

The Role of Financial Compensation, Work Motivation, and Work Discipline on Performance through Teacher Personality: Evidence from Indonesian Elementary Schools

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Abstract: The purpose of this study was 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. The study was designed with a quantitative approach. The population of this study were private high school teachers in the district of Tangerang there are 46 elementary schools. With the number of samples used in this study were 120 elementary teachers. The data collection technique uses an online electronic questionnaire. After all the data is collected, the next step is done is to do analysis with path analysis techniques or path analysis uses SmartPLS. Based on analysis data conclude that Financial compensation has significant effect on teacher performance. Work motivation has not significant effect on teacher performance. Work discipline has significant effect on teacher performance. Financial compensation has not significant effect on teacher personality. Motivation has significant effect on teacher personality. Work discipline has significant effect on teacher personality. Financial compensation has not significant effect on teacher performance through teacher personality. Work motivation has not significant effect on teacher performance through teacher personality. Work discipline has not significant effect on teacher performance through teacher personality. Teacher personality has not significant effect on teacher performance

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

1. Introduction

Teachers are human beings who cannot be separated from the world of education. The teacher is one of the most dominant factors in determining the quality of students. In the Law of the Republic of Indonesia No. 14 of 2005 concerning teachers and lecturers in article 1 states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. According to Asbari (2020) performance is work performance, work implementation, work achievement, work results or work performance. Teacher performance is the teacher's effort to improve student learning achievement through teaching. According to Purwanto (2020) teacher performance in this study is the performance of an accounting teacher which can be interpreted as the ability of an accounting teacher to perform an action according to predetermined goals which are directly related to their duties and obligations in learning planning, implementing learning, and evaluating learning outcomes and other relevant assignments related to their responsibilities, especially in the field of accounting subjects.

Many factors affect a person's performance, both from within and from outside. According to Simamora in Mangkunegara (2007) performance is influenced by three factors: first, individual factors consisting of: (1) background (2) demographics. Second, psychological factors consist of: (1) perception (2) attitude (3) personality (4) learning (5) motivation. Third, organizational factors which consist of: (1) resources (2) leadership (3) financial compensation (4) structure (5) job design. The problems in this study are the performance of accounting teachers is still low, financial compensation between different schools, work motivation is still low, work discipline is still low so that it can be further investigated. According to Ardi (2020); Basri (2020) and Hutagalung (2020) performance is work performance, work implementation, work achievement, work result or performance. Meanwhile, Novitasari (2020) defines performance as the quality and quantity of work achieved by an employee in carrying out his / her duties in accordance with the responsibilities assigned to him. Kotamena (2020) the performance of accounting teachers is a work ability used by teachers in learning management activities, especially in the eyes of effective accounting training in schools. It will be seen how teachers prepare learning programs including how to find learning objectives, prepare learning methods and media, and how to prepare learning evaluations

Compensation is all income in the form of money, direct or indirect goods received by employees in return for services provided to the company (Pramono, 2020). Compensation is anything that employees receive in return for their services or work (Sudibjo, 2020). Employee compensation is all forms of payroll or rewards that flow to employees and arise from their employment (Wanasida, 2020). According to Sunarsi (2020), financial compensation is a form of compensation received by employees in the form of money. According to Asbari (2020) there are two types of compensation, namely financial compensation and non-financial compensation. According to Purwanto (2021) motivation is a driving force that has become active, which occurs at certain times, especially when the need to achieve goals is felt or is urgent. Meanwhile, according to Wanasida (2020) motivation is something that encourages someone to show behavior. Pramono (2020) defines motivation (motivating) as a process that explains the intensity, direction, and persistence of an individual to achieve his goals. Yayan (2020) motivation is a psychological process that enhances and directs behavior to achieve goals. Work motivation is a condition that influences to generate, direct and maintain behavior related to the work environment (Yayan, 2020). According to Slamet (2020) work motivation is something that raises the enthusiasm or drive for work. According to Supriyadi (2020), work discipline is also defined as an attitude of one's obedience to the rules / provisions that apply in the organization, namely joining the organization on the basis of awareness and conversion is not due to an element of coercion. According to Rudyanto (2020), work discipline can be interpreted as the implementation of management to reinforce organizational guidelines.

Discipline is essentially the ability to control oneself in the form of not taking any action that is not contrary to something that has been determined and doing something that supports what has been determined. This is related to the willingness and ability of a person to adjust internally and control himself so that it is in accordance with the norms, rules, laws, customs that apply in the local socio-cultural environment. Meanwhile, according to Sihite (2020) and Basri (2020) personality is a person's unique characteristics and behavior that distinguishes him from others; integration of the characteristics of the structure of the structure, behavior patterns, interests, attitudes, abilities and potentials that a person has, everything about a person as known by others.

The purpose of this study was 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 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.

2. Method

The study was designed with a quantitative approach. The population of this study were private high school teachers in the district of Tangerang according to data obtained from sources, namely there are 46 elementary schools. With the number of samples used in this study were 120 elementary teachers with similarities a characteristic where the teachers who are used as sampling are private teachers. The data collection technique uses an online electronic questionnaire. After all the data is collected, the next step is done is to do analysis with path analysis techniques or path 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 financial compensation on teacher performance

Hypothesis 2: There is an influence of work motivation on teacher performance

Hypothesis 3: There is an effect of work discipline on teacher performance

Hypothesis 4: There is an effect of financial compensation on teacher personality

Hypothesis 5: There is an effect of work motivation on teacher personality

Hypothesis 6: There is an effect of work discipline on teacher personality

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

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

Hypothesis 9: There is an effect of work discipline on teacher performance through teacher personality

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

The research model is as follows:

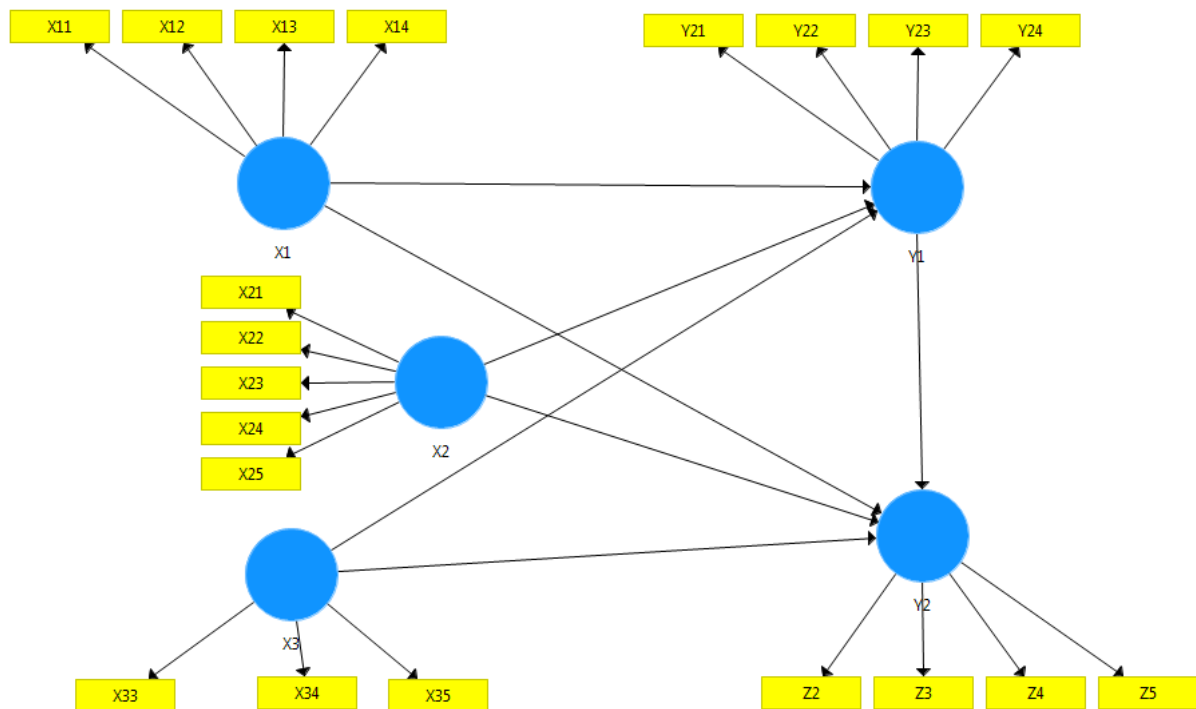


Fig 1. Research Model

Financial compensation (X1), Work motivation (X2), work discipline (X3), teacher personality (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; Ghazali, 2014). In this study, the minimum limit for the accepted loading factor is 0.5, provided that the AVE value of each construct is > 0.5 (Ghozali, 2014).

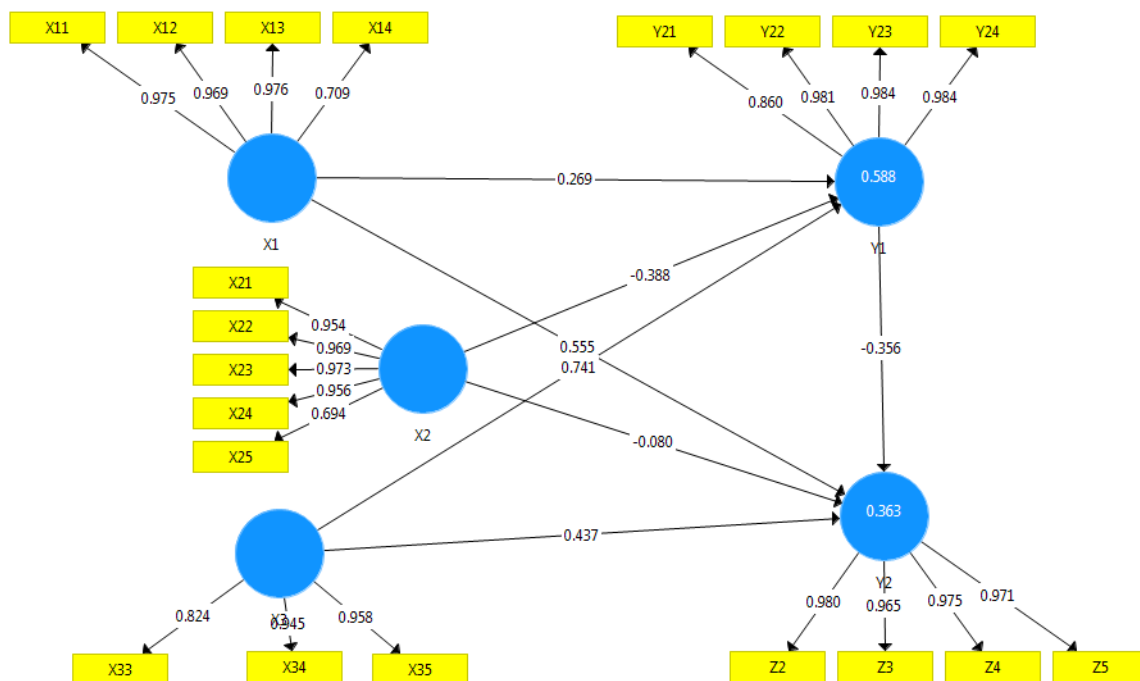


Fig 2. Convergent Validity Testing

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	0.967	0.952	0.836
X2	0.949	0.952	0.962	0.839
X3	0.898	0.948	0.936	0.829
Y1	0.966	0.975	0.976	0.91
Y2	0.981	0.982	0.986	0.946

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. Discriminant Validity

	X1	X2	X3	Y1	Y2
X1	0.914				
X2	0.695	0.916			
X3	0.163	0.181	0.911		
Y1	0.121	-0.066	0.715	0.954	
Y2	0.528	0.409	0.259	0.029	0.973

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 Adjusted
Y1	0.588	0.574
Y2	0.363	0.334

Based on Table 3 above, the R Square value for teacher personality is 0.598, which means that teacher personality variable can be explained by financial compensation, motivation and discipline by 58.8%, while the remaining 41.2 % is explained by other variables not discussed in this study. The value of R Square for teacher performance is 0.363, which means that the teacher performance variable can be explained by financial compensation, motivation and discipline variable by 36.3%, while the remaining 63.7% is explained by other variables not discussed in this study.

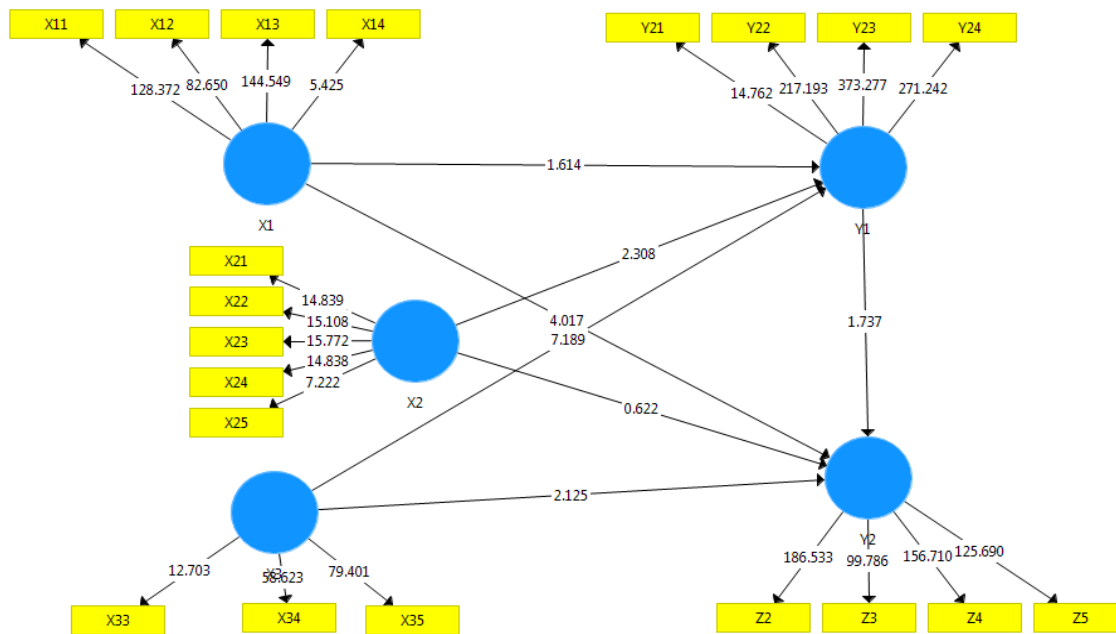


Fig 2. Hypotheses Testing

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	0.269	0.216	0.167	1.614	0.107
X1 -> Y2	0.555	0.566	0.138	4.017	0
X2 -> Y1	-0.388	-0.341	0.168	2.308	0.021
X2 -> Y2	-0.08	-0.087	0.129	0.622	0.534
X3 -> Y1	0.741	0.754	0.103	7.189	0
X3 -> Y2	0.437	0.377	0.206	2.125	0.034
Y1 -> Y2	-0.356	-0.309	0.205	1.737	0.083

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	-0.096	-0.082	0.076	1.265	0.206
X2 -> Y1 -> Y2	0.138	0.124	0.089	1.544	0.123
X3 -> Y1 -> Y2	-0.264	-0.225	0.172	1.533	0.126

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 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

Hypothesis 1: There is an effect of financial compensation 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 financial compensation (X1) has significant effect on teacher performance (Y2). This means that an increase in financial compensation will encourage teacher performance and a decrease in financial compensation will encourage a decrease in teacher performance. The results of this study are align with Asbari (2020); Purwanto (2020) and Novitasari (2020) states that financial compensation has significant effect on teacher performance.

Hypothesis 2: There is an influence of work motivation on teacher performance

Based on regression test results shows then the result of the p value is significant p value is $0.534 > 0.050$, which means work motivation (X2) has not significant effect on teacher performance (Y2). This means that an increase in work motivation will not encourage teacher performance and a decrease in work motivation will not encourage a decrease in teacher performance. The results of this study are not align with Vizano (2020); Sunarsi (2020) and Pramono (2020) states that work motivation has significant effect on teacher performance.

Hypothesis 3: There is an effect of work discipline on teacher performance

Based on regression test results shows then the result of the p value is significant p value is $0.0340 < 0.050$, which means work discipline (X3) has significant effect on teacher performance (Y2). This means that an increase in work discipline will encourage teacher performance and a decrease in work discipline will encourage a decrease in teacher performance. The results of this study are align with Purwanto (2020); Sunarsi (2020) and Wanasida (2020) states that work discipline has significant effect on teacher performance.

Hypothesis 4: There is an effect of financial compensation on teacher personality

Based on regression test results shows then the result of the p value is significant p value is $0.107 > 0.050$, which means financial compensation (X1) has not significant effect on teacher personality (Y1). This means that an increase in financial compensation will not encourage teacher personality and a decrease in financial compensation will not encourage a decrease in teacher personality. The results of this study are not align with Sihite (2020); Sartika (2020) and Rudyanto (2020) states that financial compensation has significant effect on teacher personality.

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

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

Hypothesis 6: There is an effect of work discipline on teacher personality

Based on regression test results shows then the result of the p value is significant p value is $0.00 < 0.050$, which means work discipline (X3) has significant effect on teacher personality (Y1). This means that an increase in work discipline will encourage teacher personality and a decrease in work discipline will encourage a decrease in teacher personality. The results of this study are not align with Sartika (2020); Roojil (2020) and Praditya (2020) states that work discipline has significant effect on teacher personality.

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

Based on regression test results shows then the result of the p value is significant p value is $0.206 > 0.050$, which means financial compensation (X1) has not significant effect on teacher performance (Y2) through teacher personality. This means that an increase in financial compensation will not encourage teacher performance through teacher personality and a decrease in financial compensation will not encourage a decrease in teacher performance through teacher personality. The results of this study are align with Asbari (2020); Purwanto (2020) and Novitasari (2020) states that financial compensation has significant effect on teacher performance through teacher personality.

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

Based on regression test results shows then the result of the p value is significant p value is $0.123 > 0.050$, which means work motivation (X2) has not significant effect on teacher performance (Y2) through teacher personality. This means that an increase in work motivation will not encourage teacher performance through teacher personality and a decrease in work motivation will not encourage a decrease in teacher performance through teacher personality. The results of this study are not align with Vizano (2020); Sunarsi (2020) and Pramono (2020) states that work motivation has significant effect on teacher performance through teacher personality.

Hypothesis 9: There is an effect of work discipline on teacher performance through teacher personality

Based on regression test results shows then the result of the p value is significant p value is $0.126 > 0.050$, which means work discipline (X3) has not significant effect on teacher performance (Y2) through teacher personality. This means that an increase in work discipline will not encourage teacher performance through teacher personality and a decrease in work discipline will not encourage a decrease in teacher performance through teacher personality. The results of this study are not align with Purwanto (2020); Sunarsi (2020) and Wanasida (2020) states that work discipline has significant effect on teacher performance through teacher personality.

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

Based on regression test results shows then the result of the p value is significant p value is $0.083 > 0.050$, which means teacher personality (Y1) has not significant effect on teacher performance (Y2). This means that an increase teacher personality will not encourage teacher performance and a decrease teacher personality will not 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 personality has significant effect on teacher performance.

4. Conclusion

Financial compensation has significant effect on teacher performance. This means that an increase in financial compensation will encourage teacher performance and a decrease in financial compensation will encourage a decrease in teacher performance. Work motivation has not significant effect on teacher performance. This means that an increase in work motivation will not encourage teacher performance and a decrease in work motivation will not encourage a decrease in teacher performance. Work discipline has significant effect on teacher performance. This means that an increase in work discipline will encourage teacher performance and a decrease in work discipline will encourage a decrease in teacher performance. Financial compensation has not significant effect on teacher personality. This means that an increase in financial compensation will not encourage teacher personality and a decrease in financial compensation will not encourage a decrease in teacher personality. Motivation has significant effect on teacher personality. This means that an increase in motivation will encourage teacher personality and a decrease in motivation will encourage a decrease in teacher personality. Work discipline has significant effect on teacher personality. This means that an increase in work discipline will encourage teacher personality and a decrease in work discipline will encourage a decrease in teacher personality. Financial compensation has not significant effect on teacher performance through teacher personality. This means that an increase in financial compensation will not encourage teacher performance through teacher personality and a decrease in financial compensation will not encourage a decrease in teacher performance through teacher personality. Work motivation has not significant effect on teacher performance through teacher personality. This means that an increase in work motivation will not encourage teacher performance through teacher personality and a decrease in work motivation will not encourage a decrease in teacher performance through teacher personality. Work discipline has not significant effect on teacher performance through teacher personality. This means that an increase in work discipline will not encourage teacher performance through teacher personality and a decrease in work discipline will not encourage a decrease in teacher performance through teacher personality. Teacher personality has not significant effect on teacher performance. This means that an increase teacher personality will not encourage teacher performance and a decrease teacher personality will not encourage a decrease in teacher performance.

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