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Research Article

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The Effect of Motivation and Compensation on Teacher Performance Through Self-Efficacy: Case Study at SMKN 1 Sukabumi City

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Abstract: *This study aims to analyze the influence of motivation and compensation on teacher performance through self-efficacy at SMKN 1 Sukabumi City. This research method is quantitative with the type of explanatory research and causal research, and as many as 107 teachers at SMKN 1 Sukabumi City were used as research samples. The data was collected through Google Forms and analyzed using smartPLS version 4.1.0.0 with Outer Model, Inner Model, and Bootstrapping techniques. The results of this study show that: (1) Motivation has a significant negative effect on teacher performance (coefficient -0.217, t-statistic 2.090, p-value 0.037). This means that increasing motivation decreases teacher performance. (2) Compensation had a significant positive effect on teacher performance (coefficient 0.207, t-statistic 2.199, p-value 0.028). Increased compensation improves teacher performance. (3) Motivation had a significant positive effect on self-efficacy (coefficient 0.266, t-statistic 2.940, p-value 0.003). The higher the motivation, the higher the teacher's self-efficacy. (4) Compensation had a significant positive effect on self-efficacy (coefficient 0.314, t-statistic 3.861, p-value 0.000). The higher the compensation, the higher the teacher's self-efficacy. (5) Self-efficacy has a significant positive effect on teacher performance (coefficient 0.511, t-statistic 5.849, p-value 0.000). The higher the self-efficacy, the better the teacher's performance. (6) Motivation influences teacher performance through self-efficacy (coefficient 0.136, t-statistic 2.877, p-value 0.004). Self-efficacy is an important mediator with a contribution of 13.6%. (7) Compensation affects teacher performance through self-efficacy (coefficient 0.160, t-statistic 3.081, p-value 0.002). Self-efficacy is an important mediator with a contribution of 16%.*

Keywords*: motivation, compensation, self-efficacy, teacher performance.*

Introduction

The quality of Human Resources (HR) that can compete in the current era of globalization is an urgent need for every country in various fields. The progress of a nation is often characterized by an increase in the quality index or professionalism of its human resources. Improving the quality of human resources is a strategic step that must be taken to ensure competitiveness on the international stage, as well as to advance national development in various sectors (Kusuma Widjaja, 2021).

Educating the nation's life is one of the state's goals enshrined in the 4th paragraph of the Preamble to the 1945 Constitution. To achieve this goal, efforts are needed through education that covers various fields of science, technology, and communication. This education must also focus on character development, emotional and spiritual intelligence, and the ability to compete with other countries (Tungkasamit et al., 2014). Realizing this goal requires a joint movement from all components of the nation. The government has set national education standards through Government Regulation Number 4 of 2022 to ensure the quality of national education. The regulation explains that one of the most important elements in improving the quality of education is that teachers as the first line in the educational process, have an important role and influence on the success of learning at all levels of educational units(Sarkadi et al., 2020).

However, the performance of teachers in Indonesia is still not optimal. Data from the World Population

Reviewin 2021 shows that Indonesia is ranked 54th out of 78 countries in the world education system (Alhidayatullah, 2023). The results of a survey from the Organization for Economic Co-operation and Development (OECD) as well as in the Program for International Student Assessment (PISA) in 2022 placed Indonesia in the 68th position out of 81 countries, with the majority of students not achieving the minimum proficiency level (Alam, 2023). Furthermore, the results of the 2019 Teacher Competency Test (UKG) show worrying data, based on data (Ministry of Education and Culture, 2020:23), there is no average achievement of teacher competence that reaches the minimum competency standard at 75, with the average score of West Java province 58.97, the average score of Sukabumi city 62.77 for the vocational school level, and the pedagogical score of 57.94 and professional score of 64.89, respectively. This indicates the need to improve teacher performance as the spearhead in the learning process.

Vocational school teachers, especially at SMKN 1 Sukabumi City, are expected to be able to guide students towards a positive mindset and prepare them to enter the world of work. The role of teachers is very important in shaping students' mentality and skills so that they are ready to compete in a competitive job market(Subiarto & Wakhudin, 2021). It can be seen in the table below:

Table 1. SMKN 1 Sukabumi City Education Report Card in 2024

No	Indicators	Accomplished	Score Report 2024	Score Change from Last Year	Score Report 2023
1	Literacy skills	Good	84.44	Up20.00	64.44
2	Numeracy skills	Good	84.44	Up29.89	54.55
3	Character	Good	53.85	Down 1.30	55.15
4	Absorption of vocational	Good	93.39	Up2.68	90.71
5	Quality of learning	Keep	62.43	Down 0.26	62.69
6	Security climate of educational units	Good	72.2	Up0.39	71.81
7	Climate Diversity	Good	74.02	Up5.61	68.41

Source: Summary of Education Report Card (kemendikbud.go.id) and processed by researchers (2024)

Table 1 above explains the 2024 SMKN 1 Sukabumi City education report card, there are several changes in achievements and scores from last year. Although most indicators show improvement, there is a decline in the quality of learning, which is "moderate". Initial observations also identified several challenges faced by teachers at SMKN 1 Sukabumi City, including lack of curriculum adjustment, decreased learning enthusiasm, poor communication, inconsistent attendance, and unfair compensation.

Maximum teacher performance can be influenced by various factors, such as motivation, compensation, and self-efficacy. Motivation, as an encouragement that encourages teachers to achieve expected goals and expectations, is the main factor in determining how dedicated teachers are in the learning process(Nurodin et al., 2023). In addition, fair and adequate compensation also has an important role in motivating teachers to improve their performance (Mulyaningtyas & Soliha, 2023). Compensation not only serves as an award for teachers' achievements, but also as one of the factors that affects job satisfaction and motivation levels. In addition, high self-efficacy is also a significant factor in determining teacher performance (Saefudin et al., 2021). Teachers who believe in their abilities and competencies are more likely to overcome obstacles and challenges in the learning process, and have high motivation and dedication in carrying out their duties and responsibilities (Tang et al., 2020).

Although there have been several studies related to the influence of motivation, compensation, and self-efficacy on teacher performance, there is still a research gap with mixed findings. Several studies have found that motivation has a positive and significant effect on teacher performance (Apipah et al., 2023; Hamsal et al., 2023; Lubis et al., 2022), but other studies show different results (Yudiyanto et al., 2020). Likewise, with compensation, several studies state that compensation has a positive and significant effect on teacher performance (Briliarto, 2022; Yudiyanto et al., 2020), but there are also those who find the opposite results (Hamsal et al., 2023; Surya et al., 2022; Yusvenda et al., 2023). Similarly, with self-efficacy, several studies have found a positive influence on teacher performance (Kahar et al., 2023; Lubis et al., 2022), but there are also those who do not find significant influence (Handayani and Sunarto, 2022). Based on the empirical phenomenon and research gap, the purpose of this study is to find out and analyze the influence of motivation and compensation on teacher performance through self-efficacy.

Literature Review

Work Motivation on Teacher Performance

Motivation is an encouragement from within a teacher due to stimuli from oneself (internal motivation) and external stimuli (external motivation) to do work in accordance with their main duties and functions (Mbukanma, 2022). The Existence, Relationships, and Growth (ERG) theory put forward by Alderfer provides an in-depth understanding of the relationship between teacher motivation and performance. This theory identifies three categories of needs that affect individual motivation, namely existence needs, relationship needs, and growth needs. When these needs are met, individuals will be motivated to work more effectively and achieve optimal performance (Effiyanti et al., 2023).

A number of studies have shown a positive relationship between teacher motivation and performance. Research by Hamsal et al. (2023), found that motivation has a significant effect on the performance of PAUD teachers in Tambang District, Kampar Regency. Likewise, research by Apipah et al. (2023), concluded that work motivation influences teacher performance at SMK Baitul Hamdi Boarding School, Pandeglang, Banten. Similar findings also occurred in the study by Pane et al. (2023) at a private high school in East Baturaja District. Research by Lubis et al. (2022), showing that motivation has a significant effect on the performance of driving teachers in Mandailing Natal Regency. Research by Mujahada (2023) found that motivation has a positive and significant influence on employee performance in general. Similar findings were obtained in a study by Sulastri & Uriawan (2020) on employee performance. Other studies such as those conducted by Surya et al. (2022) and Yusvenda et al. (2023) also support the finding that work motivation has a positive and significant effect on teacher performance in various contexts. Teachers who have high motivation tend to have greater enthusiasm and perseverance in carrying out learning tasks. Motivation encourages them to improve the quality of learning, develop innovative teaching methods, and pay more attention to students (Syam & Saman, 2022).These all contribute to improving teachers' performance in achieving educational goals. From the above statement, the following research hypothesis can be taken:

H1: There is a significant influence of work motivation on teacher performance.

Compensation for Teacher Performance

Compensation can be divided into two main types, namely direct compensation such as salary and bonuses, and indirect compensation such as insurance and leave facilities. The compensation theory put forward by Henry Simamora (in Hamsal et al., 2023) divides compensation into two main categories,

namely financial compensation and non-financial compensation (Lestari et al., 2021). Financial compensation includes salaries, and incentives, while non-financial compensation includes benefits and facilities. Several previous studies have shown that compensation has a positive influence on teacher performance. For example, research by Briliarto (2022) found that compensation had a significant effect on teacher performance at the Hamong Putera College Foundation in Sleman. Similar findings were also obtained by Yudiyanto et al. (2020), who concluded that compensation has a positive and significant effect on the performance of non-civil servant teachers at SMK Negeri 1 Banyuanyar Probolinggo. Adequate and fair compensation can increase teachers' motivation and job satisfaction. Teachers who are satisfied with the compensation received tend to have better enthusiasm and dedication in carrying out learning tasks. This can ultimately improve teachers' performance in achieving educational goals. From the above statement, the following research hypothesis can be drawn:
H2: There is a significant influence of compensation on teacher performance

Work Motivation for Self-Efficacy

High motivation promotes an increase in one's self-efficacy, motivates individuals to take necessary actions, challenges themselves, and strengthens confidence in one's abilities (Tang et al., 2016). This has an impact on improving the quality of teacher performance in several aspects. First, motivation helps teachers have a clearer understanding of their goals in teaching, which in turn makes them more focused and committed to achieving those goals (Kaldi & Xafakos, 2017). Second, motivation increases teachers' involvement in the teaching process, making them more active, creative, and ready to adapt to change. Third, motivation affects the quality of teachers' teaching by making them more focused on developing relevant teaching materials, more effective in using teaching strategies, and better able to improve student learning outcomes (Mbukanma, 2022). Fourth, motivation can increase teachers' job satisfaction, so that they are more satisfied, confident, and able to face challenges in teaching. Finally, motivation also affects the quality of the teacher's relationship with students, making teachers more able to help, be more empathetic, and more effective in improving student learning outcomes(Fahmi et al., 2022). From the above statement, the following research hypothesis can be drawn:
H3: There is a significant influence of work motivation on self-efficacy

Compensation for Self-Efficacy

Compensation has an important role in improving teachers' self-efficacy. Through wages, salaries, or other forms of rewards, teachers feel appreciated for their contributions to education. The positive impact of compensation on teachers' self-efficacy can be seen in several aspects, namely: 1) compensation helps teachers to have a clearer understanding of their goals in teaching(Keiler, 2018). Teachers who feel valued become more focused and committed to achieving educational goals. 2) compensation increases teacher involvement in the teaching process. Teachers who feel valued tend to be more active, creative, and ready to adapt to changes in learning (Azainil et al., 2021). 3) compensation also contributes to improving the quality of teacher teaching. Teachers who feel valued are more focused on developing relevant teaching materials, using effective teaching strategies, and are able to improve student learning outcomes(Maritasari et al., 2020). 4) Compensation also affects teachers' job satisfaction. Teachers who are satisfied with the compensation they receive tend to be more confident and able to face pressure and challenges in teaching; and 5) compensation affects the quality of the relationship between teachers and students. Teachers who feel valued will be better able to help students, be more empathetic, and more effective in improving student

learning outcomes. Previous research has shown that self-compensation and efficacy have a positive influence on teacher performance. Research conducted by Kahar et al. (2023), found that the higher the self-efficacy of a teacher, the better his performance in carrying out his duties and responsibilities. Self-efficacy is influenced by teachers' experiences, beliefs, and work environment.From the above statement, the following research hypothesis can be drawn:
H4: There is a significant effect of compensation on self-efficacy

Self-Efficacy on Teacher Performance

Teachers with high self-efficacy tend to be more capable in teaching, developing teaching materials, and motivating students to learn. They are also more effective in using teaching strategies, able to improve learning outcomes. A number of studies have shown a positive impact of self-efficacy on teacher performance. For example, research by Kahar et al. (2023), found that self-efficacy contributes significantly to the performance of guidance and counseling teachers at SMA and SMK Negeri Kendari City. Likewise, research by Lubis et al. (2022), shows that there is a very significant influence between self-efficacy and work motivation on the performance of batch 4 driving teachers in Mandailing Natal Regency. High self-efficacy of teachers is also related to improving their ability to carry out learning tasks (Andrew & Field, 1998). Confident teachers are more likely to develop innovative teaching methods, manage classes effectively, and pay more attention to students(Çetin & Aşkun, 2018). This ultimately helps improve teachers' performance in achieving educational goals.From the above statement, the following research hypothesis can be drawn:
H5: There is a significant influence of self-efficacy on teacher performance

Work Motivation for Teacher Performance Through Self-Efficacy

A number of studies have shown a positive impact of motivation and self-efficacy on teacher performance. For example, a study conducted by Apipah et al. (2023), concluded that work motivation influences teacher performance at SMK Baitul Hamdi Boarding School, Pandeglang, Banten. Teachers who have high motivation tend to show better self-efficacy in facing learning tasks. Research by Hamsal et al. (2023), found that motivation also had a significant effect on the performance of PAUD teachers in Tambang District, Kampar Regency. Meanwhile, another study by Mujahada (2023) shows that motivation has a positive and significant influence on employee performance in general. Furthermore, research on self-efficacy in the context of teacher performance also provides important findings. Kahar et al. (2023), found that the higher the self-efficacy of a teacher, the better his performance in carrying out his duties and responsibilities. Self-efficacy is influenced by teachers' experiences, beliefs, and work environment. Similar findings were found in a study by Pratikayanti & Putra (2021), which showed a significant relationship between teachers' self-efficacy and discipline with their performance. Overall, this study indicates that teachers' work motivation has a significant impact on performance through self-efficacy. By understanding ERG theory and the factors that influence motivation, schools can take strategic steps to improve teacher motivation.From the above statement, the following research hypothesis can be drawn:
H6: There is a significant influence of work motivation on teacher performance through self-efficacy.

Compensation for Teacher Performance Through Self-Efficacy

A number of previous studies have shown the impact of compensation and self-efficacy on teacher performance. For example, research by Briliarto (2022) found that compensation had a significant effect on

teacher performance at the Hamong Putera College Foundation in Sleman. Similar findings were found by Yudiyanto et al. (2020), who concluded that compensation had a positive and significant effect on the performance of non-civil servant teachers at SMK Negeri 1 Banyuanyar Probolinggo. Adequate and fair compensation can increase teachers' job satisfaction. Teachers who are satisfied with the compensation they receive tend to have better confidence and self-efficacy in carrying out learning tasks. This high self-efficacy will then encourage teachers to display optimal performance in the learning process. A study by Kahar et al. (2023), found that the higher the self-efficacy of a teacher, the better his performance in carrying out his duties and responsibilities. Self-efficacy is influenced by teachers' experiences, beliefs, and work environment. Meanwhile, research by Pratikayanti & Putra (2021), shows that there is a significant relationship between teachers' self-efficacy and discipline and their performance.From the above statement, the following research hypothesis can be drawn:

H7: There is a significant effect of compensation on teacher performance through self-efficacy

From the description of the hypothesis above, the research framework can be described as follows:

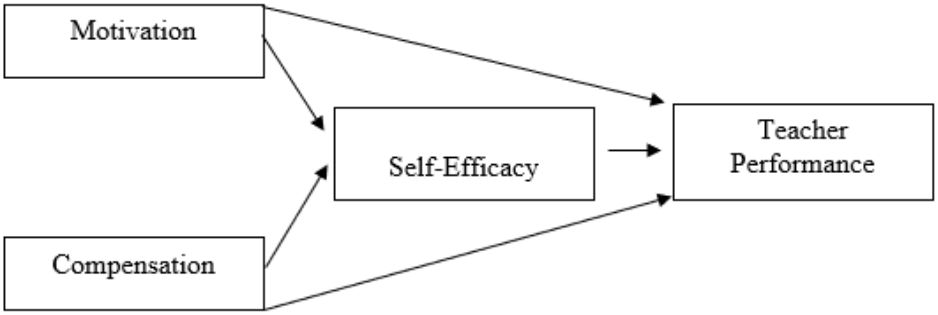

Figure 1. Research Outline

Method

Types and Objects of Research

This study uses a quantitative method with the type of explanatory research with the type of causal research, which is research that aims to explain the causal relationship between variables through hypothesis testing (Sugiyono, 2019). The object of research in this study is motivation, compensation, teacher performance, and self-efficacy, with the subject and location of research on teachers at SMKN 1 Sukabumi City.

Research Design

The research design is an observational analysis using a cross-sectional design, with the distribution of questionnaires (google form) given to teachers of SMKN 1 Sukabumi City, West Java Province.

Data Source

This study uses primary data, namely data collected from the distribution of questions or questionnaires with data analysis techniques including outer and inner models and bootstrapping, with the help of smartPLS software.

Population and Sample

A population is a combination of all elements in the form of events, things or people who have similar characteristics that are the center of attention of a researcher because it is seen as a study (Ferdinand, 2014).

The population of this study is 107 customers of SMKN 1 Sukabumi City Teachers. This study is called population research because all members of the population of 107 people were used as research samples.

Data Analysis Techniques

The analysis technique using Structural Equation Modeling (SEM) with a second-order model is a statistical method used to test and develop complex conceptual models (Ferdinand, 2014). Partial Least Squares Structural Equation Modeling (PLS-SEM) is one of the methods in SEM analysis. PLS is known as a "predictive cause-and-effect" approach, which focuses more on explaining variance in dependent variables. This method is designed to overcome some of the limitations that exist in SEM (Hair et al., 2022).

Results and Discussion

Respondent Characteristics

The characteristics of the respondents in this study consisted of education level, gender, and working period. The data on the characteristics of the respondents are presented as follows:

Table 1. Characteristics of Respondents

Information	Sum	Percentage
1. Education Level		
S1	91	85%
S2	16	15%
2. Gender		
Man	58	54%
Woman	49	46%
3. Working Period		
< 10 Years	38	36%
10-20 Years	48	45%
> 20 Years	21	20%
Sum	107	100%

Measurement Model (Outer Model)

Convergence Validity Test

Convergent Validity is an item that is assessed based on the correlation between the score/component score and the construct score, which can be seen from the standardized loading factor which describes the magnitude of the correlation between each measurement item (item) and its construct. Individual reflective measures are said to be high if they correlate more than 0.7 with the construct to be measured. According to Chin quoted by Imam Ghozali, an outer loading value between 0.5-0.6 is considered sufficient, as long as the validity and reliability of the construct meets the requirements, and the model is still newly developed. The following are the results of the convergent validity test on the variables of Motivation (X1), Compensation (X2), Self-Efficacy (Z), and Teacher Performance (Y).

Table 2. Results of Convergent Validity Test

Variables	Items	Loading Factor	Information
Motivation (X1)	X1.2	0.926	Valid
	X1.3	0.773	Valid
	X1.6	0.908	Valid
	X1.7	0.879	Valid
	X1.8	0.733	Valid
	X1.9	0.912	Valid
Compensation (X2)	X2.2	0.809	Valid
	X2.4	0.820	Valid
	X2.6	0.845	Valid
	X2.7	0.802	Valid
	X2.8	0.801	Valid
Self-Efficacy (Z)	Z1	0.888	Valid
	Z2	0.874	Valid
	Z3	0.886	Valid
	Z4	0.839	Valid
	Z5	0.749	Valid
Teacher Performance (Y)	Y1	0.979	Valid
	Y3	0.972	Valid
	Y4	0.846	Valid
	Y5	0.938	Valid
	Y8	0.955	Valid
	Y9	0.965	Valid
	Y12	0.828	Valid

Source: Primary data processed in 2024

Table 2 above displays the results of the Convergent Validity test with a focus on the variables of Motivation (X1), Compensation (X2), Self-Efficacy (Z), and Teacher Performance (Y). For the Motivation variable (X1), the tested items are X1.2, X1.3, X1.6, X1.7, X1.8, and These items show a strong correlation with the measured construct, ensuring good convergence validity. The Compensation Variable (X2) shows that items X2.2, X2.4, X2.6, X2.7, and X2.8 are all valid, with the loading factor being above 0.8 respectively. This indicates that all items in this variable are valid and reliable in their construction measurements. For the Self-Efficacy (Z) variable, all the items tested, namely Z1, Z2, Z3, Z4, and Z5, also showed validity with a loading factor above 0.7. This shows that these items are reliable in measuring the construct of Self-Efficacy. The Teacher Performance variable (Y) showed excellent validity, with all items tested, namely Y1, Y3, Y4, Y5, Y8, Y9, and Y12, having a loading factor above 0.8. Some items even have a loading factor that is close to or exceeds 0.9, showing very high validity in measuring the construct of Teacher Performance. Overall, the results of the Convergence Validity test in this table show that all items tested have a strong correlation with the measured construct, with a minimum qualifying factor loading value for convergence validity.

Discrimination Validity Test

The Discrimination Validity Test is a measurement model with reflective indicators that are assessed based on cross-loading measurements with constructs. Discriminatory validity indicates that a construct has a higher correlation with its measurement item compared to the item's correlation with other constructs. In

addition, another method to assess the validity of discrimination is to compare the value of the square root of Average Variance Extracted (AVE) with the value of the correlation between latent variables. To ensure the validity of discrimination, the root value of AVE must be greater than the correlation between other latent variables.

Table 3. Results of the Discriminant Validity Test

Variables	Indicator	X1	X2	Z	Y
Motivation (X1)	X1.2	0.926	0.479	0.399	0.125
	X1.3	0.773	0.513	0.404	0.128
	X1.6	0.908	0.435	0.353	0.089
	X1.7	0.879	0.399	0.332	0.045
	X1.8	0.733	0.470	0.357	0.098
	X1.9	0.912	0.502	0.389	0.117
Compensation (X2)	X2.2	0.329	0.809	0.272	0.220
	X2.4	0.548	0.820	0.421	0.311
	X2.6	0.580	0.845	0.497	0.343
	X2.7	0.332	0.802	0.303	0.184
	X2.8	0.309	0.801	0.275	0.179
Self-Efficacy (Z)	Z1	0.405	0.476	0.888	0.449
	Z2	0.284	0.390	0.874	0.449
	Z3	0.347	0.355	0.886	0.429
	Z4	0.368	0.312	0.839	0.351
	Z5	0.437	0.391	0.749	0.466
Teacher Performance (Y)	Y1	0.121	0.347	0.508	0.979
	Y3	0.134	0.343	0.509	0.972
	Y4	0.120	0.195	0.404	0.846
	Y5	0.088	0.258	0.447	0.938
	Y8	0.121	0.327	0.520	0.955
	Y9	0.115	0.295	0.478	0.965
	Y12	0.078	0.299	0.432	0.828

Source: Primary data processed in 2024

Table 3 above shows that all indicators have the highest correlation with their constructs compared to other constructs. For example, for the Motivation variable (X1), the X1.2 indicator has a loading factor of 0.926 with the X1 construct, which is higher than the loading factor with the X2 (0.479), Z (0.399), and Y (0.125) constructs. The same applies to other indicators in the variables of Compensation (X2), Self-Efficacy (Z), and Teacher Performance (Y), where the loading factor of each indicator against their construct is always higher than against other constructs.

Table 4. Root Value AVE

Variables	X1	X2	Z	Y
Motivation (X1)	**0.858**			
Compensation(X2)	0.549	**0.816**		
Self-Efficacy(Z)	0.438	0.460	**0.849**	
Teacher Performance (Y)	0.120	0.322	0.511	**0.928**

According to the Fornell-Larcker criterion, the validity of discrimination is considered adequate if the root value of the AVE for each construct is greater than the correlation between other constructs. Based on

the table above, here is the analysis for each variable: Motivation (X1): The root value of AVE is 0.858, which is greater than the correlation value between Motivation and other variables (0.549 for X2, 0.438 for Z, and 0.120 for Y). This shows a good discriminatory validity for the motivational variable. Compensation (X2): The root value of AVE is 0.816, which is greater than the correlation value between Compensation and other variables (0.549 for X1, 0.460 for Z, and 0.322 for Y). This indicates good discriminatory validity for the Compensation variable. Self-Efficacy (Z): The root value of AVE is 0.849, which is greater than the correlation value between Self-Efficacy and other variables (0.438 for X1, 0.460 for X2, and 0.511 for Y). This shows good discriminatory validity for the Self-Efficacy variable. Teacher Performance (Y): The root value of AVE is 0.928, which is greater than the correlation value between Teacher Performance and other variables (0.120 for X1, 0.322 for X2, and 0.511 for Z). This shows excellent discriminatory validity for the Teacher Performance variable.

Construction Reliability Test

Composite reliability is used to measure the reliability of a construct, which can be seen in the latent variable coefficient. In evaluating composite reliability, there are two main measuring tools, namely internal consistency and Cronbach's alpha. If the composite reliability value exceeds 0.70, the construction is considered to have high reliability. Meanwhile, Cronbach's alpha, which reinforces the composite reliability of results, states that a variable can be considered reliable if it has a Cronbach's alpha value of more than 0.60. The following are the results of the construct reliability test on the variables of Motivation (X1), Compensation (X2), Self-Efficacy (Z), and Teacher Performance (Y).

Table 5. Construct Validity and Reliability Values

Variables	*Cronbach's Alpha*	*Composite Reliability (rho_a)*	*Composite Reliability (rho_c)*	*Average Variance Extracted (AVE)*
Motivation (X1)	0.927	0.930	0.943	0.737
Compensation (X2)	0.884	0.914	0.908	0.665
Self-Efficacy (Z)	0.902	0.905	0.928	0.720
Teacher Performance	0.972	0.979	0.977	0.861

Based on the results of the reliability and validity test of this construct, all variables (Motivation, Compensation, Self-Efficacy, and Teacher Performance) show high reliability and adequate validity. The high composite reliability and Cronbach's alpha values ensure that the instruments used in this study are consistent and reliable to measure the construct in question. An AVE value greater than 0.50 indicates that most of the variance in the indicator can be explained by a construct, so the validity of that construct is met.

Structural Model Evaluation (Inner Model)

The following is presented as a test of the determination coefficient for the variables of Motivation (X1), Compensation (X2), Self-Efficacy (Z), and Teacher Performance (Y).

Table 6. Coefficient of Determination Value

Variables	*R-Square*	*R-Square adjusted*
Self-Efficacy (Z)	0.261	0.246
Teacher Performance (Y)	0.301	0.281

The R-square value for the dependent variable Self-Efficacy (Z) was 0.261, and the adjusted R-square value was 0.246. This showed that 26.1% of the variability in Self-Efficacy could be explained by the independent variables in the model, and the adjusted value showed a slight decrease to 24.6% after considering the number of variables in the model. The R-square value for the dependent variable of Teacher Performance (Y) is 0.301, and the adjusted R-square value is 0.281. This shows that 30.1% of the variability in Teacher Performance can be explained by independent variables in the model, and the adjusted value shows a slight decrease to 28.1%. The results of the inner model test showed that the independent variables (Motivation, Compensation, and Self-Efficacy) had a significant influence on the dependent variables (Self-Efficacy and Teacher Performance). The R-square value shows that this model can explain the variation of dependent variables in the moderate category.

F Square Test

The F-squarevalue measures the effect of the size of the independent latent variable on the dependent latent variable in the model. This value helps assess the extent to which the independent variable contributes to the R-square of the dependent variable. If the F-square number produces a value of 0.02, the effect is small, the value of 0.15 is medium and the value is 0.35, the influence of the exogenous latent variable is declared large (Ghozali and Latan, 2019).

Table 7. Value of F Square

Variables	X1	X2	Z	Y
Motivation (X1)			0.067	0.044
Compensation (X2)			0.093	0.039
Self-Efficacy (Z)				0.276
Teacher Performance (Y)				

Based on table 7 above, it is explained that the Effect of Motivation (X1) on Self-Efficacy (Z): The value of F-square is 0.067. This shows that Motivation (X1) contributes considerably to the variability of Self-Efficacy (Z), although its contribution is not very large including small categories. Effect of Motivation (X1) on Teacher Performance (Y): The value of the F-square is 0.044. This shows that Motivation (X1) makes a relatively small contribution to the variability of Teacher Performance (Y) including a small category. Effect of Compensation (X2) on Self-Efficacy (Z): The value of the F-square is 0.093. This shows that Compensation (X2) makes a more significant contribution compared to Motivation (X1) to the variability of Self-Efficacy (Z) belonging to a small category. Effect of Compensation (X2) on Teacher Performance (Y): The value of the F-square is 0.039. This shows that Compensation (X2) makes a small contribution to the variability of Teacher Performance (Y) in a small category. Effect of Self-Efficacy (Z) on Teacher Performance (Y): The value of the F-square is 0.276. This shows that Self-Efficacy (Z) contributes considerably to the variability of Teacher Performance (Y) including the medium category. The results of the F-square analysis showed that the Self-Efficacy variable (Z) had the most significant influence on the Teacher Performance variable (Y), with an F-square value of 0.276. Meanwhile, Motivation (X1) and Compensation (X2) also contribute to the variability of Teacher Performance (Y) and Self-Efficacy (Z), but their influence is relatively small compared to Self-Efficacy (Z). This analysis strengthens the understanding that self-efficacy is a strong mediating variable in the model, exerting a significant influence on teacher performance.

Q Square Test (Q2) Predict

The criteria for measuring the strength of the model based on Q-Square Predictive Relevance (Q^2) are a value of 0.35 indicating a strong model, a value of 0.15 indicating a moderate model, and a value of 0.02 indicating a weak model(Ghozali, 2016).

Table 8. Value of Q Square (Q2) Predict

Variables	*Q-Square Predict*
EfficacySelf (Z)	0.222
Teacher	0.072

From table 8 above, the self-efficacy variable (Z) has a Q-Square Predictive Relevance value of 0.222, which indicates that this model has moderate predictive relevance because the value is greater than 0. Meanwhile, the teacher performance variable (Y) has a Q-Square Predictive Relevance value of 0.072, which indicates that this model has weak predictive relevance.

Data Feasibility Test

Goodness of Fit (GoF) values of Z= 0.4335 and Y= 0.5096 indicate that the GoF is higher than the minimum limit of 0.36 which is a requirement for a good instrument. The GoF values of Z= 0.4335 and Y= 0.5096 indicate that the data samples used are by the model studied and fall into the high level of model feasibility. From the R2, Q2, and GoF tests that have been carried out, it can be seen that the model formed is robust. Therefore, hypothesis testing can be carried out with the belief that the model provides a good representation of the observed phenomenon.

Research Model Development

Testing the results of the analysis with Partial Least Square (PLS) in knowing the influence between variables in full can be seen in figure 2 below:

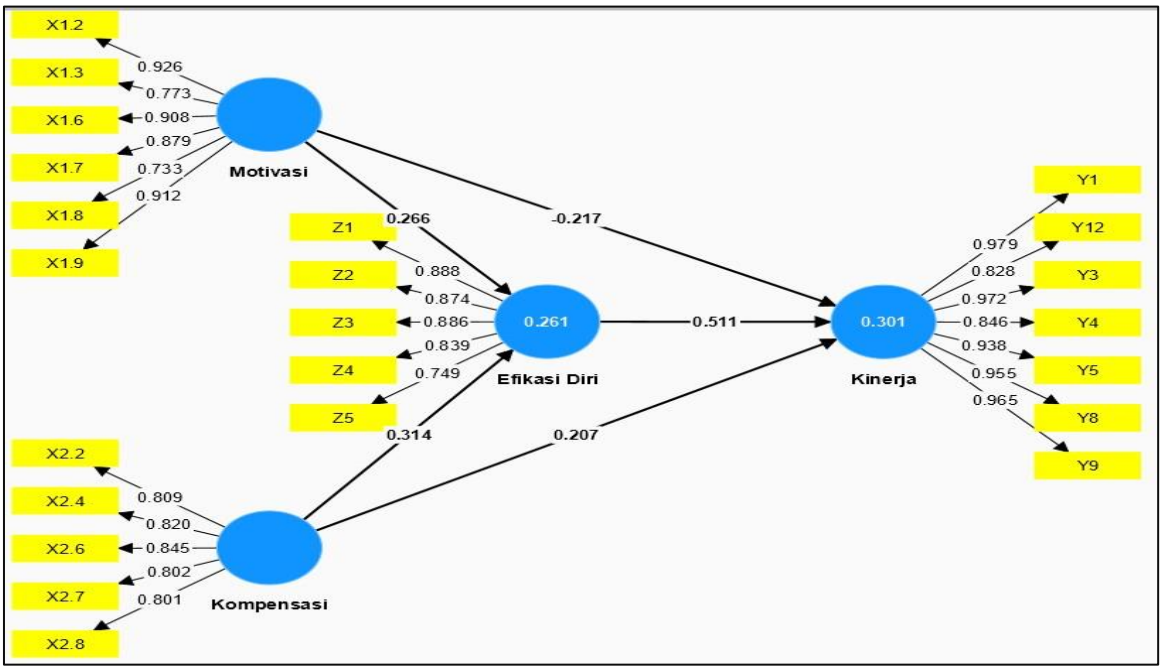

Figure 1. Partial Least Square Research Model

Hypothesis testing

Based on the empirical data used in this study, tests were carried out on the hypothesis proposed. The results of hypothesis testing are presented based on the value of the path coefficient and the t-statistic or associated probability value, so as to allow the evaluation of the correctness or validity of the hypothesis that has been proposed.

Table 10. Path Test Results

Variables	*Original Sample (O)*	*Sample Mean (M)*	*Standard Deviation (STDEV)*	*T Statistics (|O/STDEV|)*	*P Values*
Motivation (X1) -> Teacher Performance (Y)	-0.217	-0.206	0.104	2,090	0.037
Compensation (x2) -> Teacher Performance (Y)	0.207	0.210	0.094	2,199	0.028
Motivation (X1) -> Self-Efficacy (Z)	0.266	0.263	0.090	2,940	0.003
Compensation (x2) -> Self-Efficacy (Z)	0.314	0.325	0.081	3,861	0,000
Self-Efficacy (Z) -> Teacher Performance (Y)	0.511	0.507	0.087	5,849	0,000
Motivation (X1) -> Self-Efficacy (Z) -> Teacher Performance (Y)	0.136	0.131	0.047	2,877	0.004
Compensation (x2) -> Self-Efficacy (Z) -> Teacher Performance (Y)	0.160	0.165	0.052	3,081	0.002

Based on the results of hypothesis testing presented in table 10, the following is an explanation of the proposed hypothesis:

1. **H1: Motivation has a positive and significant effect on the performance of teachers of SMKN 1 Sukabumi City.**

   The results showed that the t-statistical value for the relationship between motivation (X1) and teacher performance (Y) was (2.090) greater than the t-table (1.983) and the p-value (0.037) was smaller than 0.05. Therefore, Ha is accepted and H0 is rejected, which means that motivation has a significant influence on teacher performance. However, a negative sign on the path coefficient indicates that the effect is negative, not positive. This means that the H1 hypothesis that states that motivation has a positive and significant effect on the performance of SMKN1 teachers in Sukabumi City is rejected. The results of this study are in line with previous research conducted by Yudiyanto et al in 2020. They found that work motivation had no significant influence on performance. Thus, the study reinforces previous findings that in some contexts, work motivation may not be a major factor influencing individual performance.

2. **H2: Compensation has a positive and significant effect on the performance of teachers of SMKN 1 Sukabumi City.**
   The results of the analysis show that the t-statistical value for the relationship between compensation (X2) and teacher performance (Y) is 2.199, with a p-value of 0.028. Since the t-statistical value > 1.983, and the p-value < 0.05, the H2 hypothesis is accepted. Therefore, it can be concluded that there is a positive and significant influence between compensation and the performance of teachers of SMKN 1 Sukabumi City, accepted. The results of this study are in line with several previous studies that show that compensation has a positive influence on teacher performance. Research by Briliarto (2022) found that compensation had a significant effect on teacher performance at the Hamong Putera College Foundation in Sleman, Yudiyanto et al. (2020), which concluded that compensation had a positive and significant effect on the performance of non-civil servant teachers at SMK Negeri 1 Banyuanyar Probolinggo. This study strengthens the evidence that adequate compensation can improve teacher performance, which can ultimately improve the quality of education.
3. **H3: Motivation has a positive and significant effect on the self-efficacy of SMKN 1 Sukabumi City.**
   The results of the analysis showed that the t-statistical value for the relationship between motivation (X1) and self-efficacy (Z) was 2.940, with a p-value of 0.003. Since the t-statistical value > 1.983, and the p-value < 0.05, the H3 hypothesis is accepted. Therefore, it can be concluded that motivation has a positive and significant influence on self-efficacy, accepted. The results of this study are in line with previous research which shows that motivation and self-efficacy have a positive influence on teacher performance. Research by Lubis et al., (2022) found a very significant influence between self-efficacy and work motivation on the performance of driving teachers in Mandailing Natal Regency, and Sulastri & Uriawan (2020) also showed that the work environment, motivation, and Self-efficacy of employees has a positive and significant influence on employee performance. These results reinforce the finding that both motivation and self-efficacy are important factors that can improve teacher performance, making an important contribution to the strategy of human resource development in the field of education.
4. **H4: Compensation has a positive and significant effect on the self-efficacy of teachers of SMKN 1 Sukabumi City.**
   The results of the analysis showed that the t-statistical value for the relationship between compensation (X2) and self-efficacy (Z) was 3.861, with a p-value of 0.000. Since the t-statistical value > 1.983, and the p-value < 0.05, the H4 hypothesis is accepted. Therefore, it can be concluded that compensation has a positive and significant influence on self-efficacy, accepted. The results of this study are in line with previous research which shows that compensation and self-efficacy have a positive influence on teacher performance. Research conducted by Kahar et al. (2023) found that the higher the self-efficacy of a teacher, the better his performance in carrying out his duties and responsibilities. This self-efficacy is influenced by the teacher's experience, beliefs, and work environment. Meanwhile, research by Pratikayanti & Putra (2021) shows that there is a significant relationship between self-efficacy and teacher discipline, and teacher performance.
5. **H5: Self-efficacy has a positive and significant effect on the performance of teachers of SMKN 1 Sukabumi City.**
   Results The results of the analysis showed that the t-statistical value for the relationship between self-efficacy (Z) and teacher performance (Y) was 5.849, with a p-value of 0.000. Since the t-statistical value > 1.983, and the p-value < 0.05, the H5 hypothesis is accepted. Therefore, it can be concluded that self-efficacy has a positive and significant influence on teacher performance, accepted. The results of this

study are in line with several previous studies that show a positive impact of self-efficacy on teacher performance. Research from Kahar et al. (2023) found that self-efficacy contributes significantly to the performance of guidance and counseling teachers at Kendari City State High Schools and Vocational Schools. Likewise, research from Lubis et al. (2022) shows that there is a very significant influence between self-efficacy and work motivation on the performance of batch 4 driving teachers in Mandailing Natal Regency. This finding strengthens the view that self-efficacy is an important factor in improving teacher performance. Teachers with high self-efficacy are better able to develop innovative learning methods, manage classes effectively, and pay greater attention to student needs.

6. **H6: Motivation has a positive and significant effect on the performance of SMKN 1 Sukabumi City Teachers through self-efficacy**

   The results of the analysis showed that the t-statistical value for the relationship between motivation (X1) and teacher performance (Y) through self-efficacy (Z) was 2.877, with a p-value of 0.004. Since the t-statistical value > 1.983, and the p-value < 0.05, the H6 hypothesis is accepted. Therefore, it can be concluded that motivation has a positive and significant effect on teacher performance through self-efficacy, accepted. The results of this study are in line with several previous studies that show a positive impact of motivation and self-efficacy on teacher performance. Research from Apipah et al. (2023) concluded that work motivation influences teacher performance at SMK Baitul Hamdi Boarding School Pandeglang Banten. Research by Hamsal et al. (2023) found that motivation also had a significant effect on the performance of PAUD teachers in Tambang District, Kampar Regency. These findings reinforce the evidence that motivation is an important factor in performance improvement, not only in the context of education but also in a variety of work environments.

7. **H7: Compensation has a positive and significant effect on the performance of teachers of SMKN 1 Sukabumi City through self-efficacy**

   The results of the analysis show that the t-statistical value for the relationship between compensation (X2) and teacher performance (Y) through self-efficacy (Z) is 3.081, with a p-value of 0.002. Since the t-statistical value > 1.983, and the p-value < 0.05, the H7 hypothesis is accepted. Therefore, it can be concluded that compensation has a positive and significant effect on teacher performance through self-efficacy, accepted. The results of this study are in line with several previous studies that have shown a positive impact of compensation and self-efficacy on teacher performance. Research from Briliarto (2022) found that compensation has a significant effect on teacher performance at the Hamong Putera College Foundation in Sleman. Likewise, a study from Yudiyanto et al. (2020), concluded that compensation has a positive and significant effect on the performance of non-civil servant teachers at SMK Negeri 1 Banyuanyar Probolinggo.

Conclusion

Based on the results of statistical tests on a number of proposed hypotheses, conclusions can be drawn, namely 1) there is a negative and significant influence of motivation on teacher performance with a path coefficient of -0.217 and a t-statistical value of 2.090 (p-value = 0.037). Despite the significant influence, the effect is negative, meaning that teachers' performance tends to decline as their motivation increases. 2) There was a positive and significant effect of compensation on teacher performance with a path coefficient of 0.207 and a t-statistical value of 2.199 (p-value = 0.028). This means that the increase in compensation received by teachers will be followed by an improvement in their performance. 3) There was a positive and significant influence of motivation on self-efficacy with a pathway coefficient of 0.266 and a t-statistical

value of 2.940 (p-value = 0.003). This means that the higher the motivation that a teacher has, the higher the self-efficacy they feel. 4) There was a positive and significant effect of compensation on self-efficacy with a pathway coefficient of 0.314 and a t-statistical value of 3.861 (p-value = 0.000). This means that the higher the level of compensation a teacher receives, the higher the self-efficacy they feel. 5) There was a positive and significant effect of self-efficacy on performance with a path coefficient of 0.511 and a t-statistical value of 5.849 (p-value = 0.000). This means that the higher the level of self-efficacy of a teacher, the better his or her performance. Teachers who have high self-efficacy feel more confident in their ability to teach and manage the classroom. 6) There was a positive and significant influence of motivation on performance through self-efficacy with a path coefficient of 0.136 and a t-statistical value of 2.877 (p-value = 0.004). This means that motivation has a positive effect on teacher performance through self-efficacy, suggesting that self-efficacy acts as an important mediator in this relationship. And with an R Square value of 0.136 (low influence), it means that high motivation increases self-efficacy, which then improves teacher performance. This shows that efforts to increase teachers' motivation will also have a positive impact on their performance through an increase in self-efficacy with a percentage value of 13.6% and the rest is influenced by other variables. 7) There was a positive and significant effect of compensation on performance through self-efficacy with a path coefficient of 0.160 and a statistical t-value of 3.081 (p-value = 0.002). This means that self-efficacy acts as an important mediator in this relationship. And with an R Square value of 0.160 (low influence), it means that adequate compensation increases self-efficacy, which then improves teacher performance. This shows that efforts to improve teachers' compensation will also have a positive impact on their performance through increased self-efficacy,with percentage values reaching 16% and the rest influenced by other variables.

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