



## THE EFFECT OF WORK DISCIPLINE, MOTIVATION, AND COMPENSATION ON TEACHER PERFORMANCE SMK YUPPEN TEK 1 TANGERANG

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**Abstract:** *The research aims to analyze the effect of work Discipline, motivation, and compensation on teacher performance. The data analysis is quantitative with the purpose of answering the predetermined research hypotheses. The sampling technique that used in this research is nonprobability technique, with the research subjects totaling 45 permanent teachers who work in the organization of SMK Yuppentek 1 Tangerang. The results obtained, show that: (1) Work discipline partially has a positive and significant effect on the teacher performance, (2) Motivation partially has a positive and significant effect on the teacher performance, (3) Compensation has no significant effect on the performance of teachers at SMK Yuppentek 1 Tangerang.*

**Keywords:** Work Discipline, Motivation, Compensation, and Teacher Performance.

### INTRODUCTION

An employee performance is an important issue that needs to be emphasized in order that the organizational activities run according to organizational purpose. An employee performance will be directly proportional to the effectiveness of the organizational implementation in achieving the organizational purpose. Every organizations always strives for each employee to have good performances at work. In the world of education, the role of employee performances are advancing the quality of education is a teacher performance. Teachers with high competencies and performances will improve the quality of human resources produced by the learning process (Leonard, 2015:108). Likewise, the organization of SMK Yuppentek 1 Tangerang, teacher performance must be the main concern of the organization because it has a direct impact on the success of the educational institution purpose.

An employee performance is the result of work in a quality and quantity achieved by an employee who implemented his job in accordance with the responsibilities assigned to him

(Robbins, 2016:212). The factors that affect employee performances according to Robbins (2016:127) include: organizational climate, leadership, quality of work, work ability, work initiative, motivation, reliability, quantity of work, and work Discipline. Henry Simamora (2012:500) classifies performance as influenced by three factors: (1) individual factors: background, demography, skill and ability, (2) psychological factors: perception, attitude, personality, education, and motivation, (3) organizational factors: resource, leadership, reward/compensation, structure, and job design.

The results of the interview that have been conducted on the Principal and Deputy Principal obtained several factors that can be related to the teacher performance of SMK Yuppentek 1 Tangerang: Motivation, Work Discipline, and Compensation. According to Rivai (2011:825), work Discipline is an organization used by managers to communicate with employees in order that they are willing to respect, appreciate, obedience to valid regulations in the company or organization. Teachers who have high work Discipline can complete their assignments on time in order that learning activities run optimally. The motivation that exists for each employee is different, it is necessary to know the essence of motivation and how much motivation influenced on performance. Motivation is a willingness regarding to intensity, direction, and persistence of employees in their efforts to achieve organizational purpose (Robbins, 2016:127). Another factors that is related to the teacher performance of SMK Yuppentek 1 Tangerang is compensation. Compensation is something that employees receive as a substitute for their service contribution to the organization (Rivai, 2011:357). Giving fair compensation will provide confidence and motivation to work in order that it will increase the employee's performance.

Based on the explanation above, the problem formulation's to examine this research: (1) Does Work Discipline affect The Teacher Performance of SMK Yuppentek 1 Tangerang? (2) Does Motivation affect The Teacher Performance of SMK Yuppentek 1 Tangerang? (3) Does Compensation affect The Teacher Performance of SMK Yuppentek 1 Tangerang?

The problem formulation of the research will be answered in the conclusion of the research. Based on the existing phenomena, the researcher conducted a research entitled "The Effect of Work Discipline, Motivation, and Compensation towards The Teacher Performance of SMK Yuppentek 1 Tangerang".

## **LITERATURE REVIEW**

### **Work Discipline**

Work Discipline is a procedure that corrects or punishes subordinates because of a violated rule (Dessler, 2011:53). Meanwhile, according to Sutrisno (2016:89), work Discipline is the behavior of a person in accordance to the regulations, existing work procedures or Discipline is an attitude, behavior, and action in accordance to the regulations of the organization, both written and unwritten. Work Discipline is an organization used by managers to communicate with employees in order that they are willing to respect, appreciate, obedience to valid regulations in a company or organization (Rivai, 2011:825). So, based on some of these opinions, it can be interpreted that work Discipline is an attitude of one's willingness to valid regulations, both written and unwritten.

Work Discipline is an organization used by managers to communicate with employees in order that they are willing to respect, appreciate, obedience to valid regulations in a company or organization (Rivai, 2011:825). Sutrisno (2016: 87) suggests dimensions and indicators of work Discipline: (1) obedience to time regulation, (2) obedience to organizational regulation, (3) obedience to work behavior, (4) obedience to other regulations in the organization.

### **Motivation**

Motivation is a willingness regarding to intensity, direction, and persistence of employees in their efforts to achieve organizational purpose (Robbins, 2016:127). Work motivation is also defined as the provision of a driving force that creates a person's enthusiasm for work in order that employees are willing to work together, work effectively, and are integrated with all their efforts to achieve job satisfaction (Hasibuan, 2013:143). Rivai (2011:455) states that motivation is a series of attitudes and values that influenced employees to achieve specific things in accordance to the employee's purpose. So, based on some of these opinions, it can be interpreted that motivation is a driving force that influenced employees in order that employees are willing to work together, work effectively, and are integrated with all their efforts to achieve organizational purpose.

Motivation can be a positive value when managers motivate (stimulate) their subordinates by giving rewards to those who excel above the standard achievements. Robbins (2016:131) contends related to the dimensions and indicators of motivation based on McClelland's theory: (1) need for power, (2) need for achievement, (3) need for affiliation.

### **Compensation**

Basically, compensation is a form of remuneration provided by the organization to its employees. Dessler (2013:352) says that compensation refers to all forms of payment or rewards for employees referring to all forms of compensation that originated by their work. Armstrong in Rivai (2011:357) says that compensation is something that employees receive as a substitute for their service contribution to the organization. Compensation is also defined as all income in the form of money, by directly or indirectly goods received by employees in return for services provided to the organization (Hasibuan, 2012:118). Based on some of these opinions, it can be interpreted that compensation is a remuneration provided by the organization to employees for the contributions that have been made to the organization.

Generally, the purpose of the compensation management is to help the organization achieve its purpose and ensure the creation of the external and internal justice for the organization. Compensation for each employee is different. Therefore, it is necessary to develop a compensation policy that is used in order that the feedback is given fairly to employees so that the organizational purpose are met as expected. There are two dimensions of compensation, it is financial compensation and nonfinancial compensation (Rivai, 2011:357).

### **Teacher Performance**

An employee performance is the result of work in a quality and quantity achieved by an employee in who implemented his job in accordance with the responsibilities assigned to him (Robbins, 2016:212). Performance can also be interpreted as a comparison between work results

and the standards set (Dessler, 2010:33). Mangkunegara (2016:67) adds that performance comes from job performance or actual performance which means work performance or actual achievements achieved by someone in their work.

The most important employee performance in the world of education is the performance of teacher or educator. Indonesian Law Number 14 (2005) Article 1 Paragraph (1) Point 1 about Teacher and Lecturer 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”.

Teacher performance is the ability and effort of teachers to implemented learning tasks as well as possible in learning programs, implementing learning activities, and evaluating learning outcomes (Depdiknas, 2008:21). Teacher performance is defined as the ability of an educator to implemented learning tasks at school and being responsible for the students under his guidance by increasing the learning achievement of students (Supardi, 2014:46). Referring to Michael’s opinion regarding the aspects of individual assessment (including teachers). Supardi (2014:70) suggests dimensions related to teacher performance variables: (1) quality of work, (2) rapidity/accuracy of work, (3) work initiative, (4) work ability, (5) communication.

### **Previous Research**

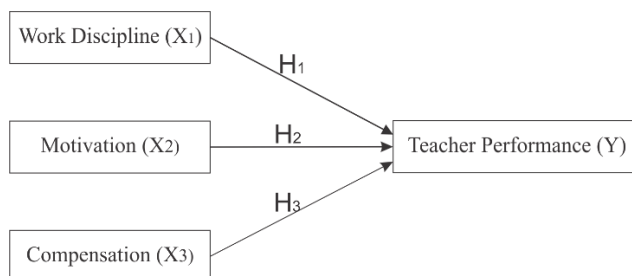
Work Discipline has a positive and significant effect on employee performance (Appriylinn, 2018:35). Work Discipline’s teacher also has a positive impact on teacher performance (Arianto, 2015:199). These results are reinforced by research conducted at Elementary Schools in Kenya which states that teacher who work Discipline has a positive effect on teacher performance (Simba, 2016:169). Fauziyah Novia Khairunnisa Siregar (2016) conducted a research which showed that work Discipline had a positive and significant effect on the performance of Economics teachers at public high schools (SMAN) throughout Wonosobo regency. Siregar added that work Discipline can encourage work passion, work enthusiasm, and support the creation of organizational purpose. High Discipline will develop better teacher performance.

Motivation has a positive effect on employee performance Herminingsih (2016:255) (Zameer, 2015:298). Motivation also has a positive effect on teacher performance (Titin, 2017:21). These results are supported by research conducted by Meindinyo (2017:26) and Verawati (2016:306). Meindinyo (2017) also conducted research on the influence of motivation on teacher performance in Nigerian government areas. The results showed that motivation will develop teacher creativity at work. Every teacher must be given the opportunity to develop through adequate training in order that it will improve their performance.

Compensation has a positive and significant employee performance (Maheswari, 2015:247). Similar results were obtained by the research of Komang (2019:70) and Hameed (2014:308). Meanwhile, in the world of education, giving fair compensation has a positive and significant effect on teacher performance (Imroatun, 2016:193). Siti Imroatun and Sukirman (2016) conducted a research which showed that compensation had an effect on teacher performance in public high schools (SMAN) throughout Wonosobo regency.

### **Research Framework**

Based on the theoretical study and previous research, the reseearch framework is:



(Figure 1. Research Framework)

## Hypotheses

Based on the previous framework is as illustrated in Figure 1, several hypotheses were generated which are shown below:

(H<sub>1</sub>): Work Discipline has a positive and significant effect on Teacher Performance.

(H<sub>2</sub>): Motivation has a positive and significant effect on Teacher Performance.

(H<sub>3</sub>): Compensation has a positive and significant effect on Teacher Performance.

## RESEARCH METHODS

Descriptive analysis is to provide descriptions or descriptions of data seen from the average (mean), standard deviation, variance, maximum, minimum, sum, range, kurtosis and skewness (slope distribution) (Ghozali 2016: 154). Validity is a way for testing how good the instrument is developed with the concept of certain steps that purposed for measuring certain variables (Sekaran, 2017: 36). The validity test is used to measure a questionnaire is valid or not. This validity test use the product moment technique with a significance level of 0,05. Reliability test is used to get the level of accuracy of the data collection tools used. Reliability is a way of testing how consistent the concept of the measuring instrument is (Sekaran, 2017: 39). The formula used to measure reliability in this study uses the Cronbach Alpha test. A variable is said to meet the reliability standard if it produces a Cronbach Alpha value > 60.

To test the feasibility of the regression model used, a classical test was first used. There are three steps of testing the classical assumption test, namely: Normality Test, Multicollinearity Test, Heteroscedasticity Test. To test the hypothesis there are three steps of testing, namely: simultaneous test (F test), determination test (R<sup>2</sup> test), and Multiple Linear Regression Analysis. The F statistical test shows whether all the independent variables influence simultaneously (simultaneously) the dependent variable (Ghozali, 2016: 96). The test criteria with a significant standard of 0.05. The coefficient of determination test is basically to measure how far the model's ability to explain the variation of the dependent variable (Ghozali, 2016: 95). Multiple Linear Regression Analysis is used in situations where one independent variable is hypothesized will affect one dependent variable (Sekaran, 2017: 139).

The population in this study were all permanent teachers of SMK Yuppentek 1 Tangerang. The sample used in this study is to use a sample of teachers who are permanent teachers who teach at SMK Yuppentek 1 Tangerang. Non-permanent teachers were not sampled because employees with contract or non-permanent status would invalidate the research data. Therefore, the sample used in this study amounted to 45 people.

## FINDINGS AND DISCUSSION

### Respondent Characteristics

Respondents who are the subject of this study are 45 respondents, and can be described as follows:

**Table 1. Characteristics of Respondents**

Explanation	Frequency (n)	Percentage (%)
Age		
21 - 30 years old	3	7
31 - 40 years old	10	22
41 - 50 years old	19	42
> 50 years old	13	29
Total	45	100
Education		
Senior High School	0	0
D3	0	0
S1	33	73
S2	12	27
Total	45	100

Position

Permanent Teacher	15	33
Certification Teacher	18	40
Civil Servant Teacher	12	27
<b>Total</b>	<b>45</b>	<b>100</b>
<b>Work Time</b>		
≤ 3 years	3	6
4-6 years	4	9
6-10 years	3	7
>10 years	35	78
<b>Total</b>	<b>45</b>	<b>100</b>

**Sumber: Data pengolahan Kuesioner dengan MS. Excel (2020)**

Based on the distribution of respondents, Teacher SMK Yuppentek 1 Tangerang majority age is 41-50 years old. The majority of education levels are S1 graduations/ bachelor degree of 33 people (73%), and levels S2/ Master degree of 12 respondents (27%). Qualified education are highly is needed to ensure the competence of teacher while teaching. As many as 15 respondents (33%) had the status as Permanent Teachers, 18 respondents (40%) were Certified Teachers, and 12 respondents (27%) were Civil Servant Teachers. Respondents indicated that the highest number of Teacher had a tenure of more than 10 years, ≤ 3 years and 6-10 years 3 respondents (7%), then 4-6 years 4 respondents (9%). It can be concluded that the respondents majority are already experienced in working as teacher in SMK Yuppentek 1 Tangerang.

### **Validity Test and Reliability Test**

Based on the results of the validity test, the r scores are between 0,608 to 0,781. It can be stated that all the variable of this research are valid.

**Table 2. Validity and Realibility test  
Research Instrument**

Variabel/Dimensi Penelitian	Pearson	Validitas	Cronbach	Reliabilitas
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	Correlation (r- hitung)		Alpha	
<b>Teacher Performance (Y)</b>				
Work Quality	0,608	Valid		
Work Accuracy	0,607	Valid	0,885	Reliable
Initiative at Work	0,565	Valid		
Ability	0,661	Valid		
Communication	0,723	Valid		
<b>Work Discipline (X<sub>1</sub>)</b>				
Obedience to the rules of time	0,715	Valid		
Compliance with organizational regulations	0,747	Valid	0,897	Reliable
Adherence to behavior at work	0,781	Valid		
Compliance with other regulations in the organization	0,634	Valid		
<b>Motivation (X<sub>2</sub>)</b>				
Need for power	0,646	Valid	0,861	Reliable
Need for achievement	0,763	Valid		
Need for affiliation	0,730	Valid		
<b>Compensation (X<sub>3</sub>)</b>				
Financial Compensation	0,691	Valid	0,844	Reliable
Non-Financial Compensation	0,694	Valid		



Source: Researcher processed data (2019)

In the table 2, The alpha of the four variables in this study are also greater than 0.6 with the results that the variables attachment are reliable.

### Normality Test

The normality test aims to examine whether the residuals in the regression model are normally distributed or not (Ghozali, 2016:154).

Table 3. Normality Test

		Unstandardized Residual
N		45
Normal	Mean	0,0000000
Parameters <sup>a,b</sup>	Std.	0.2582421821
	Deviation	
Most Extreme	Absolute	0,096
Differences	Positive	0,096
	Negative	-0,076
Tes Statistic		0,096
Asymp. Sig. (2-tailed)		0,200

a. Test distribution is Normal

b. Calculated form data

c. Liliefors Significance Correction

d. This is lower bound of the true significance

Source: Researcher processed data (2019)

The results of the normality test between the variables of Work Discipline ( $X_1$ ), Motivation ( $X_2$ ), and Compensation ( $X_3$ ) to the Teacher Performance ( $Y$ ) obtained a significant value of

0.200, which means that the value is more than 0.05, it can be seen that the data residual is normally distributed and the regression model has fill the normality assumption.

### Multicollinearity Test

The multicollinearity test aims to examine whether the regression model finds a correlation between the independent variable (Ghozali, 2016:103).

**Table 4. The multicollinearity**

Model	Coefficients <sup>a</sup>	
	Collinearity Statistic	
	Tolerance	VIF
1 (Constant)		
Work Discipline	0,850	1,177
Motivation	0,364	2,750
Compensation	0,382	2,615

**Source: Researcher processed data (2019)**

The multicollinearity test results showed that there is no multicollinearity between the independent variable in the regression model.

### Heteroskedasticity Test

The heteroscedasticity test aims to examine whether there is an inequality of variances in the regression model by the residuals of one and another observations (Ghozali, 2016: 134). Heteroscedasticity test was performed using the Glejser model test with (sig. > 0,05).

**Table 5. The heteroscedasticity**

Variable	Abs_Res (Significance)
Work Discipline (X <sub>1</sub> )	0,260

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Motivation ( $X_2$ ) 0,113

Compensation ( $X_3$ ) 0,116

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Dependent Variable: RES

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**Source: Researcher processed data (2019)**

The results of the test showed that the regression model of the Work Discipline, Motivation, and Compensation variables is independently by heteroscedasticity in the regression model and it is suitable for research prediction.

### Simultaneous Test (F-test)

The F-test shows whether all the independent variables influence simultaneously to the dependent variable (Ghozali, 2016: 96).

**Table 6. Simultaneous Test (F-test)**

ANOVA					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	539,840	3	179,947	14,809	0,000 <sup>0</sup>
Residual	590,640	46	12,840		
Total	1130,480	49			

a. Dependent Variable: Teacher Performance

b. Predictor: (Constant), Work Discipline, Motivation, Compensation

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**Source: Researcher processed data (2019)**

The test results of the model accuracy test in the study showed that the calculated of the F value of 14,809 is greater than the F table 6 and the probability value (0,0000) is less than 0,05. It can be seen that the variables of Work Discipline, Motivation, and Compensation have a simultaneous effect on the Teacher Performance.

### Determination Test ( $R^2$ -test)

The coefficient of determination test is basically to measure how far the model's ability to explain the variation of the dependent variable (Ghozali, 2016:95).

**Table 7.** Determination Test ( $R^2$ -test)

Model Summary				
Model	R	R Square	Adjust R Square	Std. Error of the Estimate
1	0,721 <sup>a</sup>	0,520	0,485	0.2675232
a. Prediction: (Constant), Work Discipline, Motivation, Compensation b. Dependent Variable: Teacher Performance				

Source: Researcher processed data (2019)

The results of the test of the coefficient of determination showed that the value of R Square is 0,520. It means that there is an effect on variable  $X_1$ ,  $X_2$ , and  $X_3$  simultaneously on variable Y (52,0%).

### Hypothesis Test

The results of the hypothesis in this study examined by using multiple linear regression analysis method. Obtained the following data below:

$$Y = 1,109 + 0,389 X_1 + 0,338 X_2 + 0,025X_3 + e$$

Information:

Y	=	Teacher Performance
a	=	Constant
$X_1$	=	Work Discipline
$X_2$	=	Motivation
$X_3$	=	Compensation
$b_1$ $b_2$ $b$	=	Regression Coefficient
e	=	Error

### Partial Test (t-test)

The partial test (t test) is also called as the individual significance test which is intended to show how far the dependent variable is partially related (Sekaran, 2017:129). The results of the statistical test partially (t test) in this study are shown as follows:

**Table 8. Hypothesis test result (t-test)**

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	1.109	0,500			2,216	0,032
Work Discipline	0,389	0,109	0,417		3,554	0,001
Motivation	0,338	0,145	0,418		2,329	0,025
Compensation	0,025	0,114	0,038		0,218	0,829

a. Dependent Variable: Teacher Performance

Source: Researcher processed data (2019)

The t data are compared to the t table data, so that the results are:

- The t value of Work Discipline (3.554) is greater than the t table (2.0195) with a probability value of 0.001 less than 0.05 or  $H_0$  is rejected and  $H_a$  is accepted, it can be stated that partially there is a significant effect of Work Discipline to Teacher Performance.
- The t value of Motivation (2.329) is greater than the t table (2.0195) with a probability value of 0.025 less than 0.05 or  $H_0$  is rejected and  $H_a$  is accepted, it can be stated that partially there is a significant effect of Motivation to Teacher Performance.
- The t value of Compensation (0.218) is less than the t table (2.0195) with a probability value of 0.829 greater than 0.05 or  $H_0$  is accepted and  $H_a$  is rejected, it can be stated that partially there is no significant effect of Compensation to Teacher Performance.

### The Result of Interdimensional Correlation Analysis

Correlation test between variables is to determine the greatest correlation between the independent variable and the dependent variable. The following results of the correlation test between the independent to dependent variable are:

**Table 9. Interdimensional Correlation Analysis**

Variabel	Y

(Teacher Performance)	
X <sub>1</sub>	0,591
Work Discipline	
X <sub>2</sub>	0,609
Motivation	

Source: Researcher processed data (2019)

In the table 9, the results of the correlation matrix analysis between variables, it can be seen that a variable that has the strongest relation is the Motivation variable.

Interdimensional correlation test is to determined which dimension has a greater correlation between interdimensional in the independent and dependent variable. The following results of the interdimensional correlation test in this study are:

**Table 10.** Interdimensional Dimension Research Correlation Matrix

Variabel	Y				
	Work Quality	Work Accuracy	Initiative at Work	Ability	Communication
X <sub>1</sub>					
Obedience to the rules of time	0,354	0,485	0,445	0,553	0,128
Compliance with organizational regulations	0,332	0,486	0,583	0,465	0,292
Adherence to behavior at work	0,299	0,473	0,535	0,477	0,366

Compliance with other regulations in the organization		0,369	0,448	0,619	0,571	0,369
<hr/>						
$X_2$						
<hr/>						
Need for power		0,429	0,473	0,321	0,443	0,502
Need for achievement		0,523	0,571	0,490	0,497	0,570
Need for affiliation		0,451	0,399	0,284	0,265	0,454

**Source: Researcher processed data (2019)**

In the table 10, the results of the interdimensional matrix analysis can be seen by the Work Discipline variable ( $X_1$ ) on the Teacher Performance variable ( $Y_1$ ) is the weakest relation in a correlation value of 0.128, that is the relation between the dimensions of obedience to time regulation and communication, whereas the strongest in a correlation value of 0.619, that is the relation between the dimensions of obedience to other regulations in the organization with work initiatives. In the Motivation variable ( $X_2$ ) on the Teacher Performance variable ( $Y_1$ ) is the weakest relation in a correlation value of 0.265, that is the relationship between the dimensions of the need for affiliation and work ability, whereas the strongest in a correlation value of 0.571, that is the relationship between the dimensions of the need for achievement and the rapidity/accuracy of work.

## Discussion

Based on the results of statistical testing, it can be seen partially that the Work Discipline variable has a positive and significant effect to Teacher Performance, the Motivation variable has a positive and significant effect to Teacher Performance, and the Compensation variable does not have a significant effect to Teacher Performance. The study of each variable effect is explained as follows:

### 1. The Effect of Work Discipline ( $X_1$ ) to Teacher Performance ( $Y$ )

The t-value of Work Discipline (3.554) is greater than the t-table (2.0195) with a probability value of 0.001 less than 0.05, indicating that the Work Discipline has a positive and significant effect to Teacher Performance. In accordance to prior research conducted by Siregar



(2015:177) and Simba (2016:169). This study also in compliance to the opinion of Hasibuan (2012:193) which states that Work Discipline is the most important operational functions of human resource management because the better the employee work the better the employee's performance.

The dimension of Work Discipline variable that most influences the Teacher Performance is obedience to other regulations in the organization, in a correlation value of 0.619. The correlation value is + (positive), then the two variables have an unidirectional relation. An increase in X will be equal to an increase in Y. Therefore, the things that can be done by the school on improving the Teacher Performance in particular by increasing the work initiatives in the Work Discipline variable is to increase the awareness of the teacher complying and obeying the valid regulations in the school and able to perform without avoiding any sanctions when violated these regulations in a certain time.

## **2. The Effect of Motivation ( $X_2$ ) to Teacher Performance (Y)**

The t-value of Motivation (2.329) is greater than the t-table (2.0195) with a probability value of 0.025 less than 0.05, indicating that the Motivation has a positive and significant effect to Teacher Performance. In accordance to prior research conducted by Titin (2017:21), Meindinyo (2017:26), and Verawati (2016:306). This study also in compliance to the opinion of Siagian (2014:29) which states that high Motivation will lead to individual enthusiasm in implementing their work. Thus, that individuals can complete their work well. This can be explained that the Motivation is expected that the teacher will try to achieve good performances.

The dimension of Motivation variable that most influences the Teacher Performance is the need for achievement, in a correlation value of 0.571. This showed that the rapidity/ accuracy of teacher's work is more influenced by the need for achievement. The need for achievement is the basic need for success, which is measured by the level of perfection of each person. One of many ways that can be used to improve performance based on the indicators of the need for achievement is by supporting, providing encouragement training, further education costs, and sufficient facilities for teachers to improve their performance.

## **3. The Effect of Compensation ( $X_3$ ) to Teacher Performance (Y)**

The results of this study showed that partially Compensation ( $X_3$ ) has a positive and insignificant effect to Teacher Performance (Y) at the 5% of the significance level. The results of this study of the insignificant effect of Compensation to Teacher Performance indicated that Compensation, which is generally a benchmark for improving performance, it is not a major factor for the teachers at SMK Yuppentek 1 Tangerang. This research is in compliance to Saani's (2013:68) research entitled "Influence of Compensation and Supervision on Private Basic School Teachers Work Performance in Ashaiman Municipality" which obtained that the Compensation results do not affect directly to the Teacher Performance.

Compensation only increases teacher's satisfaction with their job. If teachers are satisfied in any form of Compensation, they are likely to be satisfied with their work in the school, and will ultimately increase their performance. Arain et. al. (2014:1680) also revealed that Teacher Compensation has an effect on Teacher Performance, but the measurement of the impact is not

too large. In fact, good compensations help to attract competent people into the teaching profession, and increasing compensation along with the age and experience is very helpful in retaining qualified teacher staff. But based on this research, there are many other thing and intangible factors that affect the Teacher Performances.

## CONCLUSION AND RECOMMENDATION

### CONCLUSION

Based on the data that has been obtained and the test that has been done on the research problem using multiple linear regression models, this research come to the conclusions:

1. Work discipline partially has a positive and significant effect on the teacher performance of SMK Yuppentek 1 Tangerang.
2. Motivation partially has a positive and significant effect on the teacher performance of SMK Yuppentek 1 Tangerang.
3. Compensation partially has a positive and significant effect on the teacher performance of SMK Yuppentek 1 Tangerang.

### RECOMMENDATIONS

Based on the research results and conclusions above, several research proposition can be put into consideration for schools:

1. The variable that most influences teacher performance is motivation. Therefore, schools are advised to increase the motivation of teachers in work to increase achievement and performance of the teachers.
2. It is recommended that schools able to increase teacher's obedience to valid regulations in the organization to increase work initiatives. One of many ways that can be used is to increase the awareness of teachers to obedience to the regulations in the school and able to implement them and not avoid receiving sanctions if they violated these regulations. Schools must create a good work environment, a conducive work environment that can increase cooperation with other colleagues, and increase the need for affiliation for teachers which has an impact on increasing motivation at work.
3. It is also recommended for school leaders to increase motivation, especially to meet the needs for achievement of teachers in schools. The need for achievement has a close relationship with the rapidity/ accuracy of teacher's work. The method that schools can do is by providing encouragement, training, continuing education costs, and sufficient facilities for teachers to improve their performance which has an impact on increasing teacher performance

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### **Systematics of writing for books:**

Author's name (reversed). Year of publication. *Book title*. Publisher:City.

Example:

Hamzah, Ali. 2014. *Mathematical design and learning strategies*. Rajawali Press:Jakarta.

### **Systematics of journal writing:**

The author's name \* is reversed. Year of publication. "*Title of writing*". Journal Name. Volume (Number), pp.:

Example:

Hatton, D.D., Bailey, D.B., Burchinal, M., and Ferrell, K.A. 1997. "*Developmental growth curves of preschool children with vision impairments*". Child Development. Vol. 68 (5), pp: 788-806.

### **Writing Systematics for Thesis / thesis / dissertation.**

The author's name \* is reversed. Year. *Thesis /dissertation title*. Thesis/Dissertation. City: Institution.

Example:

Susanto. 2018. *The process of thinking blind children in solving mathematical problems*. Unpublished, Dissertation. Jakarta: UMB.

### **Systematics of writing for articles and the internet.**

The author's name \* is reversed. Year of publication. *Title of writing*. [Online] Available: site address. [date month of year of access].

Example:

Maxwell, K. 2011. *Positive Learning Dispositions in Mathematics*. [Online] Available: [http://www.education.auckland.ac.nz/uoa/fms/default/education/docs/word/research/foed\\_paper/issue11/ACE\\_Paper\\_3\\_Issue\\_11.doc](http://www.education.auckland.ac.nz/uoa/fms/default/education/docs/word/research/foed_paper/issue11/ACE_Paper_3_Issue_11.doc). [January 28, 2013].