



Influences of Compensation and Career Improvement on Teacher Performance Through Work Motivation

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Abstract

Teacher performance plays an important role in improving education quality. There are several factors that influence teacher performance, including compensation, career improvement, and work motivation. This study aimed to examine influences of compensation and career improvement on work motivation, examine influences of compensation, career improvement and work motivation on teacher performance; and it was to prove and test influences of compensation and career improvement on teacher performance through work motivation. Research population was 258 teachers of junior high schools in the Batu City area. Sample number was determined by using the Slovin formula with a margin of error of 0.05, so that the sample consisted of 124 teachers. The sampling technique used purposive sampling. The data collection used questionnaires distributed to respondents with both off line and on line methods. The technique of data analysis used SEM PLS. Research result showed that: (1) compensation and career improvement had a significant positive influences on work motivation; (2) compensation, career improvement and work motivation had a significant positive influence on teacher performance; and (3) compensation and career improvement had significant positive influence on teacher performance through work motivation. For this reason, if school management tried to improve teacher performance, it could be done through the provision of appropriate compensation accompanied by obvious career improvement patterns and the strengthening of work motivation.

Keywords: *Compensation; Career Improvement; Work Motivation; Teacher Performance*

Introduction

Human resource is the main component to continue the organization operations in order to sustain in the midst of a very dynamic and unpredictable economic, social and technological environments. The organization success in achieving its goals depends, among of them, on the capacity of human resource

and the conducted management. Therefore, the organization should continue to improve the quality of its governance and human resource to respond quickly and accurately to the needs of stakeholders.

In educational institutions, the teacher is the main strategic component of the successful development of the organization. For this reason, the good human resource management is a necessity to improve teachers' performance so that they can optimally contribute to the improving of the education quality. This refers to the mandate of Law Number 14 of 2005 about teachers and lecturers that teachers are professional educators who are expected to contribute optimally to the achievement of educational goals through improving performance in carrying out their main tasks and functions.

In order to achieve the targeted performance, schools need to design good governance so that teachers are motivated to contribute to the achievement of educational goals. Teachers must have measurable performance when conducting learning. However, some schools still experience problems related to less optimal performance of teachers, especially if they are faced with a large volume of tasks, which require fast completion time. Meanwhile, the received compensation is inadequate and does not motivate teachers to work optimally. This kind of phenomenon was still found in teachers at several junior high schools in Batu City.

In relation to the level of employee performance, there are various factors that influence it. These factors include motivation, competence, career path, leadership, salary and compensation, and work environment (Hanafi&Yohana, 2017; Hasibuan, 2022). Various studies resulted that appropriate compensation has significant positive influence on employee performance (Syamsir, et al. 2018). This means that the application of appropriate and targeted compensation will improve employee performance. Meanwhile, the research results of Gusmao and Riana (2018) show that compensation did not influence employee performance. While the research Aromamega, et al. (2019) concluded that if the compensation given is not right on target, it will actually reduce employee performance.

In addition to compensation and career improvement, work motivation is also one of important factors that influence teacher performance. Work motivation is potential courae (both internal and external encouragement) that encourage teachers to do something to achieve goals (Loor-Zambrano, et al., 2022). The research results of Rivaldo (2021) and Hasibuan (2022) show that work motivation had significant positive influence on employee performance. This means that the higher work motivation of employees will cause their performance to be even better. Conversely, the lower their work motivation, the lower their performance will be.

Many factors are possible to influence the performance of teachers in conducting their main tasks and functions, including internal and external factors. According to Khtatbeh, et al. (2020), one of the influential internal factors is work motivation; while the external factors include compensation and career improvement programs that are implemented in the workplace organization. Through the provision of proper compensation, employees can meet the needs of life, both material and non-material (Sherly, et al., 2021). The research results of Mgammal and Al-Matari (2021) proved that the better the application of compensation in an organization, the higher the performance of employees will be. Conversely, the worse the application of compensation, the lower the employee's performance will be. In addition, work motivation can also act as a mediating variable, as it can be seen in the results of research by Triyanto, *et al* (2016) and Syamsir, *et al* (2018), which shows that work motivation variable can mediate influence of compensation on employees' performance.

Meanwhile, career improvement is also needed by employees who expect the achievement of an optimal work journey. Through the clarity of career improvement, employees will get both material and non-material satisfaction (Hasibuan, 2022). This is in line to the research results of Khtatbeh, et al. (2020) that the increase in employee performance is determined by their psychological condition which is motivated to work optimally; and one of the factors that can encourage the strengthening of work

motivation is a career improvement program that is in line with their expectations. Meanwhile, the results of research by Yustiyawan, et al. (2016) and Sari and Sriathi (2019) proved that career improvement has positive significant relationship with employee performance through work motivation variables.

This study has a novelty referring to the construction of a conceptual model that places compensation and career improvement as a determinant variable of teacher performance accompanied by motivation as an intermediate variable. This conceptual construction building seeks to develop previous research, especially those conducted by Rivaldo (2021), Sherly, et al. (2021), Sari and Sriathi (2019), and Syamsir, et al. (2018).

Based on this rationale, the research hypotheses were formulated as follows:

- H1: Compensation has significant influence on teacher work motivation.
- H2: Career improvement has significant influence on teacher work motivation.
- H3: Compensation has significant influence on teacher performance.
- H4: Career improvement has significant influence on teacher performance.
- H5: Work motivation has significant influence on teacher performance.
- H6: Compensation has significant influence on teacher performance through motivation.
- H7: Career improvement has significant influence on teacher performance through motivation.

Research Methods

The population of this research was 258 teachers of junior high schools Batu city who had educator certificates. The sample consisted of 124 people, which was determined by applying Slovin formula with an error margin of 5%. Technique of sampling used purposive sampling.

To obtain relevant and valid data, the method of data collection method used was questionnaire distributed to respondents both off line and on line. Measurement of research instruments for 4 variables namely: compensation, career improvement, motivation, performance, and 14 indicators used a 4-level Likert scale with the following variations in scores of answers: 4 for strongly agree answers, 3 for agree answers, 2 for disagree, and a 1 for strong disagreement.

The data analysis technique was Structural Equation Modeling (SEM) - PLS. The choice of using the SEM PLS data analysis technique was based on the consideration that it did not require normally distributed data, it could use a small sample size, it did not require sample randomization, it could use a measurement scale other than intervals, that allowed formative indicators to measure latent variables, that was suitable for use as a procedure for the developing of theory at an early stage, and it allowed very complex models with many latent variables and indicators (Ghozali, 2008).

Results And Discussion

Measurement of Outer Model

Measurement with PLS SEM on the outer model was in the form of a reflective measurement, because changes in the construct caused changes in the indicators. Measurement model testing was conducted to find out the validity and reliability tests.

Validity was tested to determine if the construct had met requirements to be continued in the research or not. In this validity test, there are two kinds of evaluation to be carried out. Test of Convergent validity with the reflective indicator model was based on the interrelationship among item scores and construct scores. The relation between item scores and construct values was said to be high if the value of

outer loading was > 0.7 , while according to Chin quoted by Ghazali (2014) the value of outer loading between 0.5 - 0.6 was regarded sufficient.

Table 1 Test Result of Convergent Validity

No	Variable	Indicator	Outer Loading	p-value
1	Compensation (X1)	X1.1	0,559	0,000
		X1.2	0,749	0,000
		X1.3	0,715	0,000
		X1.4	0,783	0,000
		X1.5	0,663	0,000
		X1.6	0,820	0,000
2	Career improvement (X2)	X2.1	0,683	0,000
		X2.2	0,696	0,000
		X2.3	0,712	0,000
		X2.4	0,774	0,000
		X2.5	0,777	0,000
		X2.6	0,756	0,000
		X2.7	0,809	0,000
		X2.8	0,583	0,000
3	Work Motivation (Y1)	Y1.1	0,515	0,000
		Y1.2	0,729	0,000
		Y1.3	0,656	0,000
		Y1.4	0,769	0,000
		Y1.5	0,754	0,000
		Y1.6	0,843	0,000
4	Teacher Performance (Y2)	Y2.1	0,797	0,000
		Y2.2	0,771	0,000
		Y2.3	0,732	0,000
		Y2.4	0,786	0,000
		Y2.5	0,794	0,000
		Y2.6	0,735	0,000
		Y2.7	0,721	0,000
		Y2.8	0,704	0,000
		Y2.9	0,738	0,000
		Y2.10	0,679	0,000

Based on Table 1, one can know that all the outer loading values of each item are stated to be more than 0.5 so they are considered quite valid. Thus, the indicator of each latent variable has a good level of validity and significance because it has a loading value greater than 0.5 and a significance value < 0.05 .

Reliability Test

The construct reliability was measured with PLS-SEM, using two methods, namely Cronbach's Alpha and Composite reliability. However, the measurement with Cronbach's Alpha resulted in lower value so that composite reliability should be used and the value has to be more than 0.7.

Table 2 Result of Reliability Test

Variable	Composite Reliability	Cronbach's Alpha
Compensation	0,864	0,811
Career improvement	0,899	0,871
Work Motivation	0,863	0,807
Educator Performance	0,926	0,912

Based on Table 2, one can see that Composite Reliability and Cronbach's Alpha values of all items for each variable was with a value of more than 0.7 so that conclusion can be taken that all items in each variable are reliable.

The Evaluation of Structural Model (Inner Model)

The structural model was evaluated to predict the relationship among latent variables that were measured using R-square. R-square values of 0.67, 0.33 and 0.19 indicate a strong, moderate and weak model (Ghozali and Latan, 2015). Results of R-square test are as follows.

Table 3 Result of Coefficient Determination

Model	R ²
Work Motivation	0,713
Teacher Performance	0,605

From table 3, one can see that R² value of the variable of work motivation is 0.713. This value indicates that the variable of work motivation can be explained by the variable of compensation and career improvement of 71.3%, while 28.7% is explained by other variables outside this research model. The model for the variable of compensation and career improvement on work motivation is a very suitable model.

Furthermore, the value of R² for variable of teacher performance is 0.605. This value indicates that teacher performance variable can be explained by compensation and career improvement variables through work motivation as an intervening variable of 60.5%; while 39.5% is explained by other variables outside this research model. The model for compensation and career improvement variables on teacher performance through work motivation is a fairly good model.

Hypothesis Test

Results of significance test with PLS SEM analysis parameters on the direct influence were used to test hypotheses 1 to 5. While the indirect influence was used to test hypotheses 6 and 7. The test of direct influence with PLS SEM produced result as in the table 4 below.

Table 4. Estimation Result of Direct Influence

Relationship	Coefficient	Statistic-t	p-Value
Compensation → Work Motivation	0,488	5,838	0,000
Career Improvement → Work Motivation	0,428	4,828	0,000
Compensation → Teacher Performance	0,273	0,650	0,516
Career Improvement → Teacher Performance	0,509	5,245	0,000
Work Motivation → Teacher Performance	0,376	2,961	0,003

Based on table 4, one can conclude that the direct relationship among variables as formulated in hypothesis 1 to 5 is acceptable, because value of significance is less than 0.05 and t-statistic is more than t-table (1.979). While coefficient results show a positive sign, this means that when compensation is increased, it will be followed by the strengthening of work motivation; when there is an obvious career improvement, it will be followed by the strengthening work motivation; when compensation is increased, it will be followed by an increase in teacher performance; when there is clarity in career improvement, it will be followed by the improvement of teacher performance; and the increasing of work motivation will be followed by the increasing of teacher performance. Furthermore, test result with PLS SEM of the indirect influence are as follows.

Table 5 Estimation Result of Indirect Influence

Relationship	Coefficient	Statistic-t	p-value
Compensation → Work Motivation → Teacher Performance	0,183	2,303	0,022
Career Improvement → Work Motivation → Teacher Performance	0,161	2,863	0,004

Based on Table 5, one can conclude that the indirect relationship among variables as formulated in hypothesis 6 and hypothesis 7 can be accepted. While the coefficient results show a positive sign meaning that when compensation is increased, it will be followed by the strengthening of work motivation and by teacher performance improvement, and when there is clarity in career improvement, it will be followed by the strengthening of work motivation and teacher performance improvement.

Discussion

Compensation Significantly Influences Teacher Work Motivation

The analysis with PLS SEM resulted that the significant value of compensation variable on work motivation is $0.000 < \alpha(0.05)$, t-statistic $(5.838) > t\text{-table} (1.979)$ and the coefficient is 0.488. This means that compensation has significantly influenced teacher's work motivation. The influence of compensation variable on work motivation variable is positive, which is 0.488. This can be interpreted that teacher work motivation has been significantly influenced by compensation; and more appropriate compensation is given to teachers, the stronger work motivation will be. The study result strengthens the research of Syamsir, *et al* (2018) that compensation has positively influenced employee's work motivation.

Compensation is the main thing that will be received by employees who work in an organization. Provision of proper compensation will give positive influence on employees, because compensation is the main objective for most employees who work in an organization. According to Sherly, *et al.* (2021: 105), compensation that is applied properly or on target will stimulate employee work motivation. However, if the compensation given is not right on target, it will actually reduce the work motivation of the employees.

The main motive of individuals in working is to obtain proper compensation from the organization. Thus, someone will be motivated to carry out work when they receive adequate compensation. Likewise, teachers, they certainly hope to get proper compensation for the services that they have contributed so that they are enthusiastic about carrying out their work. Thus, the more appropriate the compensation received by the teacher, the higher their work motivation will be. Conversely, if teachers do not get proper compensation, their work motivation will be reduced. The research result strengthens the research results of Triyanto, *et al.* (2016) and Alqudah, *et al.* (2022) that the application of appropriate and targeted compensation has a significant positive influence on employees' work motivation.

Career Improvement Has a Significant Influence on Teacher Work Motivation

The result of PLS SEM analysis shows that significant value of the career improvement variable on work motivation is $0.000 < \alpha (0.05)$, t-statistic $(4.828) > t\text{-table } (1.979)$ and the coefficient is 0.428. This means that career improvement has significantly influenced teacher's work motivation; and if the career improvement is getting better, the teacher's work motivation will also increase. The result of this study supports the results of research by Sari & Sriathi (2019) and Kurniawati, et al. (2021) which states that career improvement has a significant positive influence on work motivation.

One of priorities of employees working in an organization is that their career journey can be maximally developed. Through a clear career improvement program, employees will get material satisfaction such as getting work facilities, salary increases, allowances and so on, as well as non-material satisfaction such as feeling happy, proud and others (Daryanto & Tasrial, 2015). Thus employees are motivated to work hard and optimally.

In an organization if career improvement is designed with a clear pattern, it will encourage employees to contribute optimally to the organization. The more employees get a clear picture of their career improvement, the stronger their work motivation will be. According to Sari and Sriathi (2019: 4811), through a career improvement program in an organization, employees will have a clear picture of the future of their profession so they are motivated to work seriously in carrying out their main tasks and functions. Often schools are less sensitive to teacher career improvement, which results in stagnation and even a decrease in work motivation. If the career improvement program is designed with a clear and measurable pattern, the teacher will be able to work more optimally. The result of this study strengthens Yustiyawan's research results (2016) and Kurniawati, *et al.* (2021) that the better career improvement in an organization, the higher work motivation of its employees will be.

Compensation Has Significant Influence on Teacher Performance

Than alysis results with PLS SEM show that significant value of compensation variable on educators' performance is $0.516 > \alpha (0.05)$, t-statistic $(0.650) < t\text{-table } (1.979)$ and the coefficient is 0.375. This means that compensation has a significant influence on teacher performance; and the more appropriate compensation is given to teachers, their performance will also increase. These results are in line with Sherly's research, *et al* (2021) that compensation has positively influenced employees' performance.

As we know that compensation is the main priority that employees expect in working in an organization. Adequate compensation provided by the organization is certainly expected by employees to meet the needs of life. Compensation that is able to meet basic needs, let alone self-improvement needs, is certainly a strong motivator for employees to work optimally.

Regarding the compensation received by the teacher, it is proven to be able to encourage the increased performance. Teachers feel that the compensation received is sufficient to meet their basic needs so that they are willing to contribute optimally to the organization. This argument is in line with Mgamal and Al-Matari's research (2021) that the appropriateness of compensation has positively and significantly influenced employee performance.

Career Improvement Has Significantly influenced Teachers' Performance

The result analysis with PLS SEM shows that significant value of career improvement variable influencing teacher performance is $0.000 < \alpha (0.05)$, t-statistic $(5.245) > t\text{-table } (1.979)$ and the coefficient is 0.509. This means that career improvement has significantly influenced teachers' performance; and if the better career improvement, the more increasing teacher performance will be. The result of this study

strengthens the research of Mayangdarastri and Khusna (2020) that the better career improvement, the more it improves employee performance.

Career improvement is an organizational level that is expected by teachers because it provides a clear picture for them in developing their profession. Usually, the smoother the career improvement process, the higher the award will be, which will have an impact on increasing compensation receipts. Career improvement programs have an important role, because they are related to the recognition of contributions made by employees to the organization. A clear career improvement pattern makes employees feel valued, motivated to work, needed, cared for, and recognized for their work abilities, so that they will strive to perform optimally. This argument is suitable with research results of Loyarte, et al. (2020) and Sari and Sriathi (2019) that career improvement contributes directly to the improving of employees' performance. The better the program of career improvement, the higher employees' performance will be. Thus, if teachers get good career improvement, their performance will also increase.

Work Motivation Has Significantly influenced Teacher Performance

The analysis result with PLS SEM shows the significant value of the work motivation variable influencing performance of educators was $0.003 < \alpha (0.05)$, t-statistic $(2.961) > t\text{-table} (1.979)$ and the coefficient was 0.376. This means that work motivation has significantly influenced teachers' performance; and the stronger work motivation, the more increasing, teacher performance will be. According to Looor-Zambrano, et al. (2022:9) without having high work motivation, it is impossible for employees to be able to carry out their duties and responsibilities well. Providing intensive and consistent work motivation to employees is a psychological impetus for them to move to conduct their work optimally.

Work motivation is a psychological condition of someone who feels the need to carry out work to help achieve organizational goals. Work motivation for teachers can move themselves to do work in teaching and learning activities according to the determined standards. Work motivation has moved employees to achieve work goals in their organization (Tambingon, 2018). For this reason, the providing of work motivation that is appropriate to the needs of employees must be maintained so that employees can produce performance in accordance with organizational standards. This argument is in accordance with research results that work motivation has positively and significantly influenced employees' performance (Prasetyono, et al., 2018; Rivaldo, 2021).

Compensation Has Significantly influenced Teacher Performance Through Work Motivation

Based on the analysis result of indirect influence, one knows that significant value of the compensation variable influencing teacher performance through work motivation is $0.022 < \alpha (0.05)$, t-statistic $(2.303) > t\text{-table} (1.984)$ and the coefficient is 0.183. This means that work motivation can act in mediating the influence of compensation on teacher performance; and when compensation is increased, work motivation also strengthens so that it leads to the increasing performance of teachers. This research result strengthens the research results of Triyanto, et al. (2016) that work motivation can function as a mediating variable for the influence of compensation on employees' performance.

Compensation is a reward that employees receive from the organization for the work they do. Compensation will be received by employees when they have completed their duties and responsibilities. Employees tend to be eager to do work optimally if the compensation received is in accordance with the standard of eligibility. The higher the employee receives compensation from his organization, the more motivated he will be to carry out work optimally so that it has an impact on improving his performance. This is in accordance with the research results done by Sherly, *et al* (2021) that compensation is the main choice for employees to be willing to work for an organization.

The provision of compensation certainly pays attention to the eligibility standards and applicable rules so that the fulfillment of the basic rights of employees can be maintained. Employees will be more motivated to work optimally to realize the organization goals, if the organization pays attention to the appropriateness of compensation. This argument is in accordance with the research results done by Syamsir, *et al.* (2018) that shows that work motivation can mediate the influence of compensation on employees' performance. Thus, if school management expects to increase teachers' performance, it is necessary for them to provide appropriate compensation for teachers so that they are strongly motivated to contribute optimally to the organization.

Career Improvement Has Significantly influenced Teachers' Performance Through Motivation

Regarding the indirect influence, one knows that the significant value of career improvement variable in influencing teacher performance through work motivation variable is $0.004 < \alpha (0.05)$, t -statistic (2.863) $>$ t -table (1.984) and the coefficient is 0.161. This means that career improvement can function in mediating the influence of compensation on teacher performance; and when career improvement runs smoothly it also strengthens work motivation so that it leads to the increased teacher performance. The results of this study support the results of Sari and Sriathi's (2019) research which states that work motivation can act as a mediating variable for the influence of career improvement on employee performance.

Career improvement is an effort to increase personal capacity that is done to achieve a career plan. Through career improvement, employees will get material satisfaction and non-material satisfaction. The better the career improvement program perceived by the employees, the higher their motivation to work seriously, so that it can have a positive impact on improving performance. This is in accordance with Hasibuan's opinion (2022) that career improvement is needed by employees who expect to achieve a glorious work life journey so that they will be more motivated to work seriously with the aim of helping to realize organizational goals. The research results also prove that career improvement has significantly and positively related to employees' performance through mediation of work motivation (Yustiyawan, *et al.*, 2016). Thus, if school management expects an increase in teacher performance, it is necessary for them to conduct clear career improvement for teachers so that they are strongly motivated to contribute optimally to the organization.

Conclusion

The important component to improve the quality of education is teacher performance. Improved teacher performance can be caused by proper compensation, clarity of career improvement and work motivation. The position of compensation and career improvement as independent variables proved to have positively and significantly influenced the teachers' performance and work motivation. When the compensation is increased along with the clarity of career improvement, the performance and work motivation of teachers also increase.

The existence of work motivation as a variable that directly influences teacher performance and as a mediating variable that influences compensation and career improvement on performance is proven to be positive and significant. For this reason, if school management seeks to improve teacher performance, it can be done through the provision of appropriate compensation accompanied by a clear pattern of career improvement and at the same time followed by the strengthening of work motivation.

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