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The Effect of Compensation and Effectiveness Leadership of the Head of the Educational Unit on Improving Motivation and Performance of Elementary School Teachers Bolano Lambunu District Through Job Satisfaction

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Abstract. *This study aims to analyze and describe the influence of compensation and leadership effectiveness of educational unit heads on the motivation and performance of elementary school teachers in Bolano Lambunu District, with job satisfaction as a mediating variable. Field phenomena indicate that teacher performance is a crucial aspect influenced by various internal and external organizational factors. This study employed a quantitative approach with path analysis. The population was all elementary school teachers in Bolano Lambunu District, using proportionate stratified random sampling. Data were collected through questionnaires that had been tested for validity and reliability, then processed using statistical software. The results of the study show that: Compensation has a positive and significant effect on teacher job satisfaction and performance. Leadership effectiveness the head of the educational unit has a strong correlation in directly increasing teacher work motivation. Job satisfaction proven to be able to mediate the influence of compensation and leadership on improving overall teacher performance. Simultaneously, all independent variables contribute to the creation of a conducive work climate which leads to an increase in the quality of learning in schools. Improving teacher performance in Bolano Lambunu District can be optimally achieved through fair compensation, transformational leadership, and fulfilling aspects of job satisfaction. It is recommended that heads of educational units continue to improve their managerial competencies and pay attention to teacher welfare to maintain stable work motivation.*

Keywords: *Compensation; Leadership; Motivation; Performance; Teacher.*

1. Introduction

Human resources are crucial for an organization or company. Even with complete facilities and infrastructure, human resources will not be sufficient to meet all employee needs (Siregar et al., 2022). This support must be provided to employees to ensure high performance from their employees.

Factors such as compensation, work motivation, and leadership style can impact employee performance. Compensation is the monetary or in-kind reward a company provides to employees in exchange for their services. If compensation is inadequate, current employees are likely to leave the company, which can make it difficult for the company to recruit new employees, especially during the recruitment process (Hasibuan, 2009).

Furthermore, compensation can be defined as the total amount of rewards a company provides to employees as a form of appreciation for their work. The presence of existing employees can hinder the process of replacing new employees, especially during the recruitment process (Sutrisno, 2022). Employee compensation helps companies achieve their goals and acquire, maintain, and retain a productive workforce. This will influence their productivity and whether they will remain with the company or seek employment elsewhere (Simamora, 2004).

Besides compensation, there are several things that must be done to achieve company goals; one of which is the element of leadership. A person's ability to motivate others to work together is the foundation of leadership (Thoha, 2006). Leadership, in practice, has a different model and style for each leader within a company. This leadership style plays a significant role in a company's management process, ensuring efficiency and motivating employees to carry out their duties. Leadership style within an organization plays a crucial role in determining the success of achieving its goals. Leadership style refers to the approach an individual adopts when practicing leadership. Leadership style is not a natural talent; it can be learned and applied, and it must be adapted to the situation at hand (Herujito, 2001). herefore, the role of a leader is crucial and decisive in achieving company goals. A leader with a good leadership style can maximize the use of human resources to achieve optimal results. They can also influence morale, employee satisfaction, safety, the quality of the work environment, and ultimately, company performance.

Because leadership skills include innovative aspirational, enthusiastic, and moral abilities, which have the ability to influence members within an institution so that they can change their attitudes according to the leader's wishes (Anoraga, 2005). Someone who holds a leadership position in the management of an institution has a very vital role, not only within the internal context of the institution, but also in interacting with parties outside the institution. They function as catalysts, facilitators, problem solvers, resource connectors, and communicators. Leadership style is an important component that can help a company achieve its goals (Marjaya & Pasaribu, 2019).

Besides leadership style,Improving employee performance can also be achieved through providing motivation in the work environment. Often, each employee has a unique motivation that drives them to work for a company. To ensure good employee performance, companies must provide additional incentives, both financial and non-financial. Motivation is the basic drive that drives a person or the desire to give every effort to achieve a goal, which is indicated

by changes in an individual's energy and is caused by a response to a specific goal. Mangkunegara (2009) argues that motivation is an emotion or drive that drives employees to achieve company goals (Anwar, PM, & Mangkunegara, 2009).

Motivation can also be described as an effort to influence individual behavior to meet standards, especially in the context of employees in a company (Bangun, 2015). In other words, motivation is a collection of actions that encourage or motivate employees to work independently and without pressure. Continuously encouraging employee morale is important to build a mutually beneficial working relationship between the company and its employees. The most common ways to motivate employees are by providing commensurate wages, health insurance, work benefits, creating a pleasant work environment, providing opportunities for promotion and development, and rewarding good performance. However, determining the type of work motivation is difficult because each company and employee has different needs and desires (Falah & Ayuningtias, 2020). The differences in employee desires and needs, as well as the constantly changing work situation, require agencies or companies to adapt effectively.

Research that conducted by Dinno Prakoso in 2019 regarding Employee Performance Analysis in Supporting Leadership Duties found that several factors influence the performance of educators, including individual ability, work motivation, operational support, facilities and infrastructure, and coworkers. Furthermore, the study showed that the head of the educational unit significantly influences the quality of educators' work. Some educators remain disloyal to their work, as evidenced by the volume of output, which demonstrates a work attitude characterized by loyalty. Another study on the same topic conducted by Edi Sugiono in 2021 showed thatThe right leadership style can create a pleasant work environment for employees, foster good working relationships between subordinates and superiors, and eliminate social disparities within the company. This will create a comfortable work environment for everyone, including employees (Sugiono et al., 2021).

The results of interviews and observations with educators and administrative staff are also supported by the researcher's findings regarding employee performance data sourced from internal HR data from the Technical Implementation Unit of the Bolano Lambunu District Education Office. This data can be seen in Table I.1 below.

Table Data on Performance Achievement of Educational Staff and Education Personnel in Bolano Lambunu District

Performance Indicators	**2019**		**2020**		**2021**		**2022**		**2023**	
	Target	Real	Target	Real	Target	Real	Target	Real	Target	**Real**
Initiative	20	14.72	20	9.22	20	10.33	20	13.75	20	**13.29**
Speed in finish the job	20	35	40	29.5	40	31.97	40	32.8	40	**28.76**
Discipline Time	40	36.25	40	35.25	40	38.65	40	26.96	40	**29.08**
Communication between employees	20	19	20	18.45	20	13.05	20	19.56	20	**18.9**

Total	**100**	**94.97**	**100**	**92.42**	**100**	**94**	**100**	**93.7**	**100**	**90.03**

Source: Internal Data of Human Resources of the Bolano Lambunu District Education UPTD (2023)

Table shows that the performance of educational staff in Bolano Lambunu District fluctuates. This indicates that employee performance has not been optimal, thus failing to meet established targets. The declining percentage of work realization indicates that the performance of educational staff in Bolano Lambunu District also declines annually. If this situation is left unaddressed, employee performance will continue to decline.

2. Research Methods

This study employed a quantitative method, employing multiple correlation regression analysis. According to Sugiyono (2019), multiple correlation regression is a statistical method that analyzes the relationship between two or more variables with the aim of determining the value of each variable by considering the value of each other variable. This technique is typically used to describe the functional relationship between a dependent variable and one or more independent variables. Furthermore, the purpose of this study is to systematically and accurately explain the conceptual framework of the variables under study.According toRahmawati (2019)Descriptive research is an investigation that aims to collect information about current phenomena and to gain an accurate understanding of the social, economic, and political institutions of a group or individual. Associative research is a type of research that uses at least two or more related variables. According toAgustin (2023)Associative research seeks to determine how two or more variables relate to one another. This research not only focuses on the influence of one variable on another, but also attempts to identify possible relationships between these variables. In associative research, researchers can use various statistical analysis techniques to determine the extent to which these variables are interrelated. This study uses a quantitative method with an associative research type to measure the effect of compensation and leadership effectiveness of educational unit heads on improving the motivation and performance of elementary school teachers in Bolano Lambunu District through job satisfaction.

3. Results and Discussion

3.1. Respondent profile

The respondent profile is a descriptive description of the respondents' identities according to the research sample determined by the researcher. The purpose of describing the respondents' characteristics is to provide an overview of the research sample. This research was conducted onTeacherElementary School, Bolano Lambunu District. The sample in this study was147 teachersElementary School in Bolano Lambunu District has different characteristics. In this study, researchers classified respondents according to several characteristics. These characteristics were divided based on gender, age, and length of service.

1) Respondent Characteristics by Gender

Based on respondent gender, questionnaires were distributed to the entire sample of 147 respondents. The classification of respondent gender can be seen in the following results:

Table Respondent Gender

1	Man	34	23.13
2	Woman	113	76.87
Amount		**147**	**100**

Source: research data (processed)

Based on the table above, the characteristics of respondents are known based on the gender of the respondents, which areTeacherElementary School, Bolano Lambunu District. The most common gender respondents were female, with a frequency of 113 respondents, or 76.87%. Second, male respondents were 34 respondents, or 23.13%.

2) Respondent Characteristics Based on Age

Based on the age of the respondents, the questionnaire was distributed to the entire sample of 147 respondents, namelyTeacherBolano Lambunu District Elementary School. Respondents' age classification was divided into four criteria, resulting in the following results:

Table Respondent Age

1	<25 Years	3	2.04
2	25-30 Years	25	17.01
3	31-40 Years	71	48.30
4	>40 Years	48	32.65
Amount		**147**	**100**

Source: Research data (processed)

Based on the table above, the characteristics of respondents are known based on the age of the respondents, which areTeacherBolano Lambunu District Elementary School. The respondents with the most ages were in the 31-40 years age category with a frequency of 71 respondents or a percentage of 48.3%. Second, the age of respondents in the age range >40 years was 48 respondents or a percentage of 32.65% and the age of 25-30 years with a frequency of 25 respondents or a percentage of 17.01%. While finally in the age range <25 years with a frequency of 3 respondents or 2.04%.

3) Respondent Characteristics Based on Length of Service

Based on the respondents' length of service, the questionnaire was distributed to the entire sample of 147 respondents who wereTeacherElementary School, Bolano Lambunu District.

The classification of respondents' work periods was divided into four criteria, resulting in the following results:

Table Respondent's Working Period

1	<1 Year	3	2.04
2	1-3 Years	21	14.29
3	3-5 Years	19	12.92
4	>5 Years	104	70.75
Amount		**147**	**100**

Source: Research data (processed)

Based on the table above, the characteristics of respondents are known based on the length of service of the respondents, which areTeacherBolano Lambunu District Elementary School. Respondents with the most years of service were in the category of service period >5 years with a frequency of 104 respondents or with a percentage of 70.75%. Second, respondents in the 1-3 year service period range were 21 respondents or with a percentage of 14.29% and 3-5 year service period with a frequency of 19 respondents or in a percentage of 12.92%. While finally, for the service period <1 year with a frequency of 3 respondents or 2.04%.

3.2. Data Processing Results

1) Measurement Model or Outer Model Test

Outer model analysis defines how each indicator relates to its latent variable. There are two criteria for using SmartPLS data analysis techniques to assess the outer model: discriminant validity and composite reliability. The initial decision can determine whether the questionnaire instrument is appropriate for describing the latent variable. The requirement for determining the loading factor value must be >0.7. If the loading factor value does not meet the criteria, an outlier will be identified. Outliers are identified to ensure an indicator or instrument meets the assumptions in the outer model test. Outliers are identified by eliminating one or more indicators that do not have a strong relationship with the latent variable. The following is a display of the initial model evaluation before the outlier is applied:

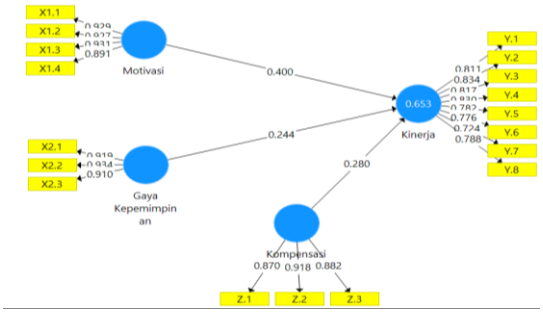


Figure Outer Model

Based on the outer model image above, it was found that all indicators or constructs in this study were fixed because the outer loading value showed a figure >0.7. Therefore, this study will explore in depth regarding the outer model test or model measurement.

a. Convergent Validity

The convergent validity value is the factor loading value of a latent variable with its indicators. The expected value is >0.7. In assessing each construct, the construct assessment is seen from the convergent validity. Convergent validity is measured using the outer loading parameter and AVE (Average Variance Extracted). An individual reflexive measure is said to be correlated if its value is more than 0.7 with the construct being measured.(Hair et al., 2023).

*Convergent Validity*The aim is to determine the validity of each relationship between an indicator and its construct or latent variable. The convergent validity of a measurement model with reflective indicators is assessed based on the correlation between item scores or component scores and latent variable scores or construct scores estimated using the SmartPLS program.(Hair et al., 2023).

b. Discriminant Validity Test

*Discriminant Validity*Used to test the validity of a model. The Discriminant Validity value is seen through the Cross Loading value which shows the magnitude of the correlation between the construct and its indicators and indicators from other constructs.(Hair et al., 2023).

The standard value used for Cross Loading must be greater than 0.7 or by comparing the Square Root Average Variance Extracted (AVE) value of each construct with the correlation between the construct and other constructs in the model. If the AVE root value of each construct is greater than the correlation value between the construct and other constructs in the model, then it can be said to have a good Discriminant Validity value. The results of Cross Loading in the Discriminant Validity analysis can be seen in the table below.

Table Discriminant Validity Test Results (*Fornell-Lacker Criterion)*

	Motivation	**Leadership Style**	**Compensation**	**Performance**
Motivation	0.920			
Leadership Style	0.500	0.921		
Compensation	0.785	0.587	0.891	
Performance	0.742	0.609	0.738	0.796

Source: SsmartPls (processed)

Based on the results of the discriminant validity test which can be seen in the table above, it shows that the results of the root value of AVE which can be seen in the cross loading of each variable are greater than the results of the correlation between constructs, meaning that each item of the questionnaire statement indicator is valid.

Another method to see Discriminant Validity is to look at the Square Root of Average Variance Extracted (AVE) value of each construct with the correlation between the construct and other constructs in the model, so it can be said that in this study the AVE value of each construct is above 0.5, so there are no Convergent Validity problems in the model being tested so that the constructs in this research model have good Discriminant Validity.

Table AVE Test Results

Variables	Condition	AVE
Motivation	>0.5	0.846
Leadership Style	>0.5	0.848
Compensation	>0.5	0.793
Performance	>0.5	0.634

Source: SmartPls (processed)

Based on the table above, it can be seen that the Square Root of Average Variance Extracted (AVE) value for all variables is greater than 0.5. Thus, it can be concluded that each variable in this study has a good AVE value.

c. Reliability Test

Instrument reliability testing aims to assess the reliability of the instruments within a research model. If all latent variable values have a composite reliability or Cronbach's alpha value of ≥ 0.70, this indicates that the construct has good reliability, indicating that the questionnaire used as a research tool is reliable and consistent. The results of the composite reliability and Cronbach's alpha are as follows:

Table Reliability Test Results

Variables	Chronbach's Alpha	Composite Reliability
Motivation	0.939	0.956
Leadership Style	0.911	0.944
Compensation	0.869	0.920
Performance	0.917	0.933

Source: SmartPls (processed)

Based on the table above, it can be seen that the results of the composite reliability test show a value above Cronbach's alpha where all endogenous and exogenous latent variables are declared to meet the requirements (reliable) because the reliability value is >0.7 so that it is said that the latent variables are in the "high reliability" category.

3.2. Structural Model Test (Inner Model)

Inner model testing is a model development based on theoretical concepts to analyze the relationship between exogenous and endogenous variables outlined in the conceptual framework. The purpose of structural model testing is to observe the correlation between the measured constructs, which is the t-test of partial least squares itself.(Hair et al., 2023). The

stages of testing the structural model (hypothesis testing) are carried out with the following steps:

1) *R-Square*

The coefficient of determination (R-Square value) is a measure of predictive power in a sample. The higher the R-Square value, the greater the explanatory power of the PLS structural model and the better the prediction of endogenous variables. The range of R-Square values is from 0 to 1, with 0 indicating no relationship and 1 indicating a perfect relationship. R-Square values of 0.50-0.75 indicate a strong model, 0.25-0.50 indicate a moderate model, and <0.25 indicate a weak model.(Hair et al., 2023). The results of R-square are as follows:

Table R-Square Value Results

	R Square	R Square Adjusted
Performance	0.653	0.645

Source: SmartPLS (processed)

Based on the table above, it shows that the r-square value for performance is 0.653 or 65.3%. Therefore, the contribution of motivation, leadership style, and compensation has a strong influence on performance.TeacherElementary School in Bolano Lambunu Districtbecause it is in the range of 0.50-0.75. The remaining 34.7% is influenced by other variables outside the predictions in this study.

2) *Q-Square*

Q-square predictive relevance measures how well the observed values are generated by the model and also its parameter estimates. A Q-square predictive relevance value greater than 0 indicates that the model has predictive relevance, while a Q-square predictive relevance value less than 0 indicates that the model has less predictive relevance.(Hair et al., 2023). The results of the Q-square are as follows:

Table Q-Square Test Results

	SSO	SSE	Q^2 (=1-SSE/SSO)
Motivation	588	588	
Leadership Style	441	441	
Compensation	441	441	
Performance	1176	722,597	0.386

Source: SmartPls

The table above shows that the Q-square predicative relevance value is 0.386. Therefore, it can be concluded that the model has met the predictive relevance value because the value is >0.

3) *F-Square (Effect Size)*

Next, an examination is conducted regarding the influence of endogenous variables on exogenous variables, which is known based on the F-square effect size value. In testing F-

square values of 0.02, 0.15, and 0.35, it can be interpreted whether the latent variable predictor has a small, medium, or large influence at the structural level.(Hair et al., 2023). The results of the F-square are as follows:

Table F-Square Test Results

	Motivation	Leadership Style	Compensation	Performance
Motivation				0.176
Leadership Style				0.112
Compensation				0.075
Performance				

Source: SmartPls (processed)

Based on the table above, it is known that the influence of motivation on performance is 0.176. This influence indicates a medium influence because the f-square value is >0.15. Furthermore, the influence of leadership style and compensation on performance is in the small category because the f-square value is <0.15.

4) *Fit Model*

Goodness of Fit Index (GFI) is a descriptive measure of model fit. The model fit test has a fit summary, namely SRMR, Chi-Square, NFI, and RMS theta. An SRMR value <0.08 is a goodness of fit measure, meaning fit. A model can be said to be a perfect fit if the Chi-Square value is equal to 0. The model is said to be a good fit if the NFI value is >0.9 and is said to be a marginal fit if the NFI value is (0.7 <NFI <0.9).(Hair et al., 2023). The results of Goodness of Fit are as follows:

Table Goodness of Fit Test Results

	Saturated Model	Estimated Model
SRMR	0.065	0.065
d_ULS	0.725	0.725
d_G	0.476	0.476
Chi-Square	390,698	390,698
NFI	0.834	0.834

Source: SmartPls

In accordance with the model fit image above, the SRMR value is fit with a value of 0.065 <0.08, while the Chi-Square value is not stated as fit because the value is >0 and the NFI value is said to be marginal fit because the value is between (0.7 < NFI < 0.9).

A hypothesis is a temporary conclusion that must be proven true, or it can be said to be a tentative proposition regarding the relationship between two or more variables. Before testing a hypothesis, the null hypothesis (Ho) and the alternative hypothesis (Ha) must be known. In hypothesis testing, this can be seen from the statistical T value and the probability value.(Hair et al., 2023). For hypothesis testing using statistical values, for a 5% alpha with a sample of 147 respondents, the T-statistic value used is 1.655. So the criterion for accepting the hypothesis is if the T statistic > 1.655. To accept the hypothesis using probability, the

hypothesis is accepted if the p-value < 0.05. In Smart PLS, testing each relationship is done using simulation with the bootstrapping method on the sample.

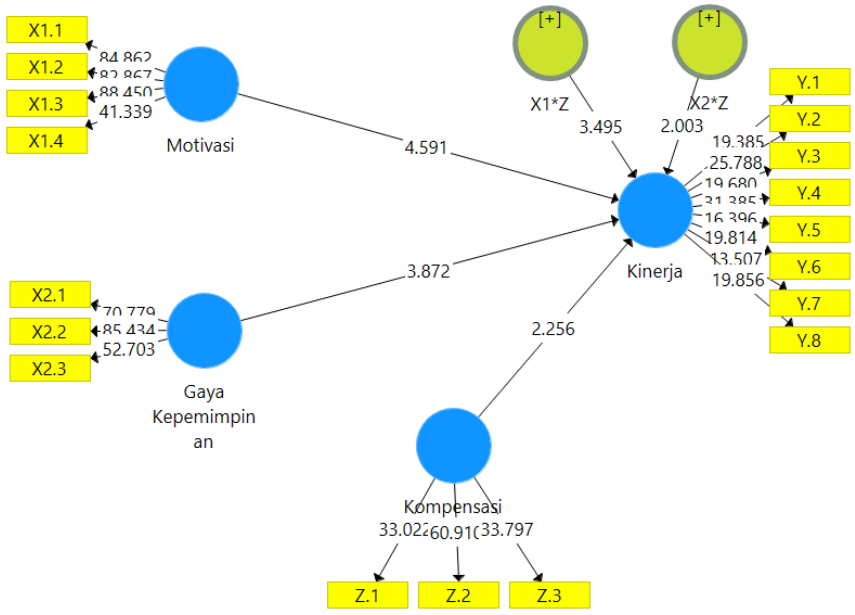


Figure Models in Hypothesis Testing

Direct hypothesis testing in this study is aimed at testing the hypothesis on the influence of motivation, leadership style, compensation and the moderating effect of compensation on performance.TeacherElementary schools in Bolano Lambunu District. The results of these five hypotheses can be seen in the following table:

Table Live Test Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Motivation -> Performance	0.368	0.391	0.080	4,591	0.000
Leadership Style -> Performance	0.303	0.268	0.078	3,872	0.000
Compensation -> Performance	0.189	0.216	0.084	2,256	0.025
X1*Z -> Performance	0.282	0.204	0.081	3,495	0.001
X2*Z -> Performance	0.206	0.106	0.103	2,003	0.046

Source: SmartPls

The table above presents a direct hypothesis test between exogenous and endogenous variables which can be concluded in several points as follows:

a. Influence of variablesmotivation on performanceTeacherElementary School in Bolano Lambunu Districtshows a t-count value of 4.591 > 1.655 with a P value of 0.000 < 0.05. So the t-count > t-table with a P value < 0.05, thus this study accepts H1 and rejects H0. Therefore,

this study concludes thatmotivation has a positive and significant effecton performanceTeacherElementary School in Bolano Lambunu District.

b. Influence of variablesleadership style on performanceTeacherElementary School in Bolano Lambunu Districtshows a t-count value of 3.872 > 1.655 with a P value of 0.000 < 0.05. So the t-count > t-table with a P value < 0.05, thus this study accepts H2 and rejects H0. Therefore, this study concludes thatleadership style has a positive and significant effecton performanceTeacherElementary school in Bolano Lambunu District.

c. Influence of variablescompensation on performanceTeacherElementary School in Bolano Lambunu Districtshows a t-count value of 2.256 > 1.655 with a P value of 0.025 < 0.05. So the t-count > t-table with a P value < 0.05, thus this study accepts H3 and rejects H0. Therefore, this study concludes thatcompensation has a positive and significant effecton performanceTeacherElementary school in Bolano Lambunu District.

d. Influence of variablesmotivation moderated by compensation on performanceTeacherElementary School in Bolano Lambunu Districtshows a t-count value of 3.495 > 1.655 with a P value of 0.001 < 0.05. So the t-count > t-table with a P value < 0.05, thus this study accepts H4 and rejects H0. Therefore, this study concludes thatmotivation moderated by compensation has a positive and significant effecton performanceTeacherElementary school in Bolano Lambunu District or compensation is able to moderate the relationship between motivation and performanceTeacherElementary school in Bolano Lambunu District.

e. Influence of variablesleadership style moderated by compensation on performanceTeacherElementary School in Bolano Lambunu Districtshows a t-count value of 2.003 > 1.655 with a P value of 0.046 < 0.05. So the t-count > t-table with a P value of < 0.05, thus this study accepts H5 and rejects H0. Therefore, this study concludes thatleadership style moderated by compensation has a positive and significant effecton performanceTeacherElementary school in Bolano Lambunu District or compensation is able to moderate the relationship between leadership style and performanceTeacherElementary school in Bolano Lambunu District.

3.3. Discussion

1) The Influence of Motivation on Teacher Performance

The results of the study show thatThe influence of motivation variables on the performance of elementary school teachers in Bolano Lambunu District shows a t-count value of 4.591 > 1.655 with a P value of 0.000 < 0.05. So the t-count > t-table with a P value < 0.05, thus this study accepts H1 and rejects H0. Therefore, this study concludes that motivation has a positive and significant effect on the performance of elementary school teachers in Bolano Lambunu District..

These results are supported by several previous studies which state that work motivation has

a significant positive influence on employee performance.(Goh et al., 2024; Hutasoit and Nawangsari, 2024; Novrizal et al., 2024). This result is in line with research by(Noor et al., 2022)Teacher work motivation has a positive and significant impact on teacher performance. Highly motivated employees tend to demonstrate enthusiasm, initiative, and commitment to completing their tasks on time and with quality. Motivation also influences mental resilience and resilience in the face of pressure or challenges in the workplace. This is achieved when work motivation is met through financial incentives, awards, career development opportunities, and a supportive work environment. Conversely, low motivation can lead to decreased work enthusiasm, increased absenteeism, and a lack of accountability for work results.

2) The Influence of Leadership Style on Teacher Performance

The results of the study show thaton the influence of variablesleadership style on performanceTeacherElementary School in Bolano Lambunu Districtshows a t-count value of 3.872 > 1.655 with a P value of 0.000 < 0.05. So the t-count > t-table with a P value < 0.05, thus this study accepts H2 and rejects H0. Therefore, this study concludes thatleadership style has a positive and significant effecton performanceTeacherElementary School in Bolano Lambunu District. The results of this study are in line with researchFrismelly et al. (2021)that the principal's leadership style has a positive and significant impact on teacher performance.

These results indicate that a decrease in leadership style will also cause a decrease inperformance of elementary school teachers in Bolano Lambunu District. Conversely, an increase in leadership style can increaseperformance of elementary school teachers in Bolano Lambunu District. This result is in line with research byKhoiri & Oktavia (2019)that leadership style has a significant positive effect on employee performance. This result is also in line with research by Prastyorini et al. (2024)which states that leadership style has a significant positive effect on employee performance. Leaders who pay attention to and support the development of employee potential demonstrate concern for their professional development. Developing employee potential encourages them to have a passion for completing their work, thus improving their performance.

Leadership style significantly impacts teacher performance because leaders, particularly principals, act as guides, motivators, and decision-makers, influencing the work environment within the school. Effective leadership creates a clear vision, fosters effective communication, and provides appropriate direction, ensuring teachers feel focused and motivated in carrying out their duties. Leaders who serve as role models encourage teachers to be more professional, disciplined, and committed to improving the quality of education.

Thus, leadership style is a strategic factor determining the quality of teacher performance.

3) The Effect of Compensation on Teacher Performance

The results of the study indicate that the influence of compensation variables on the

performance of elementary school teachers in Bolano Lambunu District shows a t-count value of 2.256> 1.655 with a P value of 0.025<0.05. So t-count> t-table with a P value <0.05, thus this study accepts H3 and rejects H0. So this study concludes that compensation has a positive and significant effect on the performance of elementary school teachers in Bolano Lambunu District.

This result is in line with researchMilenitha (2024)that compensation has a significant influence on teacher performance if employees receive compensation with a fair, open and objective system then employees will be motivated to work harder, especially in compensation that is linked to performance. The size of the compensation given affects the performance of the employee itself. Therefore, if compensation is given appropriately, employees can achieve job satisfaction and be motivated to achieve organizational goals so that they can obtain optimal employee performance, conversely if compensation is inadequate, then employee performance is likely to decline or a decrease in work quality.

4) The Moderating Role of Compensation in the Influence of Motivation on Teacher Performance

The results of the study showed that ininfluence of variablesmotivation moderated by compensation on performanceTeacherElementary School in Bolano Lambunu Districtshows a t-count value of 3.495 > 1.655 with a P value of 0.001 < 0.05. So the t-count > t-table with a P value < 0.05, thus this study accepts H4 and rejects H0. Therefore, this study concludes thatmotivation moderated by compensation has a positive and significant effecton performanceTeacherElementary school in Bolano Lambunu District or compensation is able to moderate the relationship between motivation and performanceTeacherElementary school in Bolano Lambunu District.

This result is in line with research byErian & Widikdo (2023)Compensation can be a factor that strengthens or weakens the relationship between motivation and employee performance. Factors such as determination, emotional strength, self-confidence, and maturity of thinking influence performance, productivity, and work achievement. In other words, motivation is closely linked to positive attitudes and behaviors that are essential for achieving desired levels of performance. Individuals with strong motivation tend to demonstrate a resilient and resilient work ethic, reflecting the concept of professionalism that focuses on meeting the needs of all parties.

5) The Moderating Role of Compensation in the Influence of Leadership Style on Teacher Performance

The results of the study showed that ininfluence of variablesleadership style moderated by compensation on performanceTeacherElementary School in Bolano Lambunu Districtshows a t-count value of 2.003 > 1.655 with a P value of 0.046 < 0.05. So the t-count > t-table with a P value of < 0.05, thus this study accepts H5 and rejects H0. Therefore, this study concludes thatleadership style moderated by compensation has a positive and significant effecton

performanceTeacherElementary school in Bolano Lambunu District or compensation is able to moderate the relationship between leadership style and performanceTeacherElementary School in Bolano Lambunu District. These results are in line with research byRahmawati & Tirtoprojo (2024)that compensation can strengthen the influence of leadership style on teacher performance.

These results indicate that compensation can moderate the relationship between leadership style and teacher performance, as good leadership is more effective in boosting performance when accompanied by an adequate reward system. Visionary, communicative, and supportive leaders can indeed foster teacher motivation and work enthusiasm, but without adequate compensation, this positive influence can diminish over time. Conversely, if a positive leadership style is accompanied by appropriate compensation, teachers will feel that the direction, support, and rewards provided by the leader are truly followed by tangible forms of appreciation, thus strengthening their drive to perform optimally.

4. Conclusion

Based on the research results and discussions that have been described, this research has the following conclusions: On the influence of variables motivation on performanceTeacherElementary School in Bolano Lambunu Districtshows a t-count value of 4.591 > 1.655 with a P value of 0.000 < 0.05. So the t-count > t-table with a P value < 0.05, thus this study accepts H1 and rejects H0. Therefore, this study concludes thatmotivation has a positive and significant effecton performanceTeacherElementary School in Bolano Lambunu District. On the influence of variablesleadership style on performanceTeacherElementary School in Bolano Lambunu Districtshows a t-count value of 3.872 > 1.655 with a P value of 0.000 < 0.05. So the t-count > t-table with a P value < 0.05, thus this study accepts H2 and rejects H0. Therefore, this study concludes thatleadership style has a positive and significant effecton performanceTeacherElementary school in Bolano Lambunu District. On the influence of variablescompensation on performanceTeacherElementary School in Bolano Lambunu Districtshows a t-count value of 2.256 > 1.655 with a P value of 0.025 < 0.05. So the t-count > t-table with a P value < 0.05, thus this study accepts H3 and rejects H0. Therefore, this study concludes thatcompensation has a positive and significant effecton performanceTeacherElementary school in Bolano Lambunu District.

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