research by Ainur Roji & Muhammad (2024), who stated that compensation has a positive and significant effect on teacher performance. Therefore, the hypothesis was proven correct. This contrasts with research by Yusuf Abdulrahman (2021), who stated that compensation had no effect on teacher performance.

Compensation has a significant impact on teacher performance, as it is not only viewed as a financial reward but also as a form of appreciation for teachers' dedication and professionalism in carrying out their duties. In an environment like the Bina Insan Muda Boyolali Foundation, adequate compensation—whether in the form of a base salary, allowances, performance incentives, or supporting facilities—can increase teacher motivation and a sense of belonging to the institution. Teachers who feel fairly appreciated tend to demonstrate a higher commitment to managing learning, improving teaching quality, and building positive relationships with students and colleagues. Conversely, compensation that does not align with a teacher's workload or competency can reduce morale, trigger turnover, and reduce the overall quality of education. Therefore, a transparent, fair, and competitive compensation system is a crucial factor in creating a productive work environment and supporting the continuous improvement of teacher performance.

## 3. The Influence of Work Environment on Teacher Performance

Based on the test results presented in table 3 The results show that the work environment influences teacher performance at the Bina Insan Muda Boyolali Foundation. This finding is supported by Eti's (2022) research, which found that the work environment had a positive and significant effect on teacher performance. Therefore, the hypothesis was proven correct. This contrasts with Santi Sarif's (2023) research, which found that the work environment had no effect on teacher performance.

The work environment has a strong influence on teacher performance, as the atmosphere and conditions of the workplace significantly determine an educator's level of comfort, motivation, and productivity. At the Bina Insan Muda Boyolali Foundation, a conducive work environment—characterized by harmonious relationships among colleagues, open communication with management, and the availability of adequate facilities and infrastructure—encourages teachers to work optimally and professionally. When teachers feel physically and psychologically supported in the workplace, they tend to be more focused, innovative in their teaching, and more enthusiastic about participating in self-development programs. Furthermore, a safe, clean, and organized work environment also contributes to increased concentration and effective classroom management. Conversely, a stressful work environment with minimal facilities or a lack of social support can lower teacher morale and even impact the quality of their interactions with students. Therefore, creating a healthy and supportive work environment is a strategic step to improve teacher performance overall.

## 4. The Influence of Work Motivation on Teacher Performance

Based on the test results presented in table 3 The results showed that work motivation influences teacher performance at the Bina Insan Muda Boyolali Foundation. This finding is

supported by research by Mustika & Syamsudin (2022), who stated that work motivation has a positive and significant effect on teacher performance. Therefore, the hypothesis was proven correct. This contradicts research by Ika Astuti (2024), who stated that work motivation has no effect on teacher performance.

Work motivation plays a crucial role in determining teacher performance in educational settings. Teachers with high work motivation tend to demonstrate greater dedication, responsibility, and enthusiasm in carrying out their duties. This motivation can originate from within the teacher, such as a desire to achieve, personal satisfaction, or a sense of responsibility towards students, or from external factors such as recognition, a conducive work environment, and support from superiors. When work motivation increases, teachers are more encouraged to plan lessons well, manage classes effectively, and conduct objective learning evaluations. Thus, there is a close relationship between a teacher's level of work motivation and their performance in school. Previous studies have also shown that work motivation has a positive and significant effect on teacher performance, meaning that the higher the work motivation, the better the performance.

The limitations of this research are that there are only four variables used to determine the influence on performance, namely principal leadership, compensation, environment and motivation and the research population is only within the scope of Boyolali Young People Development Foundation.

#### 4. CONCLUSIONS AND SUGGESTIONS

Based on the analysis and discussion that has been described, it can be concluded that Teacher Performance at the Bina Insan Muda Boyolali Foundation is influenced by several main factors, namely Principal Leadership has a significant influence on Teacher Performance, where democratic and transformational leadership styles, effective communication, providing professional support, and exemplary leadership are important aspects in building teacher commitment and loyalty to the institution. Compensation has also been shown to influence Teacher Performance. Fair and appropriate compensation plays an important role in increasing teacher enthusiasm and responsibility in carrying out tasks. The work environment influences teacher performance at the Bina Insan Muda Boyolali Foundation. A conducive work environment, both in terms of physical and social relationships in the workplace, also supports the improvement of teacher performance in teaching and carrying out professional duties. Motivation influences teacher performance at the Bina Insan Muda Boyolali Foundation. High work motivation, both from internal and external factors, has been shown to encourage teachers to work more optimally and achieve better work results. Thus, improving teacher performance at the Bina Insan Muda Boyolali Foundation can be achieved through a comprehensive strategy, namely by paying attention to aspects of principal leadership, compensation, creating a comfortable work environment, and building strong work motivation among teachers.

#### REFERENCES

- Ainur Roji, M (2024). The Influence of Compensation and Work Culture on the Performance of Madrasah Diniyah Teachers with Motivation as an Intervening Variable: A Case Study in Makarti Jaya District, Banyuasin Regency.
- Eti, E., Sudirman, WFR, & Mairiza, D. (2022). The Influence of the Work Environment on Teacher Performance at State Vocational High School 2 Kepenuhan. *Sharing: Journal of Islamic Economics, Management and Business*, 1(1), 59–72. <https://doi.org/10.31004/sharing.v1i1.11018>

- Harisandi, RM, & Wajdi, MF (2024). The Role of Organizational Culture, Work Environment, and Work Discipline on Employee Performance. *Jurnal Bina Bangsa Ekonomika*, 17(2), 1236-1248.
- Hidayat, T., Supriyadi, A., Guritno, B., & Supriyanto, S. (2024). Study of Employee Loyalty with Leadership and Job Satisfaction as Predictors in a Private Hospital in Semarang Regency. *Media Bina Ilmiah*, 19(1), 3473-3484.
- Istiatin, & Mursito, B. (2018). *Research Methodology Module*. Surakarta: Batik Islamic University.
- Juliani, L., Djauhar, A., & Titop, H. (2023). The Influence of Work Environment on Employee Performance at PT. Matahari Department Store, Tbk. Brilyan Plaza Kendari. *Sultra Journal of Economic and Business*, 4(1), 72-85. <https://doi.org/10.54297/sjeb.v4i1.455>
- Kotrinnada, A. (2022). The Influence of Work Environment, Work Stress, and Work Discipline on Employee Performance (A Case Study of Public Infrastructure and Facilities Management Employees in Kalibaru Village, North Jakarta) (Doctoral dissertation, Indonesian College of Economics, Jakarta).
- Kusumawati, I., Fauzi, A., & Amini, M. (2022). The Influence of Work Motivation, Work Culture, and Work Discipline in Improving Employee Performance in the New Normal Era During the Covid-19 Pandemic (Case Study at the Regional Finance and Asset Agency of Sumbawa Regency). *Journal of Information Systems Management Economics*, 3(5), 540-552.
- Mahri, SF, & Rismawati, R. (2021). The Effect of Compensation, Communication, and Work Discipline on Employee Loyalty at Noor Ayla Restaurant. *Journal of Management Science and Research (JIRM)*, 10(9).
- Mulyaningtyas, B., & Soliha, E. (2023). The Effect of Compensation and Work Environment on Teacher Performance with Job Satisfaction as an Intervening Variable (Study at the Setiabudhi Education Foundation, Semarang). *Darma Agung Journal*, 31(1), 677-687.
- Nafisah, N., Arafat, Y., & Ahyani, N. (2023). The Influence of Work Discipline and Work Environment on Teacher Performance in Public Junior High Schools in Simpangkatis District. *Journal on Education*, 6(1) 241–2498. <https://doi.org/10.31004/joe.v6i1.3272>
- Prasetyo, ET, & Marlina, P. (2019). The Influence of Work Discipline and Job Satisfaction on Employee Performance at PT Nihon Plast Indonesia. *Journal of Business and Management Inspiration*, 3(1), 21–30.
- Rosdah. (2024). The Influence of Principal Leadership and Teacher Professionalism on the Performance of Public Junior High School Teachers in Bukit Batu District. *Basicedu Journal*, 8(2), 1394–1401. <https://journalbasicedu.id/ajie/article/view/971>
- Sugiyono. (2019). *Quantitative, Qualitative, and R&D Research Methods*. Bandung: Alfabeta.
- Suryadi, B. (2024). Nurfaizal (2024). The Influence of Principal Leadership, Teacher Competence, and Organizational Commitment on Teacher Performance at MAN 2 Pekanbaru City. *Indonesian Educational Research Journal*, 1(4), 222-229. Sutabri, T. (2014). *Information Systems Analysis*. ANDI: Yogyakarta.

- Vernando, AN, Kaharudin, E., & Sugiyanto, DPT (2022). Motivation and Work Discipline on Teacher Performance. *Jurnal AKTUAL*, 20(1), 1–52. <https://doi.org/10.21608/pshj.2022.250026>
- Yope, SA, & Isma, AA (2022). The Influence of Work Motivation on Teacher Performance at SMK Negeri 3 Sinjai. *Jurnal Ilmiah Administrasita*, 13(2), 73–82.
- Zuliani, S., & Suharti, T. (2023). The Effect of Compensation on Teacher Performance at SMP Negeri 1 Jombang. *Irsyaduna: Journal of Student Studies*, 3(3), 300–309. <https://doi.org/10.54437/irsyaduna.v3i3.1339>