The Effect of Compensation, Personality and Job Satisfaction on the Performance Teachers of Vocational High School 1 Kerinci District

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Abstract:- This research is motivated by a personality that is considered less supportive at work. This is due to inadequate compensation, low job satisfaction, and unstable teacher performance on the Performance of Teachers in Vocational High School 1 Kerinci District. A quantitative approach with multiple linear regression methods is used in this research. Data collection techniques using questionnaires, observation and interviews. Respondents of this study were 58 teachers in Vocational High School 1 Kerinci District. The sampling method used was themethod *total sampling* where the entire population in this study was used as the research sample. Hypothesis testing is calculated using the IBM *Statistical Package for Social Science* (SPSS) program version 24.0. From the results of this study found that partially compensation has a significant effect on teacher performance, personality has a significant effect on teacher performance, and job satisfaction has a significant effect on teacher performance. and simultaneously compensation, personality and job satisfaction have a significant effect on the performance of teachers of Vocational High School 1 Kerinci District.

Keywords:- *Compensation, Personality, Job Satisfaction, Teacher Performance.*

I. INTRODUCTION

Quality human resources can be created through madrasah education institutions as providers of formal education. Madrasas have won the public's trust in preparing and delivering the nation's generation of children to be able to compete in global competitions, which are increasingly having an impact on various activities of social life. The national education process in Indonesia has a goal, namely: developing the potential of students, so that they become human beings who believe and believe in God Almighty, have honorable, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

The quality of education and graduates is often seen as depending on the role of the teacher in managing the teaching components used in the teaching and learning process for which they are responsible. In order for the duties and responsibilities of the teacher to be carried out properly, the teacher must have a good performance. Teacher performance has always been the center of attention, because teachers are a determining factor in improving learning achievement and have a direct role in improving the quality of education.

Teacher performance is the teacher's effort to improve student achievement through teaching (Supriyadi, 1998, p.45). Not different from the above opinion, according to Joni (1991, p.143) in Sholeha, teacher performance is the teacher's ability to manage teaching and learning activities. From the explanation above, it can be interpreted that teacher performance is the ability of a teacher to perform an action in accordance with predetermined goals, which includes aspects of planning teaching and learning programs, implementing teaching and learning processes, creating and maintaining optimal classrooms, controlling optimal learning conditions and evaluating results. study. Performance is very important in determining the quality of a person's work, including a teacher.

In improving the quality of teacher performance, it is necessary to be compensated if the teacher does not carry out his duties properly. According to Hasibuan (2003, p.118), compensation is all income in the form of money, direct or indirect goods received by employees as.

Compensation for services rendered to agencies. Meanwhile, according to Ishak and Tanjung (2002, p.197), it is anything that is received by aryawan as remuneration or efforts that have been given to agencies. Apart from compensation, there are other factors that effect performance that are no less important, namely teacher personality and job satisfaction.

Personality is a characteristic of a person that causes consistency of feelings, thoughts, and behaviors (Pervin & Cervone, 2010). Meanwhile, according to Allport (in Alwisol, 2009), personality is a dynamic organization in a person's psychophysiological system that determines his unique adjustment model with his environment. According to Feist & Feist (2008) personality is a pattern of traits (character) and a unique character, which provides both consistency and individuality for one's behavior. In addition to personality factors, job satisfaction is also one of the factors that can improve teacher performance, if a teacher is satisfied, the results obtained will also be maximized.

According to Handoko (2006), job satisfaction is one of the variables that can affect the productivity or work performance of employees. This attitude is reflected by work morale, discipline, and work performance. Job satisfaction is enjoyed at work, outside work, and a combination of the two. Meanwhile, according to Rivai (2014), he states that satisfaction is an evaluation that describes a person who feels happy or dissatisfied at work. Other variables that can also affect employee productivity include motivation to work, levels of work stress experienced by employees, physical conditions of work, compensation, and other economic, technical and behavioral aspects. Jobs that provide job satisfaction for the perpetrators are jobs that are felt to be fun to do (Supriyanto & Machfudz, 2010).

Conversely, work that is unpleasant to do is an indicator of a sense of dissatisfaction at work (Bangun, 2012). And according to Effendy (2002), job satisfaction is defined by the extent to which individuals feel positively or negatively various factors or dimensions of tasks in their work.

Based on the description of the problem and several theories as well as the existence of previous research that has been described above, it can be seen the importance of improving teacher performance in Vocational High School 1 Kerinci District and researchers are interested in choosing the title: "The Effect of Compensation, Personality and Job Satisfaction on the Performance Teachers of Vocational High School 1 Kerinci District". The objectives to be achieved in this study are to determine and analyze:
1. To analyze compensation has a significant effect on teacher performance in Vocational High School 1 Kerinci District.
2. To analyze personality has a significant effect on teacher performance in Vocational High School 1 Kerinci District.
3. To analyze job satisfaction has a significant effect on teacher performance in Vocational High School 1 Kerinci District.
4. To analyze the effect of compensation, personality and job satisfaction together have a significant effect on teacher performance in Vocational High School 1 Kerinci District.

➤ *Performance*
According to Mangkunegara (2012, p.67), performance is the result of work in quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities assigned to him. The indicators of performance according to Priansa (2018, p.78), are: (a) Planning Learning; (b) Implementing Learning; (c) Assessing Learning Outcomes; (d) Guiding and Training Students.

➤ *Compensation*
According to Handoko (2016, p.114-118), compensation is important for employees as individuals because the amount of compensation reflects the size of their work among the employees themselves, their families

and the community. The indicators of the work environment according to Nzyoka and Orwa (2016), are: (a) The Relationship Between Financial Awards and Employee Performance; (b) The Relationship Between Pay and Performance; (c) The Relationship Between Promotion and Performance; (d) Relationship Between Bonuses, Fringe Benefits and Performance; (e) the relationship between appreciation, recognition and performance; and (f) Relationship Between Delegation and Performance.

➤ *Personality*
According to Gibson et al (1995), personality is a series of characteristics and stable tendencies that determine communality or general things and differences in human behavior. The indicators of work discipline according to Robbins (2006, p.131), are: (a) extroversion; (b) Ability to agree; (c) Ability to Hear Conscience; (d) Emotional Stability; and (e) Personality.

➤ *Job Satisfaction*
According to Abdurrahmat (2006), job satisfaction is a form of emotional attitude that is fun and loves the job he is doing. The indicators of work motivation according to Abdus (2014) are: (a) Job Content; (b) Organization and Management; (c) Supervision; (d) Opportunities for Advancement; (e) Working Conditions; and (f) Salary and Benefits.

II. RESEARCH CONCEPTUAL FRAMEWORK

Based on the research objectives, the conceptual framework of this study:
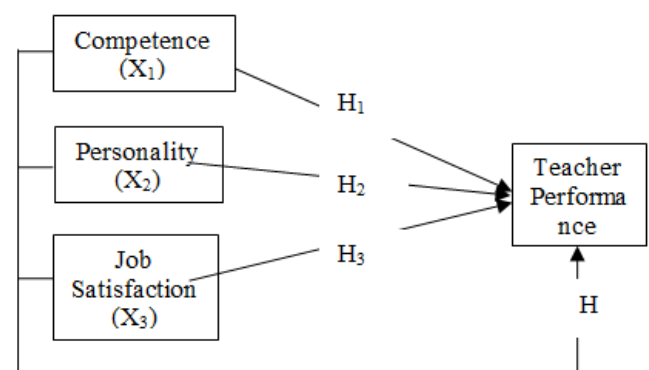

Figure 1. Research Conceptual Framework.

➤ *Hypotheses*
Based on the conceptual framework above, the hypothesis can be formulated in this study as follows:
H1: Compensation has a significant effect on the performance of teachers in Vocational High School 1 Kerinci District.
H2: Personality has a significant effect on the performance of teachers in Vocational High School 1 Kerinci District.
H3: Job satisfaction has a significant effect on the performance of teachers in Vocational High School 1 Kerinci District.

H4: Compensation, personality and job satisfaction together have a significant effect on the performance of teachers in Vocational High School 1 Kerinci District.

III. RESEARCH METHODS

➤ *Research Types*

Based on the formulation, objectives and research hypotheses, the method used in this research is quantitative research with correlational research type, which is a type of research that looks at the relationship between one variable and one or more other variables (Muri, 2015: p.64). Similar to Sumadi (2014, p.82), correlational research to purpose of detect the extent to which variations in a factor are related to variations on one or more other factors based on the correlation coefficient. From the description of the expert's opinion, this study analyzes the relationship between compensation, personality, and job satisfaction on teacher performance at Vocational High School 1 Kerinci District.

➤ *Population and sample*

Population and sample in a study have a central and decisive role (Muri, 2015, p.144). Population is the whole object of study that provides an accurate description of the research. According to Hamid (2014, p.55), population is the total number of objects or subjects that are used as data sources in a study that have the same characteristics or

characteristics. Thus, the population in this study were teachers of Vocational High School 1 Kerinci District. The research sample is a limited number and part of the population, a portion of the population that is selected and is representative of that population (Muri, 2015, p.150). Meanwhile, according to Sugiyono (2017, p.120), the sample is part of the number and characteristics possessed by the population and what is learned from the sample, the conclusions will be applicable to the population. However, because the sample used is the entire population, the sample in this study is the same as the population, namely all teachers of Vocational High School 1 Kerinci District, totaling 58 (fifty eight) people. The technique of taking this sample uses *total sampling technique* (whole sample), *total samplingsampling* is atechnique where the sample size is the same as the population (Sugiyono, 2017). The reason for taking *total sampling is* because according to Sugiyono (2017), the total population is less than 100, the entire population is used as the research sample.

IV. RESULTS AND DISCUSSION

➤ *Characteristics of Respondents*

Respondents of this study were teachers of Vocational High School 1 Kerinci District sampled where respondents have characteristics that vary as shown in the following table:

Table 1. *Characteristics of study respondents (n = 58)*

Profile	Category	Civil Servants	Honorary	Employee	
		Total (People)	Total (People)	Total (People)	Percentage (%)
Gender	Male	18	20	38	65,52
	Female	6	14	20	34,48
Age	< 25 Years	8	30	38	65,52
	25 – 35 Years	5	4	9	15,52
	35 – 50 Years	7	-	7	12,07
	> 50 Years	4	-	4	6,90
Education	D-IV / S-I	20	34	54	93,10
	S-II	4	-	4	6,90
Work Periode	< 5 Years	12	9	21	36,21
	5 – 10 Years	7	25	32	55,17
	10 – 20 Years	5	-	5	8,62

Source: Secondary Data, Vocational High School 1 Kerinci District, Writer, 2020.

Based on table 1 above, more respondents were male, as much as 65.52 percent and the rest were women 34.48 percent. When viewed from age, more respondents aged >25 years were 65.52 percent, respondents aged 25-35 were 15.52 percent, respondents aged 35-20 were 12.07 percent and the rest were respondents aged> 50 as many as 6.90 percent. From the education research respondents, it can be seen that the results of the D-IV / SI education respondents were 93.10 percent and the rest were S-II respondents as much as 6.90 percent. In terms of working tenure

respondents, respondents with the highest working tenure were respondents 10-20 years, namely 55.17 percent, respondents 5-10 years as many as 36.21 percent, while the rest were respondents > 20 years as many as 8.62 percent.

➤ *Descriptive Research Results*

The results of this study are based on the results of the instruments given to respondents, amounting to 58 (forty-two) respondents. In general, the results of this study can be seen in the following table:

Table 2. Results of Variable Descriptive Analysis

	N	Min	Max	Sum	Mean	Std. Dev	Item	TCR	Desc.
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	of Question	(%)	
Compensation	58	36,00	53,00	2809,00	48,4310	3,08427	12	80,72	Good
Personality	58	30,00	50,00	2356,00	40,6207	2,38289	10	81,24	Good
Job Satisfaction	58	36,00	60,00	2823,00	48,6724	2,63171	12	81,12	Good
Performance	58	36,00	51,00	2797,00	48,2241	2,09463	12	80,37	Good
Valid N (listwise)	58								

Source: Primary Data, Processed by IBM SPSS 24.0, 2020.

From the table above it can be seen that each variable has an average between 40.62 percent - 48.67 percent and the Respondents' Achievement Rate (TCR) between 80.37 percent - 81, 24 percent with an average TCR of 80.86 percent. This may imply that each variable respondents had an average response either category.

➤ *Multiple Linear Regression*
Analysis This analysis is used to determine the effect of the independent variables on the dependent variable (*dependent*), and the effect of the independent variables and the dependent variable can be calculated through a multiple regression equation. Based on computer calculations using the IBM SPSS *for Windows* Version 24.0 program.

The following table recaps for the results of the regression coefficients,$_t$ significance value,$F_{calculated}$ value, and the value of R Square ($R^{2)}$). The results can be seen in the following table:

Table 3. Multiple Linear Regression Analysis Test

Variable	Coef. Regresi	t_{count}	Sig.
(Constant)	12,649		
Compensation	0,681	7,733	0,000
Personality	0,445	4,028	0,000
Job Satisfaction	0,222	2,144	0,037
F$_{count}$ = 58,048	**Sig.** 0,000		
R^2 = 0, 770			

Source: Primary Data, IBM SPSS Ver. 24.0, 2020.

From the table above, the form of the regression equation model for the effect of compensation, personality and job satisfaction on teachers performance of Vocational High School 1 Kerinci District is as follows:

$$Y = 12.649 + 0.681X_1 + 0.445X_2 + 0.222X_3 + e$$

Description of the equation above:
α = 12,649; it means that without the effect of Compensation, Personality and Job Satisfaction, there isc already a performance of 12.649 percent.
b_1 = 0,681; it means that there is a positive effect between the compensation variable (X_1) on performance (Y). This indicates that the higher or the increase of compensation, it will increase performance. The regression coefficient value for work compensation is 0.681, which means that for each increase of one unit of work compensation, the performance increases by 68.1 percent.
b_2 = 0,445; it means that there is a positive effect between the personality variable (X_2) on performance (Y). This shows that the more increasing or increasing Personality, it will increase performance. The Personality regression coefficient value is 0.445, which means that for each increase of one Personality unit, the performance increases by 44.5 percent.
b_3 = 0.222; it means that there is a positive influencethe Job Satisfaction variable (X_3) on performance (Y). This shows that the increase or increase in Job Satisfaction, it will increase performance. The regression coefficient value for Job Satisfaction is 0.222, which means that for each increase of one unit of Job Satisfaction, the performance increases by 22.2 percent.

➤ *Hypothesis Testing*

t test (partial)
t test (partial) is intended to determine the effect of partial (individual) compensation, personality and job satisfaction on performance, and can do partial test (t test) of each variable causes (Independent) to the result variable (dependent) as follows:

Table 4. Results of t test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	12.649	4.845		2.611	0.012
Compensation	0.681	0.088	0.566	7.733	0.000
Personality	0.445	0.110	0.343	4.028	0.000
Job Satisfaction	0.222	0.104	0.187	2.144	0.037

Source: Primary Data, Data Processing Results IBM SPSS Ver. 24.0, Year 2020.

1. Effect of compensation (X_1) on the performance (Y)
   The analysis results Compensation variable (X_1) of the performance variable (Y) obtained by $value_t = 7,733$ (df = 58-4 = 54; $t_{table} = 2.00488$); $(t_{count} > t_{table})$, with a significant level of 0.000 <0.05, consequently hypothesis one (H1) is accepted. The results of the analysis show that partially there is a significant effect between the compensation variable on the teacher performance of Vocational High School 1 Kerinci District.

2. Personality effect (X_2) the performance of (Y)
   The analysis results personality variables (X_2) of the performance variable (Y) obtained $t_{count} = 4.028$ (df = 58-4 = 54; $t_{table} = 2.00488$); $(t_{count} > t_{table})$, with a significant level of 0.000 < 0.05, consequently the second hypothesis (H2) is accepted. The results of the analysis show that partially there is a significant effect between personality variables on the teacher

performance of Vocational High School 1 Kerinci District.

3. The effect of job satisfaction (X_3) on performance (Y)
   The results of the analysis of the effect of variables (X_3) for the performance variable (Y), the value of $t_{count} = 2.144$ (df = 58-4 = 54; $t_{table} = 2.00488$); $(t_{count} > t_{table})$, with a significant level of 0.037 <0.05, as a result, hypothesis three (H3) is accepted. The results of the analysis show that partially there is a significant Effect between the Job Satisfaction variable on the teacher performance of Vocational High School 1 Kerinci District.

➢ *F test (Simultaneous)*
   F test (model feasibility) is intended to determine the effect of the independent variables simultaneously (together) on the dependent variable. From this table, simultaneous test (F test) of the independent variables can be carried out simultaneously on the dependent variable.

Table 5. F Test Results

ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	752.774	3	250.925	58.048	0.000[b]
Residual	224.780	54	4.323		
Total	977.554	57			

Source: Primary Data, Processed by the Writer, 2020.

The results of the analysis of the effect of Compensation (X_1), Personality (X_2), Job Satisfaction (X_3) simultaneously (jointly) on performance (Y), obtained a value F_{count} of 58.048 with a significance probability of 0.000 > 0.05. With df1 = (k – 1) = 3, df2 = 58 - 4 = 54, F_{table} 2.78, then $F_{count} > F_{table}$ or 58.048 > 2.78, consequently the hypothesis is accepted. The results of the analysis show that simultaneously (together) there is a significant effect between the variables of Compensation, Personality, and Job

Satisfaction on the teacher performance of Vocational High School 1 Kerinci District.

➢ *The coefficient of determination (R^2)*
   Analysis of the coefficient of determination for the compensation variable, Personality, and job satisfaction with the teacher performance of Vocational High School 1 Kerinci District were carried out using the IBM SPSS for Windows Version 24.0 program with the output form of SPSS as stated below:

Table 6. Results of R Square

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,878[a]	0,770	0,757	2,07911

Source: Primary Data, Data Processing Results IBM SPSS Ver. 24.0, Year 2020.

Based on the results of the regression estimation calculation, the adjusted coefficient of determination or R Square is 0.770, meaning that 77 percent of the variation of all independent variables can explain dependent variables, while the remaining 23 percent is explained by other

variables not examined in the study this. Due to the value of R^2 close to 1 (one), then the contribution (effect) independent of the dependent variables simultaneously is very big effect.

➢ *Effect of Compensation on Teacher Performance*

The first objective of this study was to determine the effect of compensation on the teacher performance of Vocational High School 1 Kerinci District. The results of statistical analysis using multiple linear regression indicate that the first hypothesis is accepted. The results of analysis of the effect of variable compensation (X_1) of the performance variable (Y) obtained by $t_{count} = 7.733$ (df = 58-4 = 54; $t_{table} = 2.00488$) ($t_{count} > t_{table}$), with a significant level of $0.000 < 0.05$, consequently the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. The results of research by Zaeni., Et al. (2015), Jayanti and Sunaryo (2018) and Subhan (2017), show that there is a positive and significant effect of Pedagogic Competence on Teacher Performance. It can be concluded Compensation would improve *performance* or teacher performance.

➢ *The Effect of Personality on Teacher Performance*

The second objective of this study was to determine the effect of personality on the teacher performance of Vocational High School 1 Kerinci District. The results of statistical analysis using multiple linear regression indicate that the second hypothesis is accepted. The results of analysis of the effect of personality variables (X_2) on the performance variable (Y) obtained $t_{count} = 4.028$ (df = 58-4 = 54; $t_{table} = 2.00488$); ($t_{count} > t_{table}$), with a significant level of $0.000 < 0.05$, consequently the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. The results of the analysis show that partially there is a significant effect between the personality variables on the teacher performance of Vocational High School 1 Kerinci District. Personality is a characteristic of a person that causes consistency in feelings, thoughts, and behaviors (Pervin & Cervone, 2010). Meanwhile, according to Allport (in Alwisol, 2009) personality is a dynamic organization in a person's psychophysiological system that determines his unique adjustment model with his environment. According to Feist & Feist (2008) personality is a pattern of traits (character) and a unique character, which provides both consistency and individuality to one's behavior. So it can be concluded that Personality will increase the performance or Teacher Performance.

➢ *Effect of Job Satisfaction on Teacher Performance*

The third objective of this study was to determine the effect of Job Satisfaction on the teacher performance of Vocational High School 1 Kerinci District. The results of statistical analysis using multiple linear regression indicate that the third hypothesis is accepted. The results of the analysis of the effect of the Personality variable (X_3) for the performance variable (Y*), the value of $t_{count} = 2.144$ (df = 58-4 = 54; $t_{table} = 2.00488$); ($t_{count} > t_{table}$), with a significant level of $0.037 < 0.05$, consequently the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. The results of the analysis show that partially there is a significant effect between the Job Satisfaction variable on the teacher performance of Vocational High School 1 Kerinci District. According to Handoko (2016) job satisfaction is one of the variables that can affect the productivity or work performance of employees. This attitude is reflected by work morale, discipline, and work performance. Job satisfaction is enjoyed at work, outside work, and a combination of the two. Meanwhile, according to Rivai (2014), he states that satisfaction is an evaluation that describes a person who feels happy or dissatisfied at work. Other variables that can also affect the work productivity of employees include motivation to work, levels of work stress experienced by employees, physical conditions of work, compensation, and other economic, technical and behavioral aspects. Jobs that provide job satisfaction for the perpetrators are jobs that are felt to be fun to do (Supriyanto & Machfudz, 2010). Therefore we can conclude Job Satisfaction will affect the performance or teacher performance.

➢ *Effect of Compensation, Personality, and Job Satisfaction collectively on Teacher Performance*

The fourth objective of this study is to determine the effect of Compensation, Personality, Job Satisfaction on the teacher performance of Vocational High School 1 Kerinci District. Based on the research, the teacher performance of Vocational High School 1 Kerinci District is good, seen from the respondents' responses (TCR) of 80.37 percent, stating that the performance is good. This means that the teacher of Vocational High School 1 Kerinci District are serious enough in doing their work and trying to finish it on time.

Hypothesis testing, from the ANOVA test (Simultaneous Test / F test) obtained theF value$_{calculated}$ of 58.048 with a significance probability of $0.000 < 0.05$. With df1 = (k – 1) = 3, df2 = 58 - 4 = 54, F_{table} 2.78, then $F_{count} > F_{table}$ or $58.048 > 2.78$, as a result Ho is rejected and Ha accepted. The results of the analysis show that simultaneously (together) there is a significant effect between the variables of Compensation, Personality, and Job Satisfaction on the teacher performance of Vocational High School 1 Kerinci District, it can be concluded that the fourth hypothesis (H4) which reads Compensation, Personality, and Job Satisfaction on the teacher performance of Vocational High School 1 Kerinci District is accepted, therefore the fourth hypothesis (H4) can be accepted.

V. CONCLUSIONS AND SUGGESTIONS

➢ *Conclusions*

Based on the results of research and data processing that have been done previously, several conclusions can be drawn as follows:
1. Compensation has a significant effect on the teacher performance of Vocational High School 1 Kerinci District.
2. Personality has a significant effect on the teacher performance of Vocational High School 1 Kerinci District.
3. Job Satisfaction has a significant effect on the teacher performance of Vocational High School 1 Kerinci District.
4. Compensation, Personality, and Job Satisfaction together have a significant effect on the teacher performance of Vocational High School 1 Kerinci District.

> *Suggestions*

Based on the findings and conclusions of the study. For this reason, the writer suggest the following suggestions:

1. To the Principal of Vocational High School 1 Kerinci District should pay attention to and consider providing compensation to teachers, and ensure an increase in the sense of job satisfaction with teachers. So that the performance generated by the teacher of Vocational High School 1 Kerinci District can increase.
2. The Head of the Jambi Provincial Education Office should always support the program to increase teacher compensation and increase teacher job satisfaction, so that it can increase the work potential of teachers.
3. To the Governor of Jambi Province in order to participate in supporting the program to increase compensation and job satisfaction for each assigned teacher.
4. The Vocational High School 1 Kerinci District should be able to pay more attention to the balance between teacher performance and bonuses / awards received, so that later it can increase teacher morale to work better.
5. The Vocational High School 1 Kerinci District to be able to provide training programs for career development and provide a fair bonus to the ability of teachers, so that later teachers can improve the quality of performance better.
6. The Vocational High School 1 Kerinci District in order to be able to plan learning programs that are easy for students to understand, can overcome the risks that occur, and are responsible for the development of students. So that later it can produce quality the teacher performance of Vocational High School 1 Kerinci District.

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