

# Investigating the Relationship between Organizational Culture, Compensation, Spiritual Leadership, and Teacher Performance in Private Islamic Elementary Schools

---

Syahid

Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia

E. Syarifuddin

Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia

Agus Gunawan

Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia

---

**Abstract:** This research aims to analyze the influence of Organizational Culture (OC) on teacher performance (TP), the influence of compensation (C) on TP, and the influence of spiritual leadership (SL) on TP, as well as the combined influence of OC, C, and SL on TP. Data analysis was conducted at a significance level of 0.5%. The results are as follows: There is a significant influence of OC on TP, as evidenced by the t-test result showing that  $t\text{-value } 22.458 > t\text{-table } 1.966$  and  $\text{Sig } 0.000 < 0.05$ ; thus, hypothesis H1 is accepted. There is a significant influence of C on TP, as evidenced by the t-test result showing that  $t\text{-value } 2.420 > t\text{-table } 1.966$  and  $\text{sig } 0.016 < 0.05$ ; thus, hypothesis H2 is accepted. There is a significant influence of the SL on TP, as evidenced by the t-test result showing that  $t\text{-value } 2.379 > t\text{-table } 1.966$  and  $\text{sig } 0.18 < 0.05$ ; thus, hypothesis H3 is accepted. Based on the F-test, the calculated F-value is 578.741; because the calculated F-value  $578.741 > F\text{-table } 2.395$ , it means that hypothesis H4 is accepted, or in other words, OC, C, and SL collectively influence TP. The coefficient of determination test yields a Coefficient of Determination (R-Square) for TP of 0.819, exceeding the value of 0.67, indicating that the independent variables collectively have a strong influence, accounting for 81.9% of TP. In conclusion, there is a significant combined influence of (X1), (X2), and (X3) on TP. This influence is direct and accounts for 81.9%, while the remaining 18.1% is influenced by other variables not tested in this research. These findings have an impact on TP in private madrasah ibtidaiyah. Therefore, the research findings recommend that the performance of private madrasah ibtidaiyah teachers can be improved through OC, C, and SL.

**Keywords:** Organizational culture, teacher performance, compensation, spiritual leadership

---

Correspondents Author:

Rusdin, Doktorat Manajemen Pendidikan Islam, Program Pascasarjana, Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia

Email: [rusdin.diens@yahoo.com](mailto:rusdin.diens@yahoo.com)

Received: Desember 05, 2023; Accepted: February 9, 2024; Publication: February 23, 2024

## Introduction

As a formal educational institution, private Madrasah Ibtidaiyah in Banten Province has an essential role in educating the younger generation to become quality individuals and have a good understanding of religious values. This role can be supported by good teacher performance. To create good teacher performance, teachers must have adequate competence and high motivation ([Supardi, 2012](#)). Teacher quality is an essential factor that influences the quality of teaching and student learning outcomes ([Yang & Kaiser, 2022](#)). However, in several schools, teacher performance has become a sharp focus in improving the quality of education ([Kalikulla, 2017](#); [Sopandi, 2019](#); [Rizal & Nurjaya, 2020](#); [Arnadi et al., 2021](#)). Teacher performance could be more optimal, causing many teachers to be unable to complete their assignments on time, even though discipline remains a priority ([Zahroh et al., 2021](#)).

Teacher performance in an educational context is often influenced by certain factors such as principal skills ([Rizal & Nurjaya, 2020](#)), salary ([Atkinson et al., 2009](#)), and leadership ([Hamdani et al., 2018](#)). In addition, principal leadership has been promoted as a vehicle for improving teacher performance ([Shen et al., 2021](#)). Teacher performance is the performance carried out by teachers in carrying out their duties as teachers (Supriah & Muin, 2022). However, some teachers have not optimally carried out their duties ([Moè et al., 2010](#); [Tambrin et al., 2021](#); [Hardiansyah & Zainuddin, 2022](#); [Babullah & Nurachadijat, 2023](#)). It is thought to be due to the significant administrative burden on teachers, who are required to prepare administrative reports by the school principal as the leader.

School leadership is one of the main catalysts in the environment that can increase or decrease teacher performance ([Hamdani et al., 2018](#); [May et al., 2020](#); [Maheshwari, 2022](#)). It means that the school principal should implement leadership that can be accepted by all school members, making the organization he leads more visionary with all the targets that have been set. In this way, teacher performance can increase because of leadership that is able to bring about improvement changes so that a school organizational culture is formed ([Kartini et al., 2020](#); [Zohriah et al., 2022](#); [Babullah & Nurachadijat, 2023](#)). However, in fact, there are still few such principals in some schools. In fact, several research results prove the influence of school principals on teacher performance, which ultimately has an impact on the quality of education in their schools ([Tetuko, 2012](#); [Suratman et al., 2020](#); [May et al., 2020](#)).

Research on teacher performance has become a topic that is widely researched by several countries, including in the Asian region ([Gallant & Mayer, 2012](#); [Pasathang et al., 2016](#); [Munohsamy & Muniandy, 2023](#)). However, more research is needed on the relationship between organizational culture, compensation, and spiritual leadership on the performance of private Madrasah Ibtidaiyah teachers. There are changes in organizational culture which may

not always occur quickly, a mismatch between the compensation given and the level of work carried out by teachers, as well as a lack of understanding of spiritual leadership, which can be expected to influence the performance of private Madrasah Ibtidaiyah teachers.

This research has very high relevance in madrasa education, especially in private Madrasah Ibtidaiyah in Banten Province, because the performance of madrasa teachers is one of the critical factors that influence the quality of education provided to students. By understanding factors such as organizational culture, compensation, and spiritual leadership, administrators of educational institutions can identify areas that need improvement to improve the performance of their teachers and overall improve the quality of education at private Madrasah Ibtidaiyah. Therefore, this research aims to analyze the influence of organizational culture on teacher performance, the influence of compensation on teacher performance, and the influence of spiritual leadership on teacher performance, as well as the combined influence of organizational culture, compensation, and spiritual leadership on teacher performance. This research contributes to the development of knowledge in the field of educational management, especially in the context of Islamic education in Indonesia.

## Research Method

This research uses quantitative methods with survey techniques. A total of 388 private Madrasah Ibtidaiyah teachers in Banten Province were involved in this research spread across eight districts/cities, with details: Pandeglang Regency with 64 teachers, Lebak Regency with 88 teachers, Serang Regency with 52 teachers, Serang City with six teachers, Cilegon City has four teachers, Tangerang Regency has 112 teachers, Tangerang City has 30 teachers, and South Tangerang City has 32 teachers. Sample selection was carried out randomly after being categorized based on the number of private Madrasah Ibtidaiyah in each region.

The research instrument used a Likert scale questionnaire with five alternative answer choices: strongly agree, agree, unsure, disagree, and strongly disagree. Before being used to collect data, the instrument is first subjected to validation tests, both construct validation and expert validation. The Teacher Performance (TP) variable consists of 3 dimensions, namely: (1) learning effectiveness with indicators: quality of learning, suitability of learning level, incentives, and time; (2) teacher ability with indicators: intellectual potential, knowledge, and work skills; and (3) teacher motivation with indicators of positive attitudes and negative attitudes.

The Organizational Culture (OC) variable consists of 3 dimensions, namely: (1) assumptions with indicators: human nature, the nature of human relations, the nature of truth and reality, and the relationship with the environment; (2) values with indicators: openness, trustworthiness, cooperation, intimacy, and work team; and (3) norms with indicators: support for co-workers, not criticizing the principal, solving self-discipline problems, being willing to provide help to students, and getting to know co-workers.

The Compensation (C) variable consists of 2 dimensions, namely: (1) direct compensation, which consists of indicators: salary, wages, and bonuses or commissions, and (2) indirect compensation, consisting of indicators: allowances, awards, holidays, insurance, and services for children. Meanwhile, the Spiritual Leadership (SL) variable consists of 2 dimensions, namely: (1) divine values, which consist of indicators: faith, Islam, sincerity, piety, common sense, healthy heart, clean heart, pure lust, sincerity, jihad, and pious deeds; and (2) religious ethics which consists of indicators: honest, being fair, hating formality, talking little, working more, generating the best, openness to accept change, and visionary. Data analysis uses multiple linear regression tests using the SPSS application.

## Result and Discussion

The results of the research data analysis show that there is no multicollinearity in the regression model. The tolerance value of variable X1 is 0.375, variable X2 is 0.491, and variable X3 is 0.492, each of which is higher than 0.10. The VIF value of variable X1 is 0.666, variable X2 is 0.036, and variable X3 is 0.034. Therefore, the VIF values of variables X1, X2, and X3 are less than 10.00.

**Table 1 Multicollinearity Test of Tolerance and VIF**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	6.958	1.741	-	3.996	.000	-	-
X1	.616	.027	.797	22.458	.000	.375	2.669
X2	.084	.035	.075	2.420	.016	.491	2.036
X3	.067	.028	.074	2.379	.018	.492	2.034

Table 1 shows that the independent variables have a significant influence on teacher performance simultaneously, with a coefficient of determination (R-Square) value of 0.819 and a value exceeding 0.67. It shows that the endogenous variable teacher performance has an influence of 81.9 percent on teacher performance, and other variables not tested in this research have an influence of 18.1 percent.

**Table 2 Uji F**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.905 <sup>a</sup>	.819	.817	4.904	2.021

a. Predictors: (Constant), X3, X2, X1

b. Dependent Variable: Y

Table 2 displays the calculated F test, which aims to determine whether organizational culture variables (X1), compensation variables (X2), and spiritual leadership variables (X3) influence the teacher performance variable (Y). The calculated F value is compared with the table F value. Suppose the value of F is higher than the value in Table F. In that case, the alternative hypothesis states that all three variables (X1, X2, and X3) simultaneously affect the variable Y. Simultaneous regression significance can be evaluated by looking at the significance coefficient (Sig.), where if it is less than 0.05, the independent variable will have a negative impact on the dependent variable. The results obtained from this study can be seen in Table 3 below.

**Table 3 Anova Test Results**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	41754.424	3	13918.141	578.741	.000b
	Residual	9234.821	384	24.049	-	-
	Total	50989.245	387	-	-	-

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X2, X1

## The Influence of Organizational Culture on Teacher Performance

Based on the partial test analysis, it was found that the t count for the organizational culture variable (X1) was 22.458, while the t table was 1.966. Because the t count is  $22.458 > t$  table 1.966, it is concluded that there is a significant influence between organizational culture (X1) and teacher performance (Y), meaning the hypothesis is accepted. The significance value (Sig) of the organizational culture variable (X1) is 0.000, and the probability value is 0.05. Because the Sig value is  $0.000 < \text{probability } 0.05$ , it is concluded that there is a significant influence between organizational culture (X1) and teacher performance (Y), which means the hypothesis is accepted. The results of the partial test analysis (t-test) concluded that there was a partially

significant influence of organizational culture variables on teacher performance. This influence is direct, amounting to 22.46% in the quite significant category. Based on these data, improving teacher performance can be done by improving organizational culture, so it is hoped that it can provide better improvements to teacher performance.

The first finding of this study on organizational culture is that it has a positive and significant impact on teacher work hours, with a rate of 22.46 percent. The current research complements previous research conducted by Manurung et al. (2022), which said in its summary that organizational culture has a negative long-term impact on dosen productivity at Universitas Islam Negeri Sumatera Utara, specifically 5.1%. According to Halim's (2019) research, there is a gradual negative impact of organizational culture on lecture performance of approximately 11.5%. In addition to this, other research findings indicate that organizational culture has a positive and significant impact on work performance (Sangadji & Sopiah, 2013; Putra et al., 2020; Paais & Pattiruhu, 2020).

All of this clearly indicates that the teacher teaches the organization's culture and is one of the factors that prevent the students' performance from increasing; this is consistent with the statement made by Belias and Koustelios (2014) that the organization's culture has a negative impact on student's performance, morality, and work ethic. It also indicates that the organizational culture of the madrasah has reached its goal, as stated by Robbins and Judge (2013), it is able to recognize the differences and barriers between one organization and another, instill a sense of self-worth in the madrasah, provide resources that are more substantial than private concerns, increase the stability of the social system, and become a social movement that assists in the establishment of the madrasah.

## The Influence of Compensation on Teacher Performance

The t-test results show that the calculated Compensation ( $X_2$ ) is 2.420 and the t-table is 1.966. The hypothesis is accepted because the t count is  $2.420 > t$  table 1.966. The significance value (Sig) of the Compensation variable Thus, there is a partial influence of Compensation ( $X_2$ ) on Teacher Performance (Y). This influence is direct, amounting to 2.42% in the significant category. Based on this, improving teacher performance can be done by increasing their compensation, so this can increase teacher performance.

Teacher performance does not just appear but must be stimulated by providing compensation (Mondiani, 2012; Supatmi et al., 2013; Kurnia, 2016; Sirait & Apriatni, 2017). Compensation is payment or reward for employees for the results of their work in the form of wages, salaries, incentives, commissions, bonuses, insurance, holidays, allowances, facilities, pension security,

and old age security ([Wekesa & Nyaroo, 2013](#); [Hameed et al., 2014](#); [Osibanjo et al., 2014](#); [Sudiardhita et al., 2018](#); [Sriredjeki et al., 2020](#)). This finding aligns with Mangkunegara's ([2011](#)) statement in his book that the compensation given to employees greatly influences work motivation and productivity. Locke's theory ([1969](#)) also states that compensation in the form of money has a significant influence on employee productivity. Chingos ([2002](#)) also stated the same thing, which included compensation as one of the essential elements in the success of Value-Based Management (VBM).

Gary-Pointer ([2022](#)) strengthens this support by stating that no one likes being paid less than they are entitled to because fairness is essential in determining payment. The findings of this research also confirm the findings of previous research, such as the findings of Putra et al. ([2020](#)), who found that compensation significantly affects performance. Meanwhile, the results of research by Imroatun and Sukirman ([2016](#)) concluded that compensation significantly affected teacher performance by 21.25%.

## The Influence of Spiritual Leadership on Teacher Performance

With a t table of 1.966 and a calculated t value of 2.379 for Spiritual Leadership (X<sub>3</sub>), the study hypothesis is accepted because  $t_{\text{calculated}} 2.379 > t_{\text{table}} 1.966$ . The Spiritual Leadership variable (X<sub>3</sub>) yielded a significant value (Sig) of 0.018 and a probability of 0.05. As a result, the research hypothesis is deemed acceptable since the Sig value of 0.18 < probability 0.05. Therefore, the Teacher Performance variable (Y) of 2.38% is significantly influenced by the spiritual leadership variable (X<sub>3</sub>).

Research based on empirical evidence has demonstrated that spiritual leadership has a 2.38% impact on teacher performance. This data demonstrates that a madrasa's ability to succeed can be significantly influenced by its spiritual leadership. In a madrasah, effective leadership can boost student achievement and vice versa. According to Manurung et al. ([2022](#)), spiritual leadership has a direct 8% impact on performance. According to Al-Sakinah et al.'s research findings ([2020](#)), spiritual leadership improves performance by fostering organizational citizenship behaviour.

The spiritual leadership of the madrasa head is leadership that brings the worldly dimension to the spiritual dimension, which can inspire, sensitize, influence and move his subordinates through example, service, compassion and the implementation of values and other divine qualities in goals, cultural processes and leadership behaviour ([Musta'in & Manan, 2014](#); [Afsar et al., 2016](#)). Spiritual leaders or leaders who carry out spiritual leadership have many advantages, such as having an intelligent mind, inspiring knowledge, having karomah,



inheriting prophetic qualities, and receiving guidance (Aslan & Korkut, 2015). Izzet et al. (2020) stated that spiritual leaders emerge as reforming leaders, entrepreneurs, corporate and reliable business people and emerge as inspirers, enlighteners, generators and murabbi. Based on these findings, the recommendation is that improving teacher performance can be done by increasing the spiritual leadership competency of madrasah heads so that this can provide a better increase in teacher performance.

## The Influence of Organizational Culture, Compensation, of Spiritual Leadership on Teacher Performance

The calculated F test analysis results show that the calculated F is 578.741 with an F table of 2.395; because the calculated F is 578.741 > F table 2.395, the hypothesis is accepted. The significance value (Sig) is 0.000 because of the sig value. 0.000 < 0.05, then the hypothesis is accepted. Thus, Work Culture (X1), Compensation (X2), and Spiritual Leadership (X3) simultaneously influence Teacher Performance (Y).

Based on the calculation results of the coefficient of determination test, the Coefficient of Determination (R-squared) value on the endogenous variable Teacher Performance is 0.819, exceeding the value of 0.67. It shows that the independent variable simultaneously has a strong influence, namely 81.9% on Teacher Performance. Thus, it can be concluded that there is a significant influence between the variables Organizational Culture (X1), Compensation (X2) and Spiritual Leadership of the Madrasah Head (X3) simultaneously (together) on the Teacher Performance variable (Y). The influence is direct. The magnitude is 81.9%, and the remaining 18.1% is influenced by other variables not tested in this study.

By considering the regression equation between the Organizational Culture variable (X1), the Compensation variable (X2) and the Spiritual Leadership of the Madrasah Head (X3) together with the Teacher Performance Variable (Y), namely  $\hat{Y} = (6.958) + 0.616 + 0.084 + 0.067$ , it can be informed that each Improving Organizational Culture, supported by providing adequate compensation and supporting the Madrasah Spiritual leadership style will influence the increase in the quality of Teacher Performance by b1 of 0.959 for variable X1, b2 of 0.084 for variable X2 and b3 of 0.067 for variable X3 with a constant of 6.958.

The findings of this research show that the magnitude of the total (simultaneous) influence of Organizational Culture, Compensation and Spiritual Leadership of Madrasah Heads together on teacher performance in Private Ibtidaiyah Madrasahs (MIS) in Banten Province as a whole reached 81.9%. In comparison, the remaining amount was 18.1%. % influenced by other factors. The findings of this research are in line with the theory stated previously. Tempelaar



(2006) states that the environment, management behaviour, position design, performance assessment, feedback and payroll administration influence performance. Gibson et al. (2012) stated that individuals, organizations and psychology influence performance. Individual variables include skills and psychomotor; organizational variables include human resources, leadership, rewards and structure; psychological variables include perception, attitude, personality, learning and encouragement. According to Blanchard et al. (2016), there are seven performance indicators, two of which have a significant role: goals and motivation. These seven indicators include goals, standards, feedback, facilities, skills, motivation and opportunities. Thus, the results of this research have found a theoretical model of teacher performance that describes the structure of the influence relationship between organizational culture, compensation, and spiritual leadership variables on teacher performance along with the accompanying dimensions and indicators.

## Conclusions

Based on research findings, this study concludes that there is a significant influence of organizational culture variables on teacher performance, a significant influence of compensation variables on teacher performance, and a significant influence of spiritual leadership on teacher performance. Apart from that, there is a simultaneous influence of organizational culture, compensation and spiritual leadership variables on the performance of private Madrasah Ibtidaiyah teachers in Banten Province. This research has implications for improving the performance of private Madrasah teachers. Therefore, the findings of this research recommend that private madrasah teachers' performance be improved through organizational culture, compensation, and the spiritual leadership of madrasah heads.

## References

- Afsar, B., Badir, Y., & Kiani, U. S. (2016). Linking spiritual leadership and employee pro-environmental behavior: The influence of workplace spirituality, intrinsic motivation, and environmental passion. *Journal of Environmental Psychology*, 45, 79–88.
- Al-Sakinah, P., Sudiro, A., & ... (2020). The Influence Of Spiritual Leadership On Lecturer's Performance With The Mediation Of Organizational Commitment And Work Motivation. *Jurnal Aplikasi Manajemen*, Query date: 2022-09-04 04:55:28. <https://www.jurnaljam.ub.ac.id/index.php/jam/article/view/1453>
- Arnadi, A., Putra, P., & Hamdah, H. (2021). Pengaruh supervisi kepala madrasah dan kompetensi guru terhadap kinerja guru di madrasah ibtidaiyah negeri se-kabupaten Sambas. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 5(2), 90–100. <http://dx.doi.org/10.35931/am.v5i2.414>

- Aslan, M., & Korkut, A. (2015). Spiritual leadership in primary schools in Turkey. *Journal of Educational and Social Research*, 5(2), 123–123.
- Atkinson, A., Burgess, S., Croxson, B., Gregg, P., Propper, C., Slater, H., & Wilson, D. (2009). Evaluating the impact of performance-related pay for teachers in England. *Labour Economics*, 16(3), 251–261. <https://doi.org/10.1016/j.labeco.2008.10.003>
- Babullah, R., & Nurachadijat, K. (2023). Implications of Principal's Managerial Competence on Teacher Performance at Kuttab An-Nubuwwah, Sukabumi City. *At-Tasyrih: Jurnal Pendidikan Dan Hukum Islam*, 9(2), 260–272. <https://doi.org/10.55849/attasyrih.v9i2.181>
- Belias, D., & Koustelios, A. (2014). Organizational culture and job satisfaction: A review. *International Review of Management and Marketing*, 4(2), 132–149.
- Blanchard, M., LePrevost, C., & Tolin, A. (2016). Investigating technology-enhanced teacher professional development in rural, high-poverty middle schools. *Educational Researcher*, 3, 207–220. <https://doi.org/10.3102/0013189X16644602>
- Chingos, P. T. (2002). *Paying for performance: A guide to compensation management*. John Wiley & Sons.
- Gallant, A., & Mayer, D. (2012). Teacher performance assessment in teacher education: An example in Malaysia. *Journal of Education for Teaching*, 38(3), 295–307. <https://doi.org/10.1080/02607476.2012.668330>
- Gary-Pointer, T. (2022). *Teacher Job Satisfaction and Teacher Performance Evaluation: Re-Thinking Collegial Assessment*. <https://search.proquest.com/search.proquest.com/https://search.proquest.com/openview/1bdd92d3f241af229a8e32835b6e4f30/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Gibson, J. L., Ivancevich, J. M., & Konopaske, R. (2012). *Organizations: Behavior, Structure, Processes* (14th ed.). McGraw-Hill Education.
- Halim, A. (2019). Pengaruh Kepemimpinan Manajerial, Budaya Organisasi, Iklim Organisasi, Motivasi Kerja, Dan Kepuasan Kerja Terhadap Kinerja Dosen Di Universitas Islam Negeri Sumatera Utara. Universitas Islam Negeri Sumatera Utara.
- Hamdani, H., Kesumawati, N., & Kristiawan, M. (2018). The influence of teachers' work motivation and principals' managerial competence on teachers' performance. *Sriwijaya University Learning and Education International Conference*, 3(1), 674–681.
- Hameed, A., Ramzan, M., & Zubair, H. M. K. (2014). Impact of compensation on employee performance (empirical evidence from banking sector of Pakistan). *International Journal of Business and Social Science*, 5(2), 302–309.
- Hardiansyah, F., & Zainuddin, Z. (2022). The influence of principal's motivation, communication, and parental participation on elementary school teachers'

- performance. *Al Ibtida: Jurnal Pendidikan Guru MI*, 9(2), 319–334.  
<https://doi.org/10.24235/al.ibtida.snj.v9i2.9936>
- Imroatun, S., & Sukirman, S. (2016). Pengaruh lingkungan kerja, kompensasi kerja, dan motivasi kerja terhadap kinerja guru Ekonomi/Akuntansi di SMA Negeri Se-Kabupaten Wonosobo. *Economic Education Analysis Journal*, 5(1).
- Izzet, A., Tobroni, T., Hari, A., & ... (2020). Prophetic Leadership Mahasiswa: Studi pada Program Pembentukan Kepribadian dan Kepemimpinan Universitas Muhammadiyah Malang. *Al-Idaroh: Jurnal Studi ...*, Query date: 2022-09-04 04:41:45.  
<https://www.jurnal.stituwjombang.ac.id/index.php/al-idaroh/article/view/160>
- Kalikulla, S. (2017). Pengaruh Kesejahteraan Guru, Motivasi Kerja dan Kompetensi Guru Terhadap Kinerja Guru SMK di Kabupaten Sumba Barat. *JDMP (Jurnal Dinamika Manajemen Pendidikan)*, 1(2), 79–90. <https://doi.org/10.26740/jdmp.v1n2.p79-90>
- Kartini, D., Kristiawan, M., & Fitria, H. (2020). The Influence of Principal's Leadership, Academic Supervision, and Professional Competence toward Teachers' Performance. *International Journal of Progressive Sciences and Technologies*, 20(1), 156–164.
- Kurnia, R. J. (2016). Pengaruh kompensasi dan motivasi kerja terhadap kinerja karyawan rumah sakit condong catur Yogyakarta. *Jurnal Manajemen Bisnis Indonesia (JMBI)*, 5(2), 165–172.
- Locke, E. A. (1969). What is job satisfaction? *Organizational Behavior and Human Performance*, 4(4), 309–336.
- Maheshwari, G. (2022). Influence of Teacher-Perceived Transformational and Transactional School Leadership on Teachers' Job Satisfaction and Performance: A Case of Vietnam. *Leadership and Policy in Schools*, 21(4), 876–890.  
<https://doi.org/10.1080/15700763.2020.1866020>
- Mangkunegara, A. A. P. (2011). *Manajemen sumber daya manusia perusahaan*. Remaja Rosdakarya.
- Manurung, O., Syahyunan, S., & Saskia, S. (2022). Influence Of Organizational Culture, Leadership And Job Satisfaction On Lecturers Organizational Commitment In State Islamic University of North Sumatra. *International Journal Of Education, Social Studies, And Management (IJESSM)*, 2(3), 1–13.  
<https://doi.org/10.52121/ijessm.v2i3.103>
- May, L. F., Abdurrahman, A., Hariri, H., Sowiyah, S., & Rahman, B. (2020). The influence of principal managerial competence on teacher performance at schools in Bandar Lampung. *Tadris: Jurnal Keguruan Dan Ilmu Tarbiyah*, 5(1), 121–130.  
<https://doi.org/10.24042/tadris.v5i1.5391>

- Moè, A., Pazzaglia, F., & Ronconi, L. (2010). When being able is not enough. The combined value of positive affect and self-efficacy for job satisfaction in teaching. *Teaching and Teacher Education*, 26(5), 1145–1153. <https://doi.org/10.1016/j.tate.2010.02.010>
- Mondiani, T. (2012). Pengaruh kepemimpinan transformasional dan kompensasi terhadap kinerja karyawan PT. PLN (PERSERO) UPJ Semarang. *Jurnal Administrasi Bisnis*, 1(1), 46–54. <https://doi.org/10.14710/jab.v1i1.4317>
- Munohsamy, T., & Muniandy, S. (2023). The Influence of Communication Skills on Teaching Performance of a Private Secondary School in Brunei Darussalam. *Malaysian Journal of Social Sciences and Humanities (MJSSH)*, 8(1), e002043–e002043. <https://doi.org/10.47405/mjssh.v8i1.2043>
- Musta'in, M. M., & Manan, A. S. A. (2014). A study on employees performance: Spiritual leadership and work motivation with mediation work satisfaction at the University of Darul Ulum, Indonesia. *European Journal of Business and Management*, 6(39), 77–85.
- Osibanjo, A. O., Adeniji, A. A., Falola, H. O., & Heirmsmac, P. T. (2014). Compensation packages: A strategic tool for employees' performance and retention. *Leonardo Journal of Sciences*, 25, 65–84.
- Paais, M., & Pattiruhu, J. R. (2020). Effect of motivation, leadership, and organizational culture on satisfaction and employee performance. *The Journal of Asian Finance, Economics and Business*, 7(8), 577–588. <https://doi.org/10.13106/jafeb.2020.vol7.no8.577>
- Pasathang, S., Tesaputa, K., & Sataphonwong, P. (2016). Teachers' Performance Motivation System in Thai Primary Schools. *International Education Studies*, 9(7), 119–129. <https://doi.org/10.5539/ies.v9n7p119>
- Putra, M. R., Yandi, A., & Maharani, A. (2020). Determination Of Employee Motivation And Performance: Working Environment, Organizational Culture, And Compensation (A Study of Human Resource Management Literature). *Dinasti International Journal of Education Management And Social Science*, 1(3), 419–436. <https://doi.org/10.31933/dijemss.v1i3.179>
- Rizal, A. S., & Nurjaya, N. (2020). Effects of Principal Skills, Work Culture, Learning Facilities on Primary School Teacher Performance. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 6(01), 21–28. <https://doi.org/10.32678/tarbawi.v6i01.2093>
- Robbins, S. P., & Judge, T. A. (2013). *Organizational behavior* (4th ed.). Pearson Education.
- Sangadji, E. M., & Sopiah, S. (2013). The Effect of Organizational Culture On Lecturers' Job Satisfaction and Performance: A Research in Muhammadiyah University throughout East Java. *International Journal of Learning & Development*, 3(3), 1–18.

- Shen, J., Ma, X., Mansberger, N., Wu, H., Palmer, L. A. B., Poppink, S., & Reeves, P. L. (2021). The relationship between growth in principal leadership and growth in school performance: The teacher perspective. *Studies in Educational Evaluation*, 70, 101023. <https://doi.org/10.1016/j.stueduc.2021.101023>
- Sirait, T. J., & Apriatni, E. P. (2017). Pengaruh Budaya Organisasi, Lingkungan Kerja dan Kompensasi terhadap Kinerja Karyawan Hotel Patra Jasa Semarang. *Jurnal Ilmu Administrasi Bisnis*, 6(4), 95–104. <https://doi.org/10.14710/jiab.2017.17601>
- Sopandi, A. (2019). Pengaruh kompetensi profesional dan kompetensi kepribadian terhadap kinerja guru. *Scientific Journal of Reflection: Economic, Accounting, Management and Business*, 2(2), 121–130. <https://doi.org/10.37481/sjr.v2i2.58>
- Sriredjeki, H., Fadah, I., Tobing, D., & Bukhori, S. (2020). The effect of compensation, motivation, and spiritual intelligence with organizational commitment as intervening variables on employee performance in Banyuwangi Regency Government. *International Journal of Advanced Science and Technology*, 29(Query date: 2022-09-04 04:55:28), 5333–5342.
- Sudiardhita, K. I., Mukhtar, S., Hartono, B., Sariwulan, T., & Nikensari, S. I. (2018). The effect of compensation, motivation of employee and work satisfaction to employee performance Pt. Bank Xyz (Persero) Tbk. *Academy of Strategic Management Journal*, 17(4), 1–14.
- Supardi, S. (2012). *Kinerja Guru*. Jakarta: Rajawali Press.
- Supatni, M. E., Nimran, U., & Utami, H. N. (2013). Pengaruh pelatihan, kompensasi terhadap kepuasan kerja karyawan dan kinerja karyawan. *Profit: Jurnal Administrasi Bisnis*, 7(1), 25–37.
- Suratman, S., Arafat, Y., & Eddy, S. (2020). The Influence of Principal's Leadership and Teacher's Competence toward Teacher's Performance in Indonesia. *Journal of Social Work and Science Education*, 1(2), 96–104. <https://doi.org/10.52690/jswse.v1i2.32>
- Tambrin, M., Wasliman, I., Hanafiah, H., & Mudrikah, A. (2021). Implementation and evaluation of teachers' performance supervision at Madrasah Aliyah (Islamic Senior High School). *Journal of Education Research and Evaluation*, 5(4), 645–655. <https://doi.org/10.23887/jere.v5i4.32941>
- Tempelaar, D. T. (2006). The Role of Metacognition in Business Education. *Industry and Higher Education*, 20(5), 291–297. <https://doi.org/10.5367/000000006778702292>
- Tetuko, B. (2012). The influence of work motivation, organizational culture, principal leadership on job satisfaction and teacher performance in private high schools in Grobogan regency. *Educational Management*, 1(2), 129–134.

- Wekesa, J. N., & Nyaroo, S. (2013). Effect of compensation on performance of public secondary school teachers in Eldoret Municipality Kenya. *International Journal of Scientific and Research Publications*, 3(6), 1–4.
- Yang, X., & Kaiser, G. (2022). The impact of mathematics teachers' professional competence on instructional quality and students' mathematics learning outcomes. *Current Opinion in Behavioral Sciences*, 48, 101225. <https://doi.org/10.1016/j.cobeha.2022.101225>
- Zahroh, A., Anggraeni, K., & Karim, H. (2021). Human Resources on Increasing Teacher Performance in Islamic Education Institution. *Journal of Instructional and Development Researches*, 1(2), 48–59. <https://doi.org/10.53621/jider.v1i2.62>
- Zohriah, A., Fauzi, A., & Pandini, I. R. (2022). The Impact of Managerial and Principal Academic Supervision on Teacher Performance. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*, 7(3), 436–450. <https://doi.org/10.31538/ndh.v7i3.2607>