

# Analysis Of Compensation And Work Climate On Teacher Performance Through Work Motivation At SMK Negeri 1 Percut Sei Tuan

Fahrul Lubis<sup>1</sup>, Hernawaty<sup>2</sup>, Erwansyah<sup>3</sup>

<sup>1</sup> Master's Student in Management, Universitas Pembangunan Panca Budi

<sup>2,3</sup> Master of Management, Universitas Pembangunan Panca Budi

Email: <sup>1)</sup> [fahrullubis@gmail.com](mailto:fahrullubis@gmail.com)

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## ABSTRAK

This study aims to analyze the effect of compensation and work climate on teacher performance through work motivation as an intervening variable at SMK Negeri 1 Percut Sei Tuan. This study uses a quantitative approach with a survey method. The research population consists of all teachers and employees of SMK Negeri 1 Percut Sei Tuan, totaling 119 people, who also serve as the research sample (population research). Data were collected through questionnaires and analyzed using the Partial Least Squares (PLS) method with the help of the SmartPLS application. The results showed that compensation and work climate had a positive and significant effect on teacher performance. In addition, compensation and work climate also had a positive and significant effect on work motivation. Work motivation was proven to have a positive and significant effect on teacher performance. The results of the indirect effect test showed that work motivation was able to significantly mediate the effect of compensation and work climate on teacher performance. The coefficient of determination value showed that compensation and work climate were able to explain 38.3% of the variation in work motivation, while compensation, work climate, and work motivation together were able to explain 56.3% of the variation in teacher performance. The conclusion of this study confirms that improving teacher performance can be achieved through fair compensation management, the creation of a conducive work climate, and the strengthening of teacher work motivation. These findings are expected to serve as a basis for schools in formulating strategic policies to improve teacher performance and professionalism in the vocational education environment.

## ABSTRACT

This study aims to analyze the effect of compensation and work climate on teacher performance through work motivation as an intervening variable at SMK Negeri 1 Percut Sei Tuan. This study uses a quantitative approach with a survey method. The research population consists of all teachers and employees of SMK Negeri 1 Percut Sei Tuan, totaling 119 people, who also serve as the research sample (population research). Data were collected through questionnaires and analyzed using the Partial Least Squares (PLS) method with the help of the SmartPLS application. The results showed that compensation and work climate had a positive and significant effect on teacher performance. In addition, compensation and work climate also had a positive and significant effect on work motivation. Work motivation was proven to have a positive and significant effect on teacher performance. The results of the indirect effect test showed that work motivation was able to significantly mediate the effect of compensation and work climate on teacher performance. The coefficient of determination value showed that compensation and work climate were able to explain 38.3% of the variation in work motivation, while compensation, work climate, and work motivation together were able to explain 56.3% of the variation in teacher performance. The conclusion of this study confirms that improving teacher performance can be achieved through fair compensation management, the creation of a conducive work climate, and the strengthening of teacher work motivation. These findings are expected to serve as a basis for schools in formulating strategic policies to improve teacher performance and professionalism in the vocational education environment.

## INTRODUCTION

Teacher performance is a key factor that determines the quality of education in schools. High-performing teachers are able to plan, implement, and evaluate learning effectively, so that curriculum objectives and student competency achievements can be optimally achieved. Supardi (2020) emphasizes that teacher performance is reflected in the ability of teachers to carry out their professional duties consistently and responsibly in accordance with educational standards. Good teacher performance is directly related to the achievement of learning quality, discipline, teaching creativity, and professionalism in carrying out the role as an educator.

In the context of vocational education such as SMK Negeri 1 Percut Sei Tuan, the demands on teacher performance are increasingly high. Teachers are not only required to master academic material, but also vocational competencies relevant to the world of work and industry. However, reality shows that there are still variations in teacher performance at this school. Some teachers demonstrate effective teaching, but others are less than optimal in preparing learning tools, inconsistent in using active learning

methods, and not yet maximizing learning evaluation and follow-up. This condition indicates that there are important factors that need to be analyzed in more depth.

One of the main factors that influence teacher performance is compensation. Fair, appropriate, and workload-based compensation can increase teachers' enthusiasm, satisfaction, and commitment. According to Dessler (2021), compensation is any form of reward given by an organization to employees in return for their work contributions. Recent research by Rahmawati & Yunus (2022) shows that compensation has a positive and significant effect on teacher performance, where teachers who feel valued through appropriate compensation tend to have higher motivation and work performance. However, in practice, teachers' perceptions of compensation—both financial and non-financial—still vary and affect their work quality.

Another factor that is no less important is the work climate. The work climate includes the physical, social, and psychological atmosphere of the place where teachers work. Saramony (2021) explains that a conducive work climate reflects harmonious working relationships, a comfortable environment, effective communication, and working conditions that support teacher productivity. Sunaryo & Rhomadhoni (2020) add that the work climate, both physical and non-physical, plays a significant role in increasing employee comfort, motivation, and work effectiveness. Anugrah's (2023) research also shows that a positive work climate can significantly improve teacher performance through increased comfort, cooperation, and psychological security.

At SMK Negeri 1 Percut Sei Tuan, it was found that some learning facilities were adequate, but there were still obstacles such as limited practice rooms, variations in technology access between classes, and a social and communication climate that was not yet fully conducive. This has an impact on the motivation and performance of teachers in carrying out their daily tasks.

In addition to compensation and work climate, work motivation is a very important variable in explaining teacher performance. Robbins & Judge (2022) state that work motivation is the internal and external drive that determines a person's intensity, direction, and persistence in achieving organizational goals. Research by Syafitri (2021) and Herlina (2023) shows that work motivation mediates the relationship between compensation and performance, as well as between work climate and performance. Teachers who receive adequate compensation and work in a conducive climate tend to have higher motivation and ultimately demonstrate better performance.

Based on this phenomenon, it can be assumed that teacher performance is influenced by compensation and work climate, but this influence can be strengthened through work motivation. Therefore, it is important to conduct research to empirically analyze how compensation and work climate affect teacher performance, both directly and through work motivation as a mediating variable, especially at SMK Negeri 1 Percut Sei Tuan, which has characteristics as a vocational school with high performance demands.

This research not only contributes academically to enriching the literature on educational management but also provides strategic recommendations for schools to improve teacher performance through better compensation management, the creation of a conducive work climate, and the strengthening of work motivation. Thus, this research is highly relevant and needed as a basis for decision-making in improving the quality of education in vocational schools.

## LITERATURE REVIEW

### Teacher Performance

According to Muspawi (2020), teacher performance is the work results or achievements attained by a teacher in carrying out their duties as an educator based on the required standards, procedures, and competencies.

### Work Motivation

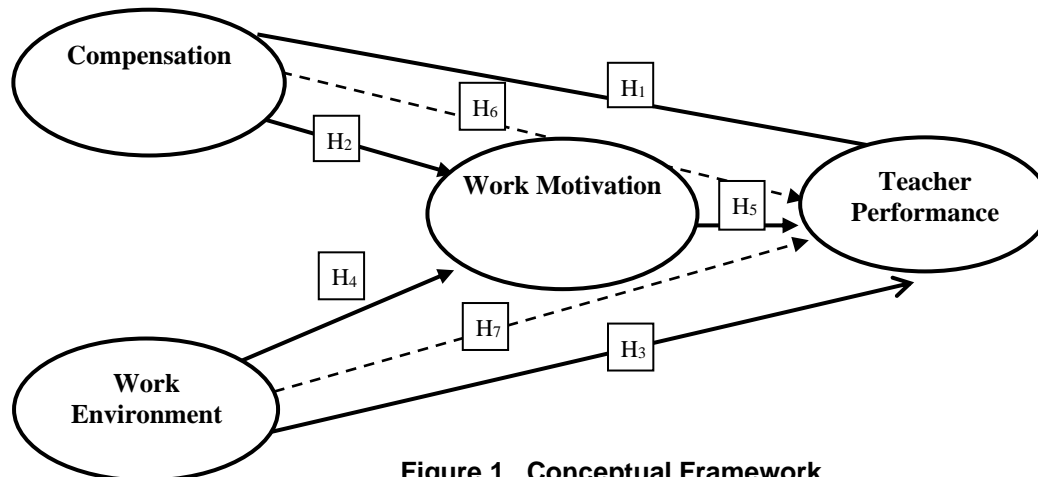
According to Robbins & Judge (2022), work motivation is a process that explains the intensity, direction, and persistence of individuals in achieving a goal. So, in the context of motivation, teachers are internal and external forces that encourage teachers to carry out their educational tasks—whether in teaching, educating, guiding, or carrying out other professional responsibilities—with enthusiasm, consistency, and a focus on achieving educational goals at school.

### Work Climate

Saramony (2021) defines work climate as employees' perceptions of the quality of the internal environment of the organization they work in, which then influences their subsequent work behavior.

## Compensation

According to Dessler (2021), compensation is a reward system provided by an organization to employees in the form of benefits and rewards, both financial (such as salaries and bonuses) and non-financial (such as awards or compensation opportunities). The main purpose of compensation is to motivate employees to improve their performance and productivity within the organization, as well as to retain quality employees.



**Figure 1. Conceptual Framework**

## Research Hypothesis

- H<sub>1</sub>: Compensation has a positive and significant effect on teacher performance at SMK Negeri 1 Percut Sei Tuan.
- H<sub>2</sub>: Compensation has a positive and significant effect on work motivation at SMK Negeri 1 Percut Sei Tuan.
- H<sub>3</sub> : The work climate has a positive and significant effect on teacher performance at SMK Negeri 1 Percut Sei Tuan.
- H<sub>4</sub> : Work climate has a positive and significant effect on work motivation at SMK Negeri 1 Percut Sei Tuan.
- H<sub>5</sub> : Work motivation has a positive and significant effect on teacher performance at SMK Negeri 1 Percut Sei Tuan.
- H<sub>6</sub> : Compensation has a positive and significant effect on teacher performance through work motivation at SMK Negeri 1 Percut Sei Tuan.
- H<sub>7</sub> : Work climate has a positive and significant effect on teacher performance through work motivation at SMK Negeri 1 Percut Sei Tuan.

## RESEARCH METHOD

### Type of Research

The type of research used by the researcher is quantitative research. According to Sugiyono (2022), quantitative research can be defined as a method based on positivism philosophy, used to study a specific population or sample, with sampling techniques generally conducted randomly and data collection using research instruments. This type of quantitative research was conducted to create a study aimed at adjusting a study and analyzing compensation and work climate on teacher performance through work motivation at SMK Negeri 1 Percut Sei Tuan.

### Research Location and Time

The research location was at SMK Negeri 1 Percut Sei Tuan, located at Jl. Kolam No.3, Kec. Percut Sei Tuan, Deli Serdang. The research was conducted over a period of 3 months, from October to December 2025.

### Population and Sample

According to Arikunto (2025), if the number of subjects is less than 100, it is better to take all of them so that the research is a population study. In this study, the population consists of all employees at SMK Negeri 1 Percut Sei Tuan, comprising 119 civil servants (PNS), and the entire population will be used as the sample.

RESULTS AND DISCUSSION

Validity Test

Table 1. Outer Loadings Values

	Compensation	Teacher Performance	Work Climate	Work Motivation
X1.1	0.797			
X1.2	0.869			
X1.3	0.827			
X1.4	0.817			
X1.5	0.805			
X1.6	0.865			
X2.1			0.812	
X2.2			0.871	
X2.3			0.813	
X2.4			0.853	
X2.5			0.796	
X2.6			0.768	
Y.1		0.692		
Y.2		0.849		
Y.3		0.659		
Y.4		0.835		
Y.5		0.827		
Y.6		0.885		
Y.7		0.791		
Z.1				0.825
Z.2				0.785
Z.3				0.865

Source: Smart PLS Output, 2025

Based on the values in Table 1 above, which show the results of outer model testing through loading factor/outer loadings values, all indicators in each variable have a loading value ≥ 0.60. This indicates that each indicator is measured validly and robustly. Therefore, it can be concluded that all items in the questionnaire have met the validity criteria, as shown in the following figure.

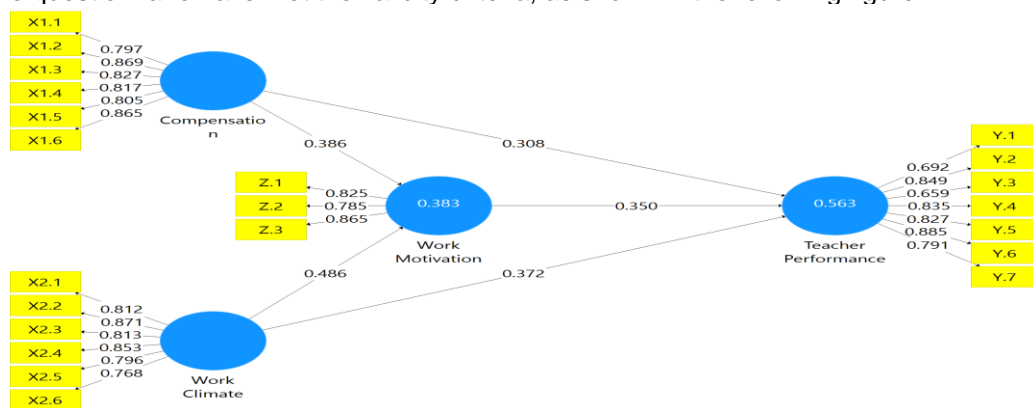


Figure 2 Outer Loading

In this study, there is an equation, and that equation consists of two substructures for substructure

1:

$$Z = \beta_1 X_1 + \beta_2 X_2 + e_1$$

$$Z = 0.386 X_1 + 0.486 X_2 + e_1$$

For substructure 2:

$$Y = \beta_2 X_1 + \beta_3 X_2 + \beta_3 Z + e_2$$

$$Y = 0.308 X_1 + 0.372 X_2 + 0.350 Z + e_2$$

## Reliability Test

Table 2. Construct Reliability and Validity Test

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Compensation	0.910	0.914	0.930	0.690
Teacher Performance	0.901	0.907	0.922	0.632
Work Climate	0.902	0.913	0.924	0.671
Work Motivation	0.767	0.781	0.865	0.681

Source: Smart PLS Output, 2025

From Table 2 above, the reliability test results show that the Cronbach's Alpha and Composite Reliability values for all constructs are above 0.70. This indicates that all indicators have high internal consistency and are reliable in measuring their respective constructs. Thus, the research instrument is declared reliable and suitable for use in structural model testing.

## Coefficient of Determination ( $R^2$ )

In assessing the model with PLS, we begin by looking at the R-squared for each dependent latent variable. The table below shows the R-squared estimation results using SmartPLS.

Table 3. R Square Results

	R Square	Adjusted R-Square
Work Motivation	0.383	0.372
Teacher Performance	0.563	0.552

Source: Smart PLS, 2025

Table 3 shows the R-square values for both dependent variables. For the work motivation variable, the R-square value is 0.383, meaning that the influence of compensation ( ) and work climate ( ) is 0.383 or 38.3%, with the remainder attributable to other variables outside the model. The R-square value for teacher performance is 0.563, meaning that compensation, work climate, and work motivation account for 0.563 or 56.3%, with the remainder attributable to other variables outside the model.

## Direct Influence Between Variables

The direct effect between variables can be seen in the *path coefficients*. The data analysis results show the direct effect values in the following table.

Table 4. Path Coefficients (Direct Effects)

	Original Sample	T Statistics	P Values	Conclusion
Compensation -> Teacher Performance	0.308	3,989	0.000	Accepted
Compensation -> Work Motivation	0.386	5,311	0.000	Accepted
Work Climate -> Teacher Performance	0.372	5,072	0.000	Accepted
Work Climate -> Work Motivation	0.486	7,850	0.000	Accepted
Work Motivation -> Teacher Performance	0.350	3,782	0.000	Accepted

Source: Smart PLS Output, 2025

Table 4 shows the following direct effect values:

1. Compensation has a positive and significant effect on teacher performance with a t-statistic value of 3.989 above 1.96 and a significance of 0.000 below 0.05, meaning that compensation has a real effect on teacher performance because the significance value is above 0.05. The results of this study are in line with previous studies, namely that compensation has a positive and significant effect on teacher performance (Rahayu & Mesra, 2025).
2. Compensation has a positive and significant effect on work motivation, with a t-statistic value of 5.311 above 1.96 and a significance of 0.000 below 0.05, meaning that compensation has a significant effect on work motivation because the significance value is below 0.05. The results of this study are in line with previous studies, namely that compensation has a positive and significant effect on work motivation (Sihombing et al., 2025).
3. Work climate has a positive and significant effect on teacher performance, with a t-statistic value of 5.072 above 1.96 and a significance of 0.000 below 0.05, meaning that work climate has a significant effect on teacher performance because the significance value is below 0.05. The results of this study

are in line with previous studies, namely that work climate has a positive and significant effect on teacher performance (Risa et al., 2025).

4. The work climate has a positive and significant effect on work motivation with a t-statistic value of 7.850 above 1.96 and a significance of 0.000 below 0.05, meaning that the work climate has a real effect on work motivation because the significance value is above 0.05. The results of this study are in line with previous studies, namely that the work climate has a positive and significant effect on work motivation (Mesra & Rahayu, 2025).
5. Work motivation has a positive and significant effect on performance with a t-statistic value of 3.782 above 1.96 and a significance of 0.000 below 0.05, meaning that work motivation has a real effect on performance because the significance value is below 0.05. The results of this study are consistent with previous studies, namely that work motivation has a positive and significant effect on performance (Azmi & Pratama, 2024; Ferine & Surya, 2025).

**Indirect Influence Between Variables**

The indirect effect between variables can be seen in the *specific indirect effects* value. The data analysis results show the indirect effect value in Table 5 below.

**Table 5. Specific Indirect Effects (Indirect Effects)**

	Original Sample	T Statistics	P Values	Conclusion
Compensation -> Work Motivation -> Teacher Performance	0.135	2.783	0.006	Accepted
Work Climate -> Work Motivation -> Teacher Performance	0.170	3.427	0.001	Accepted

Source: Smart PLS, 2025

Table 5 shows the indirect effects between variables, namely:

1. Compensation has a positive and significant effect on teacher performance through work motivation with a t-statistic value of 2.783 above 1.96 and a significance value of 0.006 below 0.05, meaning that work motivation acts as an intervening variable between compensation and teacher performance.
2. Work climate has a positive and significant effect on performance through work motivation, with a t-statistic value of 3.427 above 1.96 and a significance value of 0.001 below 0.05, meaning that work motivation acts as an intervening variable between work climate and performance.

**CONCLUSION**

1. Compensation has a positive and significant effect on teacher performance at SMK Negeri 1 Percut Sei Tuan.
2. Compensation has a positive and significant effect on work motivation at SMK Negeri 1 Percut Sei Tuan.
3. Work climate has a positive and significant effect on teacher performance at SMK Negeri 1 Percut Sei Tuan.
4. Work climate has a positive and significant effect on work motivation at SMK Negeri 1 Percut Sei Tuan.
5. Work motivation has a positive and significant effect on teacher performance at SMK Negeri 1 Percut Sei Tuan.
6. Compensation has a positive and significant effect on teacher performance through work motivation at SMK Negeri 1 Percut Sei Tuan.
7. Work climate has a positive and significant effect on teacher performance through work motivation at SMK Negeri 1 Percut Sei Tuan.

**RECOMMENDATIONS**

1. Teachers' performance with the lowest score was "I prepare lesson plans before teaching." Therefore, the recommendation is to improve supervision and guidance for educators in preparing lesson plans so that each teaching activity is carried out in a structured, effective manner and in accordance with learning objectives.



2. Work motivation with the lowest score being "My work efforts are always directed towards achieving the school's educational goals." In this case, SMK Negeri 1 Stabat needs to develop a mentoring and support program for teachers (e.g., mentoring, forums for sharing difficulties, and access to counseling) so that when teachers encounter various obstacles, they still feel supported and motivated to carry out their teaching duties well.
3. Work climate with the lowest score of "The work atmosphere at this school is conducive and pleasant." The school is advised to continue to maintain and improve a conducive and pleasant work atmosphere by strengthening a positive work culture, harmonious working relationships, and a school environment that supports the comfort and productivity of the entire school community.
4. Compensation with the lowest score: "My salary is commensurate with my workload and responsibilities." Schools are advised to conduct periodic evaluations of their payroll systems to ensure they remain fair and proportional to workload and responsibilities, thereby increasing the motivation and performance of teaching and non-teaching staff.

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