

**THE INFLUENCE OF PRINCIPAL LEADERSHIP,
WORK ENVIRONMENT, WORK MOTIVATION AND COMPENSATION
ON TEACHER PERFORMANCE**

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ABSTRACT

This study aims to determine and explain the influence of principal leadership, work environment, work motivation and compensation on Teacher Performance at SDIT Taqiyya Rosyida Kartasura. The population of this study was 65 teachers of SDIT Taqiyya Rosyida Kartasura with a saturated sample. Data collection using a questionnaire. Data analysis techniques using the Multiple Linear Analysis method. The results of the study showed that the principal's leadership, work environment, work motivation and compensation had a positive and significant effect by contributing to performance by 74.2% while the remaining 25.8% was explained by other variables not submitted in this study. Suggestions from this study, SDIT Taqiyya Rosyida Kartasura teachers can increase work motivation in a conducive environment in the leadership of the principal who pays attention to the compensation received by teachers in order to improve performance at school.

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

1. INTRODUCTION

National education standards aim to ensure the quality of national education in order to educate the nation and shape the character and civilization of a dignified nation. In order to achieve this goal, Government Regulation Number 19 of 2005 concerning National Education Standards stipulates eight standards that must be met in implementing education. The eight standards in question include: content standards, process standards, graduate competency standards, educator and education personnel standards, facility and infrastructure standards, management standards, financing standards, and education assessment standards. One of the standards assessed directly related to the quality of graduates as indicated by graduate competencies is the standard of educators and education personnel. This means that to achieve the desired quality of graduates, the quality of educators (teachers) and education personnel (principals, supervisors, laboratory assistants, librarians, administrative staff, messengers) must be improved.

Teachers play a strategic and crucial role in human resource development through education, and therefore, serious attention is needed to ensure they possess the competencies to adapt to the rapid changes of the times, even become agents of change and able to control those changes. One way to improve the quality of human resources is through education. Furthermore, education is an effort to broaden the horizons of knowledge in shaping values, attitudes, and behaviors, making education a necessity of human life.

The definition of performance (work achievement) is the work results in terms of quality and quantity achieved by an employee in carrying out their duties in accordance with the responsibilities assigned to them. Performance is seen as the result of multiplying ability and motivation. Ability refers to a person's ability to carry out a task to the best of their ability if they have the will and desire to carry out the task well. Performance is what an employee does or does not do in carrying out their main tasks.(Eti et al., 2022)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 which includes cognitive, affective and psychomotor atmosphere as an effort to learn something based on planning up 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 established goals. This source is formal, such as that granted by managerial positions within an organization. An organization grants certain formal rights to its managers, but this does not guarantee their ability to lead effectively. A leader must be able to create a vision of 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 within a school. 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).

The work environment is everything around employees that can influence them in carrying out their assigned tasks. The work environment can create binding working relationships between the people within it. The work environment within an organization is crucial for the individuals who work within it, as it influences their job satisfaction.(Eti et al., 2022)The work environment is everything that surrounds an employee 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. A beautiful environment can encourage employees to commit to the company and make them feel at home, which is very good for the business's capacity to properly manage its human resource costs.(Nafisah et al., 2023).

Motivation is one of the things that influence human behavior, motivation is also called a driver, desire, supporter or needs that can make someone enthusiastic and motivated to reduce and fulfill their own urges, so that they can act and do things in certain ways that will lead to an optimal direction. Motivation is a factor that determines employee performance, the size of the influence of motivation on employee performance depends on the intensity of motivation given by a company to its employees.(Vernando et al., 2022)Motivation is a process that encourages, directs, and maintains human behavior toward achieving a goal. Motivation is a determining factor that influences the behavior of each individual. Teacher work motivation is a factor that determines the level of teacher satisfaction, commitment, and performance in carrying out their duties.(Yope & Isma, 2022)Motivation is a concept that plays an important role and has a significant impact on improving performance, because it can explain why someone is willing to do the job.(Mustika & Syamsuddin, 2022).

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. Generally, people who work also want to earn money to meet their living needs.(Kartika et al., 2022)Compensation is something that is equal to something else that is comparable. Employees receive financial rewards as payment for their services in the workplace.(Octavianti & Nihayatul, 2023). Compensation is one way to foster enthusiasm for work. Teachers who are passionate about teaching easily improve their performance. Compensation can also improve teacher well-being and impact teacher performance.(Zuliani & Suharti, 2023).

Based on the background stated above, the performance of teachers at SDIT Taqiyya Rosyida Kartasura related to the leadership of the principal, work environment, work motivation and compensation requires improvement. Therefore, the researcher raised the following research title, The Influence of Principal Leadership, Work Environment, Work Motivation and Compensation on Teacher Performance at SDIT Taqiyya Rosyida Kartasura which will be conducted at SDIT Taqiyya Rosyida Kartasura which is located at Demangan RT 03/01, Ngemplak, Kartasura, Demangan, Ngemplak, Kartasura District, Sukoharjo Regency, Central Java 57169.

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, work environment, work motivation and compensation on teacher performance. This study was conducted at SDIT Taqiyya Rosyida Kartasura which is located at Demangan RT 03/ 01, Ngemplak, Kartasura, Demangan, Ngemplak, Kartasura District, Sukoharjo Regency, Central Java 57169. The study period was carried out for 3 months.

The population in this study was all 65 teachers working at SDIT Taqiyya Rosyida Kartasura. The sample in this study was all 65 teachers of SDIT Taqiyya Rosyida Kartasura, or respondents. The sampling technique used in this study was the census technique. All data for each variable was then processed using multiple linear regression.

3. RESULTS AND DISCUSSION

Linear Regression Test

Table 1. Multiple Linear Regression Results

No	Variables	Unstandardized B	Information
1	(Constant)	4,236	Positive
2	Principal Leadership	.516	Positive
3	Work environment	.262	Positive
4	Work motivation	.178	Positive
5	Compensation	.111	Positive

Source: Primary data processed in 2025

$$Y = 4.236 + 0.516 X_1 + 0.262 X_2 + 0.178 X_3 + 0.111$$

From this equation it can be explained that:

- a. Constant (a)

The constant value is 4.236 is positive shows that teacher performance is positive even though the principal's leadership, work environment, work motivation and compensation at SDIT Taqiyya Rosyida Kartasura have not improved.
- b. Principal Leadership Coefficient (b₁)

The value of the principal leadership coefficient or principal leadership variable (β₁) is 0.516 with positive values. This means that every increase in the principal's leadership improves teacher performance at SDIT Taqiyya Rosyida Kartasura.
- c. Work Environment Coefficient (b₂)

Coefficient value work environment or work environment variables (β₂) is 0.262 with positive values. This means that every improvement in the school's work environment improves teacher performance at SDIT Taqiyya Rosyida Kartasura.
- d. Work Motivation Coefficient (b₃)

The work motivation value or work motivation variable (β₃) is 0.178 with a positive value. This means that every increase in work motivation increases teacher performance at SDIT Taqiyya Rosyida Kartasura.

e. Compensation Coefficient(β_4)

The compensation value or compensation variable (β_3) is 0.111 with a positive value. This means that every increase in compensation increases teacher performance at SDIT Taqiyya Rosyida Kartasura.

Model Feasibility Test

Table 2. Model Testing Results

Model	F count	Ftable	Sig.	Standard	Information
Regression	19,963	.000b	0,000	0.05	Eligible Model

Source: Primary data processed in 2025

From the results of the model feasibility test, $F_{count} > F_{table}$ of $19.963 > 2.51$ was obtained with a significance of 0.000, meaning that this analysis is significant with a significance level of less than 0.05, so H_0 is rejected and H_a is accepted. In other words, there is a simultaneous and significant influence between Principal Leadership, Work Environment, Work Motivation and Compensation on Teacher Performance at SDIT Taqiyya Rosyida Kartasura and meets the requirements for the model feasibility test.

Hypothesis Testing

Table 3. Hypothesis Testing Results

Hypothesis	t count	t table	Sig.	Standard	Information
H1	4,191	>1,668	.000	0.05	Ha Accepted
H2	3,264	>1,668	.002	0.05	Ha Accepted
H3	2,971	>1,668	.036	0.05	Ha Accepted
H4	2,797	>1,668	.029	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 Teacher Performance at SDIT Taqiyya Rosyida Kartasura
The Principal Leadership variable has a calculated t value $> t_{table}$ ($4.191 > 1.668$) and a significance of $0.000 < 0.50$, so H_0 is rejected and H_a is accepted. It can be concluded that there is a positive and significant influence of principal leadership on teacher performance at SDIT Taqiyya Rosyida Kartasura.
- b. The Influence of the Work Environment on Teacher Performance at SDIT Taqiyya Rosyida Kartasura
The Work Environment variable has a calculated t value $> t_{table}$ ($3.364 > 1.668$) and a significance of $0.002 < 0.50$, so H_0 is rejected and H_a is accepted. It can be concluded that there is a positive and significant influence of the work environment on teacher performance at SDIT Taqiyya Rosyida Kartasura.
- c. The Influence of Work Motivation on Teacher Performance at SDIT Taqiyya Rosyida Kartasura
The Work Motivation variable has a tcount value $> t_{table}$ ($2.971 > 1.668$) and a significance of $0.036 < 0.05$, so H_0 is rejected and H_a is accepted. It can be concluded that there is a positive and significant influence of work motivation on teacher performance at SDIT Taqiyya Rosyida Kartasura.
- d. The Effect of Compensation on Teacher Performance at SDIT Taqiyya Rosyida Kartasura
The Compensation variable has a tcount value $> t_{table}$ ($2.797 > 1.668$) and a significance of $0.029 < 0.05$, so H_0 is rejected and H_a is accepted. It can be concluded that there is a positive and significant influence of compensation on teacher performance at SDIT Taqiyya Rosyida Kartasura.

Coefficient of Determination Test (R²)

Table 4. Results of the Coefficient of Determination

Model	R	R Square	Adjusted R Square	Information
1	.756a	.871	.742	Eligible Model

Source: Primary data processed in 2025

Based on the calculation results, the adjusted R square value was obtained at 0.742. This means that the variables of principal leadership, work environment, work motivation, and compensation contributed 74.2% to teacher performance at SDIT Taqiyya Rosyida Kartasura, while the remaining 25.8% was explained by other variables not proposed in this study.

Discussion

The Influence of Principal Leadership on Teacher Performance at SDIT Taqiyya Rosyida Kartasura

Based on the tests presented in Table 3, it shows that principal leadership has a positive and significant influence on teacher performance at SDIT Taqiyya Rosyida Kartasura. The results of this study are in line with research conducted by Princess (2022), Rosdah (2024) and Suzanna & Fauzan (2022) which shows that leadership has a positive influence on performance.

Improving teacher performance at SDIT Taqiyya Rosyida Kartasura through the implementation of a clear vision and mission and adequate support from existing resources. From the research location, information was obtained that the principal's leadership had a positive and significant effect on teacher performance at SDIT Taqiyya Rosyida Kartasura, including that the Influence of Principal Leadership on Teacher Performance at SDIT Taqiyya Rosyida Kartasura has a Strategic Role of the Principal as a Leader. The principal at SDIT Taqiyya Rosyida Kartasura plays a central role in creating a conducive vision, mission, and school culture. Strong and visionary leadership influences the direction of school policy, decision making, and empowerment of resources, including educators. Through a participatory and transformational leadership style, the principal is able to build harmonious working relationships, foster a sense of belonging, and motivate teachers to work optimally.

The Influence of the Work Environment on Teacher Performance at SDIT Taqiyya Rosyida Kartasura

Based on the tests presented in Table 3, the work environment has a positive and significant effect on teacher performance at SDIT Taqiyya Rosyida Kartasura. These research results align with research conducted by Eti et al., (2022) and Nafisah et al., (2023) which concludes that there is a significant positive influence of the work environment on performance. Work motivation and work efficiency as well as job satisfaction at SDIT Taqiyya Rosyida Kartasura can be created through a conducive work environment so that it can improve performance. A work environment with adequate physical facilities and resources has an effect on the performance of SDIT Taqiyya Rosyida teachers can be seen.

This influence is significant because it increases intrinsic motivation. A positive work environment not only motivates teachers externally (extrinsically) but also stimulates teachers' intrinsic motivation to give their best. Second, it increases job satisfaction. Teachers who are satisfied with their jobs tend to be more committed, loyal, and enthusiastic about teaching.

The Influence of Work Motivation on the Performance of the Sukoharjo Regency Health Office

Based on the tests presented in Table 3, work motivation has a positive and significant effect on teacher performance at SDIT Taqiyya Rosyida Kartasura. This research aligns with research by Mustika & Syamsuddin, (2022), Yope & Isma, (2022) and Vernando et al., (2022) also shows a significant influence of work motivation on performance.

The results of field research showed that Work motivation has a positive and significant effect on teacher performance at SDIT Taqiyya Rosyida Kartasura because the improvement of

quality, productivity and efficiency at SDIT Taqiyya Rosyida Kartasura in the teaching process in order to improve teacher performance at school is also truly based on work motivation.

The Effect of Compensation on Teacher Performance at SDIT Taqiyya Rosyida Kartasura

Based on the tests presented in Table 3, compensation has a positive and significant effect on teacher performance at SDIT Taqiyya Rosyida Kartasura. This research finding aligns with research by Kartika et al. (2022); Octavianti & Nihayatul (2023); and Zuliani & Suharti (2023), which stated that compensation significantly influences employee performance.

4. CONCLUSION AND SUGGESTIONS

Based on the results of research on the Influence of Principal Leadership, Work Environment, Work Motivation and Compensation on Teacher Performance at SDIT Taqiyya Rosyida Kartasura, it can be concluded that Principal Leadership, Work Environment, Work Motivation, Compensation have a positive and significant influence on teacher performance at SDIT Taqiyya Rosyida Kartasura.

Based on the analysis, the following suggestions are suggested: Principals are expected to explain and exemplify the implementation of the school's vision and mission within their leadership. Teachers and schools should strive to create a conducive work environment for optimal performance, and should consistently maintain and enhance work motivation to teach students and improve performance. Schools should pay attention to the compensation received by teachers, particularly financial compensation for their work at the school.

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