Teacher Performance Determinants: Competence, Motivation, Compensation And Work Environment

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Abstract: The aim of this research to analyze the direct effect of compensation, competence and environment on teacher performance, the direct effect of compensation, competence and environment on teachermotivation, the indirect effect of compensation,competence and environment on teacher performance through teacher motivation.The study was designed with a quantitative approach. The population of this study were elementary teachers in the district of Tangerang and the number of samples used in this study were 156 elementary school teachers. The data collection technique uses an online electronic questionnaire and analysis uses SmartPLS software. Based on data analysis conclude that compensation has not significant effect on teacher performance , competence has not significant effect on teacher performance, environment has significant effect on teacher performance , compensation has significant effect on teacher motivation, competence has significant effect on teacher motivation,environment has significant effect on teacher motivation . Compensation has significant effect on teacher performance through teacher motivation, competence has not significant effect on teacher performance through teacher motivation , environment has significant effect on teacher performance through teacher motivation, motivation has significant effect on teacher performance.

Keywords: Financial compensation, work motivation, work discipline, teacher personality, teachers performance.

1. Introduction

Education is a learning process to create qualified individuals. Through education, the potential contained in individual learners can become real so that these individuals become individuals who have abilities that can be implemented for the benefit of others. In the long term, education is expected to contribute to improving national development. Teachers are one of the main factors that encourage the education process to be more advanced and quality. Quality education will produce quality students as well. Thus the teacher plays an important role in this regard, Asbari (2020) states that the teacher is an educator who plays an important role in improving the quality of students. They are tasked with guiding and directing students' learning methods in order to achieve maximum results. Teachers really determine the success of students, especially in relation to the teaching and learning process. Teacher performance greatly determines the success of the learning process of students so that educational goals can be achieved and realized from good student learning outcomes. Purwanto (2020) states that the low quality of teachers will affect the competitiveness and quality of students. The achievement of teacher quality occurs when the needs expected by the teacher can be met. One of the ways for management to improve work performance, motivate, and improve employee performance is through compensation. If the organization applies wages or compensation that are directly related to organizational performance, employees will feel motivated to work better. This is due to a positive relationship between company performance as an accumulation of the performance of each employee and the compensation they receive (Sudibjo, 2020).

Good teacher performance can be explained by proper compensation, both direct and indirect compensation, both financial and non-financial. This means that the poor performance of honorary teachers can be explained by the low compensation received. Apart from compensation, one of the factors that workers want to improve their performance is the work environment. A good work environment will promote better performance. This means that the work environment is a factor that affects a person's performance. someone (Wanasida., 2020). Along with this understanding Purwanto (2020) states that the achievement of superior performance of employees is determined by several factors, namely compensation, work environment, organizational culture, leadership and work motivation, work discipline, job satisfaction, communication and other factors (Novitasari, 2020). Several factors that affect performance, according to Siagian, the researcher focuses this research on only two factors, namely compensation and work environment. Compensation Compensation is a form of remuneration or rewards for employees / employees because the employee / employee has completed their duties. Wages and salaries are a form of compensation (Basri, 2020). According to Purwanto (2020) the reward is not only money but also goods. Both are rewards to employees / employees. Pramono (2020) and Sihite (2020) have a broader definition of rewards, namely rewards can be in the form of financial or non-financial. Rudyanto (2020) relates the

compensation for these employees to their performance. According to Ranupandojo, compensation is a form of remuneration for workers / employees and so that workers / employees are encouraged to achieve more, the management should use a good compensation system. Many factors can affect the amount of compensation given to employees.

According to Asbari (2020) the factors that affect compensation are the level of living costs, compensation provided by competing companies. Apart from that, these factors are the ability of the company, the type of work, the size of the responsibilities, and the labor / worker union. Almost the same as Edy Sutrisno's opinion, Hasibuan views from the supply and demand side. According to Novitasari (2020) the amount of compensation depends on the demand from the company, namely the condition of the national economy, labor laws, and the availability of empty formations in the company; also depends on the supply of labor, namely education and experience, and the cost of living in the city where the company is located. Still according to Hasibuan, apart from supply and demand factors, there are other factors that affect the amount of compensation, namely the type of work and work productivity. Work Environment In an organization, it is necessary to pay attention to the work environment so that workers can carry out their duties without experiencing interference so that workers can devote their attention to work. The work environment is everything that is around the worker that can affect work concentration. The work environment can affect a person's concentration. Therefore the work environment needs the attention of the management because a bad work environment will interfere with one's concentration at work (Sunarsi, 2020). Included in the work environment are work methods and work arrangements. According to Sedarmayanti, the work environment is everything, namely the tools / materials around us, including work methods and work arrangements, both for individuals and groups. So work methods and work arrangements need to be evaluated by the company / management to maintain a high concentration of workers. Music, lighting, and cleanliness are also included in the work environment because they can influence workers in carrying out their duties (Pramono, 2020). According to Hutagalung (2020), everything around the worker which is called the work environment can affect workers directly or indirectly. Furthermore, Sunarsi (2020), said that the work environment is the factors related to workers that affect the relationship between employees and companies or employees with their institutions. The definition of the work environment is slightly different. Asbari (2021) links work environment with work performance.

According to Sofyandi, internal organizational factors or work environment can affect the performance of employees. A good work environment will increase worker performance, on the other hand, a bad work environment will reduce work performance. According to Ardi (2020), employee work behavior is formed by a work environment consisting of physical conditions and psychological conditions. Physical conditions, namely spatial planning, cleanliness, and tidiness of space, while psychological conditions (non-physical) that also affect work behavior are boredom with work, fatigue due to routine work without rest, social environmental conditions, social status of the employees concerned, working relationships in companies, and the information systems available. The opinion of Astuti (2020) is the same as Purwanto (2020), except that Sedarmayanti views work environment factors that affect work behavior consisting of direct effects and indirect effects. Completeness of work, ease of use of work equipment, workplace conditions are physical factors that can have a direct or indirect effect on work behavior. Likewise, non-physical factors such as circumstances that occur, relationships with superiors, relationships with coworkers, and relationships with subordinates can have direct or indirect effects. Teacher Performance The ultimate goal of the organization is the goal of the organization. For schools, one of the ultimate goals is teacher performance. According to Putra (2020), teacher performance is the result of work that has been done by the teacher. The tasks that have been carried out are related to the tasks received by the educator / teacher which are none other than the responsibility of a teacher. According to Praditya (2020), the teacher's duty is not only in the classroom. Tasks outside the classroom are also still the responsibility of the teacher. Apart from teaching, the teacher's duties are school administration, administration of the learning process, guidance for students, and providing assessments for students. Teachers in schools must be able to improve their performance because teacher performance is a measure of the level of performance achieved by the school. Teacher performance is a measure of the level of effectiveness of the content expected by the curriculum from the teacher. Thus the function of how the content of school work can be effectively achieved. Sartika (2020) explains that whether the teacher's performance is good or not can be seen from the quality of work, work initiative, work ability ability, and no less important is the way the communication is carried out. The factors that can affect teacher performance are compensation (Rojiul, 2020) and the work environment (Asbari, 2020).The aim of this research to analyze the direct effect of compensation, competence and environment on teacher performance, the direct effect of compensation, competence and environment on teacher motivation, the indirect effect of compensation, competence and environment on teacher performance through teacher motivation

2. Method

The study was designed with a quantitative approach. The population of this study were elementary school teachers in the district of Tangerang according to data obtained from sources, namely there are 34elementary

schools. With the number of samples used in this study were 156 elementary teachers with similarities a characteristic where the teachers who are used as sampling are private teachers. The datcollection technique uses an online electronic questionnaire and analysis uses SmartPLS software based on the path diagram to help problems or test complex hypotheses. In this way, the direct relationship can be calculated and indirectly from the independent variables to the dependent variable this relationship is reflected The real path coefficient is the standardized regression coefficient.

The hypothesis in this study is as follows:

Hypothesis 1: There is an effect of compensation on teacher performance

Hypothesis 2: There is an influence of competenceon teacher performance

Hypothesis 3: There is an effect of environment on teacher performance

Hypothesis 4: There is an effect of f compensation on teacher motivation

Hypothesis 5: There is an effect of competence on teacher motivation

Hypothesis 6: There is an effect of environment on teacher motivation

Hypothesis 7: There is an effect of compensation on teacher performance through teacher motivation

Hypothesis 8: There is an effect ofcompetence on teacher performance through teacher motivation Hypothesis 9: There is an effect of environment on teacher performance through teacher motivation Hypothesis 10: There is an effect of teachermotivation on teacher performance.
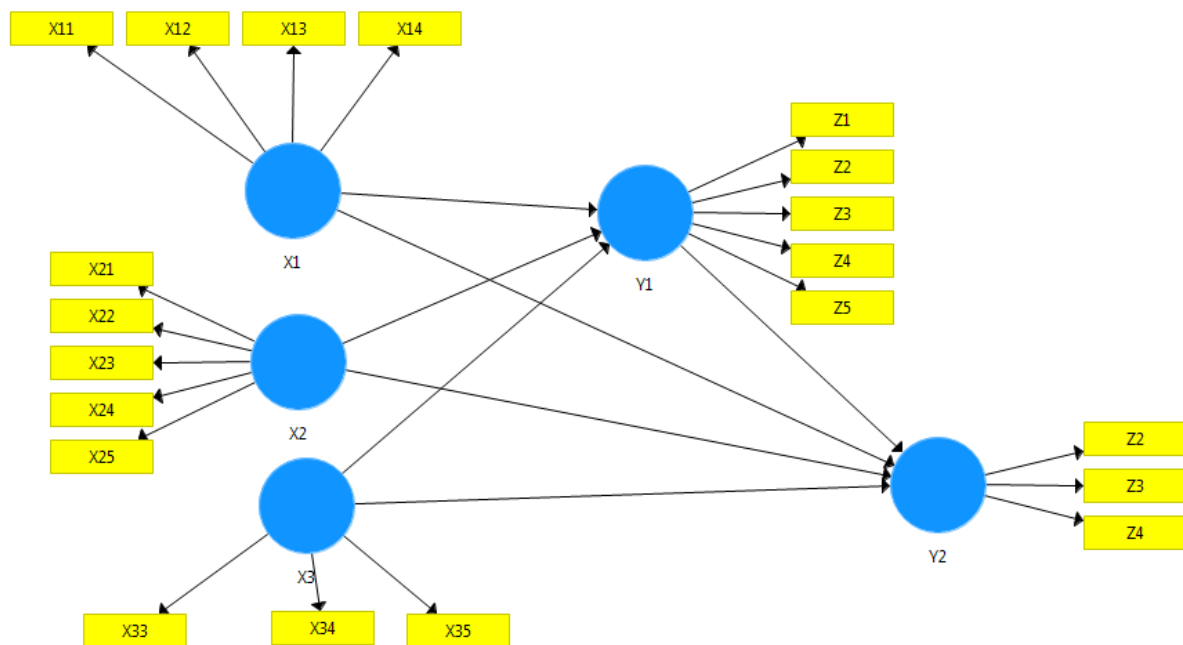
The research model is as follows:

Fig 1. Research Model

Compensation (X1), competence(X2), environment (X3), teacher motivation(Y1) and Teacher Performance (Y2)

3. Result And Discussion

Test Results of the Validity and Reliability of Research Indicators

The testing phase of the measurement model includes testing for convergent validity, discriminant validity and composite reliability. The results of the PLS analysis can be used to test the research hypothesis if all indicators in the PLS model have met the requirements of convergent validity, discriminant validity and reliability testing.Convergent validity test is done by looking at the loading factor value of each indicator against the

construct. In most references, a factor weight of 0.5 or more is considered to have sufficiently strong validation to explain latent constructs (Chin, 1998; Hair et al, 2010; Ghozali, 2014). In this study, the minimum limit for the accepted loading factor is 0.5, provided that the AVE value of each constructis> 0.5 (Ghozali, 2014).
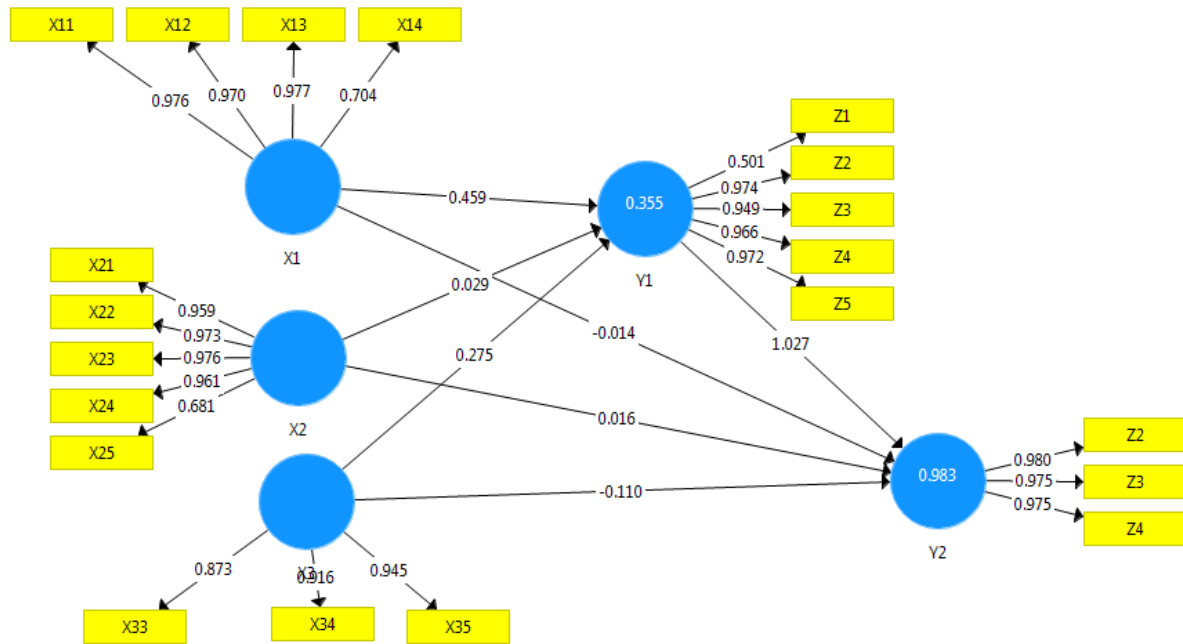

Fig 2. Convergent Validity Testing

Based on the estimation results of the PLS model in the image above, all indicators have a loading factor value above 0.5 so that the model has met the convergent validity requirements. Apart from looking at the loading factor value of each indicator, convergent validity was also assessed from the AVE value of each construct. The AVE value for each construct of this study is more than 0.5. So the convergent validity of this research model has met the requirements. The value of loadings, cronbach's alpha, composite reliability and AVE for each complete construct can be seen in table 1 below:

Table 1. Cronbach's Alpha, Composite Reliability, and Average Variance Extracted (AVE)

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
X1	0.93	0.972	0.952	0.835
X2	0.949	0.948	0.963	0.841
X3	0.898	0.899	0.937	0.831
Y1	0.924	0.961	0.949	0.796
Y2	0.976	0.976	0.984	0.954

Construction Reliability Testing

Construct reliability can be assessed from the Cronbach's alpha value and the composite reliability of each construct. The recommended composite reliability and cronbach's alpha value is more than 0.7. (Ghozali, 2014). The results of the reliability test in Table 2 above show that all constructs have composite reliability and Cronbach's alpha values are greater than 0.7 (> 0.7). In conclusion, all constructs have met the required reliability.

Desriminant Validity Testing

Discriminant validity is done to ensure that each concept of each latent variable is different from other latent variables. The model has good discriminant validity if the AVE square value of each exogenous construct (the

value on the diagonal) exceeds the correlation between this construct and other constructs (values below the diagonal) (Ghozali, 2014). The results of discriminant validity testing using the AVE square value, namely by looking at the Fornell-Larcker Criterion Value are obtained as follows:

Table 2. Descriminant Validity

	X1	X2	X3	Y1	Y2
X1	0.914				
X2	0.686	0.917			
X3	0.182	0.211	0.912		
Y1	0.53	0.403	0.365	0.892	
Y2	0.521	0.397	0.266	0.986	0.977

The results of the discriminant validity test in Table 3 above show that all constructs have a square root value of AVE above the correlation value with other latent constructs (through the Fornell-Larcker criteria) so that it can be concluded that the model has met discriminant validity.

Hypothesis testing

Hypothesis testing in PLS is also known as the inner model test. This test includes a significance test for direct and indirect effects as well as a measurement of the magnitude of the influence of exogenous variables on endogenous variables. To analyze the effect of financial compensation on teacher performance, the effect of work motivation on teacher performance, the effect of work discipline on teacher performance, the influence of teacher personality on teacher performance. To analyze the effect of financial compensation on teacher personality, the effect of work motivation on teacher personality, the effect of work discipline on teacher personality. The effect of financial compensation on teacher performance through teacher personality, the effect of work motivation on teacher performance on teacher personality, the effect of work discipline on teacher performance on teacher personality., a direct and indirect effect test is required. The effect test was performed using the t-statistic test in the partial least squared (PLS) analysis model using the SmartPLS 3.0 software. With the boothstrapping technique, the R Square value and the significance test value are obtained as shown in the table below:

Tabel 3. R Square

	R Square	R Square Adjusted
Y1	0.355	0.333
Y2	0.983	0.982

Based on Table 3 above, the R Square value for teacher personality is 0.355, which means that teacher motivationvariable can be explained by compensation, competence and environment by 35.5%, while the remaining 64.5% is explained by other variables not discussed in this study. The value of R Square for teacher performance is 0.983, which means that the teacher performance variable can be explained by compensation, competence, motivation and environmentvariable by 98.3%, while the remaining 1.7% is explained by other variables not discussed in this study.
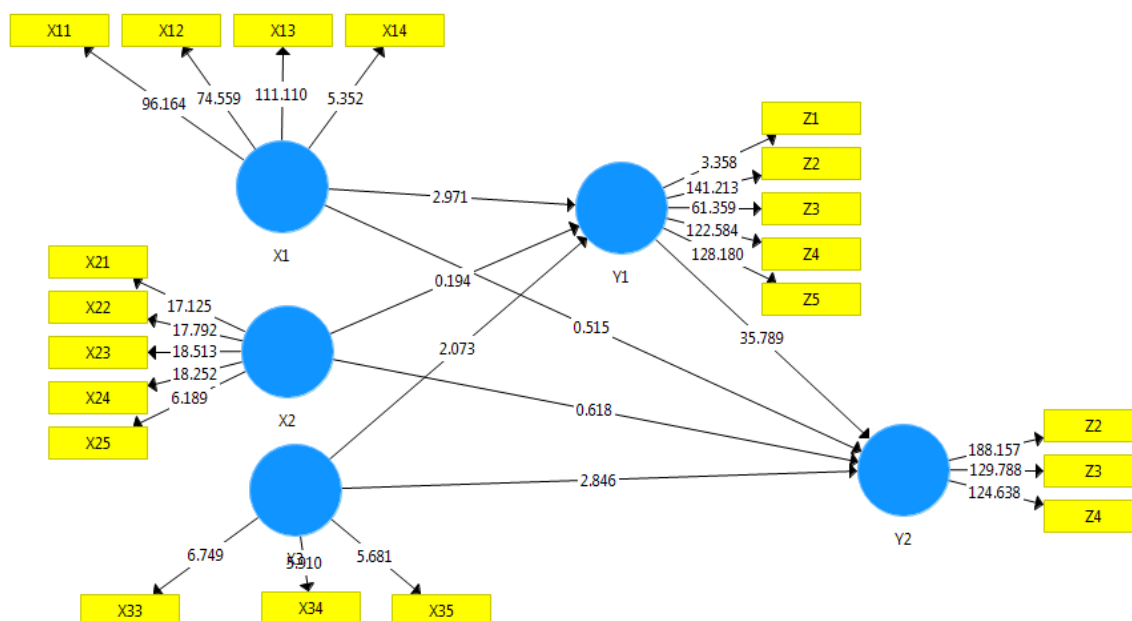
Fig 3. Hypotheses Testing

The results of hypothesis testing for all variables that have a direct effect are shown in the table below

Table 4. Hypotheses Testing Direct effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
X1 -> Y1	0.459	0.471	0.155	2.971	0.003
X1 -> Y2	-0.014	-0.015	0.027	0.515	0.607
X2 -> Y1	0.029	0.013	0.151	0.194	0.846
X2 -> Y2	0.016	0.015	0.026	0.618	0.537
X3 -> Y1	0.275	0.254	0.133	2.073	0.039
X3 -> Y2	-0.11	-0.104	0.039	2.846	0.005
Y1 -> Y2	1.027	1.031	0.029	35.789	0.000

The results of hypothesis testing for all variables that have indirect effect are shown in the table below

Table 5. Hypotheses Testing Indirect effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
X1 -> Y1 -> Y2	0.472	0.486	0.16	2.953	0.003
X2 -> Y1 -> Y2	0.03	0.013	0.156	0.193	0.847
X3 -> Y1 -> Y2	0.282	0.265	0.141	2.002	0.046

To test hypotheses and detect the influence of the mediating variable (intervening variable) in mediating the influence of the independent variables on The dependent variable is subjected to multiple regression tests and Path Analysis. Regression test multiple linear is done to find out the the effect of compensation on teacher performance, the effect of competence on teacher performance, the effect of environment on teacher performance, the influence of motivation on teacher performance. To analyze the effect of compensation on teacher motivation, the effect of competence on teacher motivation, the effect of environment on teacher motivation. The effect of compensation on teacher performance through teacher motivation, the effect of work competence on teacher performance on teacher motivation, the effect of environment on teacher performance on teacher motivation.

Hypothesis 1: There is an effect of compensation on teacher performance

Based on regression test results shows then the result of the p value is significant p value is 0.067>0.050, which means compensation (X1) hasnot significant effect on teacher performance (Y2). This means that an increase of compensation will not encourage teacher performance and a decrease of financial compensation will not encourage a decrease in teacher performance.The results of this study are not   align withAsbari (2020);Purwanto (2020) and Novitasari (2020) states that compensation has significant effect on teacher performance.

Hypothesis 2: There is an effect of competence on teacher performance

Based on regression test results shows then the result of the p value is significant p value is 0.537> 0.050, which means competence (X2) has not significant effect on teacher performance (Y2). This means that an increase in competence will not encourage teacher performance and a decrease in competence will not encourage a decrease in teacher performance.The results of this study are not align withVizano (2020);Sunarsi (2020) and Pramono (2020) states that competence has significant effect on teacher performance.

Hypothesis 3: There is an effect of environment on teacher performance

Based on regression test results shows then the result of the p value is significant p value is 0.005< 0.050, which means environment (X3) has significant effect on teacher performance (Y2). This means that an increase of environment will encourage teacher performance and a decrease of environment will encourage a decrease in teacher performance.The results of this study are align withPurwanto (2020); Sunarsi (2020) and Wanasida (2020) states that environment has significant effect on teacher performance.

Hypothesis 4: There is an effect of compensation on teacher motivation

Based on regression test results shows then the result of the p value is significant p value is 0.003> 0.050, which means compensation (X1) has significant effect on teacher motivation(Y1). This means that an increase of compensation will encourage teacher motivationand a decrease in compensation   will encourage a decrease in teacher motivation.The results of this study are align withSihite (2020); Sartika (2020) and Rudyanto (2020) states that financial compensation has significant effect on teacher motivation.

Hypothesis 5: There is an effect of competence   on teacher motivation

Based on regression test results shows then the result of the p value is significant p value is 0.021<0.050, which means competence (X2) has significant effect on teacher motivation (Y1). This means that an increase competence will encourage teachermotivation and a decrease competence will encourage a decrease in teacher motivation.The results of this study are align with Suptapman (2020); Slamet (2020) and Yayan (2020) states that competence has significant effect on teacher motivation.

Hypothesis 6: There is an effect of environment on teacher motivation

Based on regression test results shows then the result of the p value is significant p value is 0.039< 0.050, which means environment (X3) has significant effect on teacher motivation (Y1). This means that an increase in environment will encourage teacher motivation and a decrease environment will encourage a decrease in teacher motivation.The results of this study are not align with Sartika (2020); Roojil (2020) and Praditya (2020) states that environment has significant effect on teacher motivation.

Hypothesis 7: There is an effect of compensation on teacher performance through teacher motivation

Based on regression test results shows then the result of the p value is significant p value is 0.003< 0.050, which means compensation (X1) has significant effect on teacher performance (Y2) through teacher motivation. This means that an increase compensation will encourage teacher performance through teacher motivation and a decrease compensation willencourage a decrease in teacher performancethrough teacher motivation.The results of this study are align with Asbari (2020);Purwanto (2020) and Novitasari (2020) states that compensation has significant effect on teacher performancethrough teacher motivation.

Hypothesis 8: There is an effect of competence on teacher performance through teacher motivation

Based on regression test results shows then the result of the p value is significant p value is 0.847> 0.050, which means competence (X2) has not significant effect on teacher performance (Y2)through teacher motivation . This means that an increase in competence will not encourage teacher performancethrough teacher motivation and a decrease competence will not encourage a decrease in teacher performancethrough teacher motivation. The results of this study are not align with Vizano (2020);Sunarsi (2020) and Pramono (2020) states that competence has significant effect on teacher performancethrough teacher motivation.

Hypothesis 9: There is an effect of environment on teacher performance through teacher motivation

Based on regression test results shows then the result of the p value is significant p value is 0.046<0.050, which means environment (X3) has significant effect on teacher performance (Y2)through teacher motivation. This means that an increase in environment will encourage teacher performance through teacher motivationand a decrease in environment will encourage a decrease in teacher performancethrough teacher motivation.The results of this study are align with Purwanto (2020); Sunarsi (2020) and Wanasida (2020) states that environment has significant effect on teacher performancethrough teacher motivation.

Hypothesis 10: There is an effect of teacher motivation on teacher performance.

Based on regression test results shows then the result of the p value is significant p value is 0.000< 0.050, which means teacher motivation (Y1) has significant effect on teacher performance (Y2). This means that an increase teacher motivation will encourage teacher performance and a decrease teacher motivation will encourage a decrease in teacher performance.The results of this study are not align with Budi (2020);Basri (2020) and Ardi (2020) states that teacher motivation has significant effect on teacher performance.

4. Conclusion

Compensation has not significant effect on teacher performance , competence has not significant effect on teacher performance, environment has significant effect on teacher performance , compensation has significant effect on teacher motivation, competence has significant effect on teacher motivation,environment has significant effect on teacher motivation . Compensation has significant effect on teacher performance through teacher motivation, competence has not significant effect on teacher performance through teacher motivation, environment has significant effect on teacher performance through teacher motivation, motivation has significant effect on teacher performance..

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