

# IMPROVING TEACHER MOTIVATION AND PERFORMANCE THROUGH COMMUNICATION, WORK DISCIPLINE, LEADERSHIP AND WORK COMPENSATION

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## ABSTRACT

*The main aim of the current research is to examine the impact of communication, work- discipline, leadership and compensation to work motivation and teacher performance. Population the research is all teachers of Nasima Islamic Education Foundation Semarang amounted 176 people. The sample size is 100 and data analysis is conducted by using structural equation model. The research findings indicated that there are significant effects between communication, work discipline, leadership and compensation to teacher motivation. The implication of the research is the importance of motivation to improve teacher performance. Beside motivation, communication, work discipline, leadership, and compensation also affect teachers's performance. Thus the institution should be concern with them. The current research has theoretical and practical contribution. Theoretically, the findings strengthen the theory building of the relationship among the variables used. Practically, the findings can be used as valuable input for management to improve work motivation and performance. The suggestion for future research is to widen the scope of object to overcome generalization issue.*

**Keywords:** Communication, Work Discipline, Leadership, Compensation, Motivation, Teacher Performance.

**JEL Classification:** J24, J29

## INTRODUCTION

An organization is a social system aiming to meet social and individual needs. The organization requires efficient members to survive and even to grow. In the context, organizational leader has pivotal role to assure the efficiency of organizational members. One of the important responsibilities of organizational leader is to increase the job performance of their human resources (Hosseini & Tajpour, 2020).

Nowadays, organization operates in a very competitive environment. To survive, the organization should have competitive advantage. Competitive advantage can be defined as a unique position that an organization improves compared with its competition. Scientists argued that competitive advantage is achieved by acquiring a superior position in the market (Radovic-Markovic et al., 2019). To be able to adjust with the rapid change of environment, organizational agility is needed. It is in line with the statement of Salamzadeh et al. (2014) that organizations, are turning to agility and agile practices to maintain competitiveness. The higher the agility of an organization, the better the adjustment of an organization.

All organizations, included schools should have resource superiority. In the context, teachers will have strategic role to gain the superiority. Teachers play pivotal role in education sector. Their main tasks include teaching, training, assessing and evaluating students in early childhood education in different tiers of formal education. Teachers as human capital have a very important role in determining the success of schools to achieve educational goals.

As an educator, a teacher should help the development of students to accept and understand as well as to master science and technology. For this reason, teachers must motivate students to continue learning on various occasions (Pintrich, 2003). Thus, the teacher is the most important element for the smooth running of the school. Related with the matters, teacher work motivation need to get serious attention from every leader for the success of the school. Knowing the factors how to improve teachers' work motivation and performance will give real contribution to the quality of human resource. However, teachers are very important profession to increase the quality of human resource.

There are many motivation theories in the literature. According to the achievement motivation theory initiated by McClelland (2005), it is stated that employees' work motivation factors include: the need for achievement, the need for power, and the need for affiliation. The meeting of these employees' needs will lead to high work motivation, which in turn will contribute to high employee performance as well. It is supported by Amtu et al. (2020) stating that teachers as employees at a school will be able to contribute to high performance when their work motivation is also high.

The problems of work motivation will arise if several variables that affect work motivation are not supportive (Schedlinsky et al., 2020). The intended variables are among others: communication, work discipline, leadership, and work compensation. It can be said that directly or indirectly the four variables affect an individual's performance. Having higher performance of teachers individually, it will contribute to the school performance. In correlation with this, in order for teachers to always have higher work motivation, the school should always pay attention to the factors affecting the motivation.

Communication, transfer of meaning, is one of factors predicted having effect to work motivation and performance. Communication is an essential part of the work life of an organization, included in school. Bad communication will have a broad impact on organizational life. One of the bad impacts is about individual conflict. As Robbins (2016) stated that bad communication often cited as a source of interpersonal conflict. Since folks spend 70% of their rousing time in doing written and oral communication, it is reasonable to conclude that one of the most preventing strengths of successful organizational performance is the lack of effective communication. No organization can survive without communication. Only through communication, information and ideas can be conveyed.

Work discipline is additionally a significant factor in the association and imperative component for the objectives. Without discipline it's hard to meet the objectives. Through disciplined work routine it will raise consciousness and readiness to follow organizational rules and social norms. Meanwhile, Köksalan & Zelyurt (2019) the working attitude of teacher is the self-image of teachers and attitude with the mind of not harming others. Thus, the work discipline applied in schools is fundamentally the ability to control oneself in the form of not taking action. That is inappropriate and contrary to the belongings that has been determined and doing things that wires and defends the things that has been set in school (Anosike et al., 2005).

Based on many previous researches, leadership positively affects too many organizational outputs, among others: Motivation, employee commitment, organizational culture, performance. Leadership can also contribute to the process of knowledge management (Pringgabayu & Ramdlany, 2017). Managing knowledge is very relevant for the

organization today. Leadership is also an important factor in mobilizing and empowering employees in an organization. The success of an organization in achieving its goals cannot be separated from the role of its leader. In an organization, a leader is not merely an object in achieving goals, but also a subject or actor. The important role of a leader in achieving organizational goals is emphasized by Turner et al. (2021) in Winarsih & Riyanto (2020), stating that organizational success is largely determined by the effectiveness of the success of leaders and employees from all divisions in the organization. An effective leader has no relationship with gender problem. Male or female has the same opportunity to be a successful leader (Radovic-Markovic et al., 2016). A successful leader is a leader who can motivate, mobilize and satisfy employees in a particular job and environment. The leader's task is to encourage subordinates to have competence and opportunities to develop in anticipating every challenge and opportunity at work (Zhao & Xie, 2020). To improve the leadership quality, there are many ways to do. There are many leadership lessons used for leadership learning. Leadership lesson can also be studied from literary writings. They can also be a valuable resource for innovative learning the management skills. The role of the leader can be familiarly communicated in the form of the tales (Kaushal & Mishra, 2017).

Besides the leadership factor, work compensation factor is also very important for employees who work by selling their physical and mental energy to an organization and getting remuneration in accordance with the regulations or agreements that apply in the organization (Zimmermann, 2020). Compensation is significant for personnel as individuals because the amount of compensation reflects a measure of the value of their work among the employees themselves and society. The compensation has been determined and known in advance. Employees know exactly how much compensation they will receive. This compensation will be used by employees and their families to meet their needs (Toosi et al., 2020). The amount of this compensation reflects the status, recognition, and level of fulfillment of the needs enjoyed by employees and their families.

The attitude of teachers is greatly affected by compensation. If teachers are compensated by keeping in mind the quality of living standards makes them more motivated. This is because the work goals of teachers are highly influenced by whether or not the minimum needs of teachers and their families are fulfilled. Therefore, the impact is increasing the full attention of teachers to the profession and work (Mathou et al., 2020).

Besides the significant findings of the previous researches, it is also found that the effect among the variables used in the current research is not significant. Kelibulin et al. (2020) say that discipline does not affect employee performance. The research findings of Shahzadi et al. (2014) stated differently that employee motivation has a negative relationship with employee performance. The various findings indicate the theory building of the relationship is not robust yet. It needs more investigation to give clearer description about the relationship among the variables.

Consequently, the questions in the current research are how the direct relationship among communication, work discipline, leadership, compensation and teacher's motivation are. Besides, the current research also examines how the direct relationship among motivation, communication, work discipline, leadership, compensation and teacher's performance are. From the elaboration, the aim of the current research is to investigate the role of communication, work discipline, leadership and compensation to teachers' work motivation and performance.

## LITERATURE REVIEW

Several theories of motivation include: (1) Maslow's theory that humans have five levels or a hierarchy of needs, namely physiological needs, safety needs, love needs, esteem

needs and self-actualization, (2) McClelland's (2005) theory which is known for the theory of the need for achievement (N.Ach) stating that motivation varies according to the strength of an individual's need for achievement, (3) X and Y Theory of Mc. Gregor that leaders with X theory believe that everyone in the world likes to be lazy and works only for money and is not worthy of being trusted, while leaders with Y theory believe that people work because they really want something that is more than just money and is entitled to trust, (4) ERG's theory which is an acronym for E=Existence (the need for existence), R=Relatedness (need to relate to other parties) and G=Growth (need for growth), (5) Herzberg's Two-Factor Theory which is known as the "*Two Factor Model*" of motivation, namely motivational and hygiene factors or "*maintenance*", (6) The goal setting theory by Edwin Locke stating that goal setting has four kinds of motivational mechanisms, namely: (a) goals direct attention, (b) goals regulate efforts, (c) goals increase persistence, and (d) goals support the strategy and activity plan.

The current study refers to Robbins (2016) stating that there are three important needs that can help understand and increase individual's work motivation. These needs are the need for achievement, the need for power, and the need for affiliation/group of friends. The need for achievement is the drive to excel, to surpass based on a set of standards, to strive for success. From a research on the need for achievement, McClelland (2005) found that high achievers differentiate themselves from others based on their desire to do what they do in a better way. They seek situations where they can achieve personal responsibility for finding solutions to problems. They can receive prompt feedback on their performance so that they can easily find out whether they are getting better or not, and where they can set goals which are quite challenging.

Successful people are not players; they detest achievement that is picked up by some coincidence. They lean toward the test of tackling issues and tolerating both moral obligations regarding achievement or disappointment, as opposed to depending on fortuitous events or depending on the activities of others. All the more significantly, they dodge what they see to be too simple or too troublesome an assignment. They like undertakings of moderate trouble. High achievers perform best when they perceive their likelihood of success as 0.5, where they estimate they have a 50-50 chance of success. They hate betting with low chances since they don't get any accomplishment fulfillment from coincidental achievement. Similarly, they hate low difficulties (high likelihood of progress) in light of the fact that there is no test to their aptitudes. They like to set objectives that require a little self-effort.

Meanwhile, the need for power is the need to make other people behave in such a way that they will not behave otherwise or in other words a desire to influence, and control others. High nPow individuals enjoy power, struggle to influence others, prefer to be placed in competitive and status-oriented situations, and tend to be more concerned with prestige and gaining influence over others than on effective performance. The need for affiliation is the desire for friendly and intimate interpersonal relationships. This need has gotten minimal consideration from scientists. People with high association thought processes or gathering of companions make progress toward fellowships, favor helpful circumstances to serious circumstances, and long for connections that include a serious level of common agreement. From the above theories, it can be concluded that these three needs directly affect the work motivation of employees at work. Zhang et al. (2020) showed that the stronger work motivation the higher employees' performance. This means that any increase in employees' motivation will provide a very significant increase in employees' performance in carrying out their work. Riyanto et al. (2017) also stated that employees' work motivation has a positive influence on employees' performance.

## Hypotheses Development

According to Hovland & Lumsdaine (2017), communication is a process when an individual (communicator) delivers stimulation (symbol of words) to change the behavior of other individuals (communicants) (Sukrapi & Muljono, 2014). In organizational life, communication becomes something very essential because communication can increase mutual understanding between superiors and subordinates, in this case employees (teachers) and leaders, and improve coordination of various different activities/tasks. Whatever method or way the sender uses to communicate, what is clear is that the communication process is an exchange of messages and the result is meanings that can or cannot approach the meaning intended by the sender. Whatever the expectations of the sender, the message encoded in the mind of the receiver describes the reality of the receiver. Also, the reality will determine performance, together with the level of individual motivation and the degree of satisfaction. The issues of motivation and performance are very important, so it should be reviewed briefly that communication is very important in determining the degree of individual's motivation and individual's performance (Robbins, 2016).

Prayogi et al. (2019) conducted a research concerning the effect of communication to performance. The object of the research is regional enterprises di North Sumatera Indonesia. The finding indicated that communication positively affect to employee's performance.

From the elaboration, the first and sixth hypotheses are as follows:

*H<sub>1</sub> Communication has positive effect to teacher's motivation.*

*H<sub>6</sub> Communication has positive effect to teacher's performance.*

Order is basically the capacity to control oneself as not making any move that is improper and in spite of something that has been resolved and accomplishing something that underpins and ensures something that has been resolved. Work discipline is additionally a significant capacity of human asset to gain organizational objective. Without discipline it is hard to accomplish most extreme objectives (Dahlia et al., 2015). Along these lines, the work discipline applied in schools is basically the capacity to control oneself as not making a move that is wrong and as opposed to something that has been resolved and accomplishing something that underpins and ensures something that has been set in school (Satz, 2011). In achieving the goal, an organization whether it is a government or private one, besides being largely determined by professional quality, it is also determined by the work discipline of the employees. Discipline is very important for organizational growth, especially to motivate employees to be disciplined in carrying out work both in individual and in groups. Besides, discipline is useful for educating employees to comply with and obey existing regulations, procedures, and policies, in order to produce good performance. Tentama et al. (2020); Hidayati et al. (2019); Sarwani (2017) say that work discipline is an individual's ability to regularly and persistently persevere and work in accordance with applicable regulations without violating predetermined rules in order to increase performance.

Many previous studies showed that work discipline has positive effect to employee performance. Hersona & Sidharta (2017) found that work discipline positively affect to employee's performance. While Efendi et al. (2020) studied Batik small enterprises in Yogyakarta Indonesia. With 98 employees as sample, the result showed that work discipline has a positive and significant effect on employee performance.

From the elaboration, the second and seventh hypotheses are as follows:

*H<sub>2</sub> Work discipline has positive effect to teacher's motivation.*

*H<sub>7</sub> Work discipline has positive effect to teacher's performance.*

Robbins (2016) stated that leadership is the ability to influence a group towards the achievement of a goal. Leadership is the influence between individuals and is carried out in certain situations. Leadership involves the process of deliberate social influence carried out by a person on another to structure activities and influence within a group or organization. According to Satz (2011), leadership is interplay between subordinates and leaders to achieve goals and objectives. Leadership is an effort to use influence to motivate individuals to achieve certain goals (performance). A person is said to be a leader if he can influence others to do something they don't do if there is no influence from the leader. Leaders are agents of change, people who can influence others more than others.

Many previous studies showing that leadership has influence on employees' performance. Hersona & Sidharta (2017) conducted a research about the leadership effect to performance. Leadership function has a positive impact and greatly affects the employees' performance in the Department of Manpower and Transmigration Karawang Regency. Other research finding supporting the relationship between leadership and performance is conducted by Dapu (2015). One of the aims of study was to analyze the influence of leadership to performance. The study uses associative method using questionnaires and multiple regression analysis. Data collected through questionnaire distributed to 60 employees of PT. Trakindo Utama Manado. The analysis showed leadership positively affect to employee performance.

From the elaboration, the third and eighth hypotheses are as follows:

*H<sub>3</sub> Leadership has positive effect to teacher's motivation.*

*H<sub>8</sub> Leadership has positive effect to teacher's performance.*

Along these lines, the work discipline applied in schools is basically the capacity to control oneself as not making a move that is wrong and as opposed to something that has been resolved and accomplishing something that underpins and ensures something that has been set in school. According to Prasetya & Kator (2011), Work compensation can be partitioned into two kinds, specifically monetary remuneration and non-monetary pay. Both forms of compensation will be able to motivate employees including supervision, work performance and commitment to the organization. In providing such compensation, the level or amount of compensation must be considered because the level of compensation will determine the lifestyle, self-esteem, and organizational values. Compensation has a big influence on employees' recruitment, motivation, work productivity/performance, and employees' turnover Gupta & Shaw (2014).

Some studies indicated that work compensation positively affect to employee's performance. Efendi et al. (2020) studied Batik small enterprises in Yogyakarta Indonesia. The population in the study was 98 employees. The sampling technique used total sampling techniques. Data analysis techniques used descriptive analysis and path analysis. The result showed that compensation has a positive and significant effect on employee performance. Work motivation mediates the relationship of work discipline and compensation for employee performance.

From the elaboration, the fourth and ninth hypotheses are as follows:

*H<sub>4</sub> Work compensation has positive effect to teacher's motivation.*

*H<sub>9</sub> Work compensation has positive effect to teacher's performance.*

Motivation is a psychological factor that shows an individual’s interest in work, a sense of satisfaction, and takes responsibility for the activity or work that is carried out. The stronger the work motivation, the higher the employees’ performance. This means that any increase in employee’s motivation will provide a very significant increase in employee’s performance in carrying out their work. Shandu et al. (2017); Pranita (2017); Robercu & Iancu (2016); Zameer et al. (2014) stated that employee’s work motivation has a positive influence on employee’s performance.

Many previous researches indicate that motivation has positive effect to performance. Hersona & Sidharta (2017) conducted a research concerning the effect of motivation to employee’s performance. They found that motivation has a positive effect on the employees’ performance in the Department of Manpower and Transmigration Karawang Regency Indonesia. Great work motivation gives an important role in employees’ performance. Other research is conducted by Efendi et al. (2020). With 98 samples and data analysis techniques using descriptive analysis and path analysis, the results showed that work motivation has a positive and significant effect on employee performance.

From the elaboration, the fifth hypothesis is as follows:

$$H_5 \quad \text{Motivation has positive effect to teacher’s performance.}$$

**RESEARCH METHOD**

The research is an explanatory research. It is a research to examine hypotheses to support the hypotheses that are proposed. Therefore, the result is hoped to support theories used. Data used in the current research is primary data that are got from questionnaires distributed to the elected respondents. The types and sources of data used in the current study consist of primary data and secondary data. Primary data needed in the study were data related to communication variables, work discipline, leadership, compensation, motivation, and employee’s performance. Secondary data refers to information gathered from existing sources. The data can be obtained through literature, journals, and sources that support this research. The populations were all teachers at the Nasima Islamic Education Foundation Semarang Central Java Indonesia. The total number of the population is 176 teachers. The sample was 100 teachers and taken randomly. The research model used is a tiered structure model. To test the proposed hypotheses, structural equation modeling analysis technique was used. The SEM is used to validate the model proposed. The structural model equation is as follows:

$$\text{Motivation} = \gamma_1 \text{communication} + \gamma_2 \text{work discipline} + \gamma_3 \text{leadership} + \gamma_4 \text{work compensation} + Z_1$$

$$\text{Employee’s performance} = \gamma_5 \text{Communication} + \gamma_6 \text{Work discipline} + \gamma_7 \text{leadership} + \gamma_8 \text{work compensation} + \beta_1 \text{motivation} + Z_2$$

Whilst, the measurement model of the research is in the Table 1 as follows:

<b>Table 1 MEASUREMENT MODEL</b>	
<b>Exogenous Concept</b>	<b>Endogenous Concept</b>
X1 : λ1 Communication +e1	Y1 : λ1 Motivation +e1
X2 : λ2 Communication +e2	Y2 : λ2 Motivation +e2
X3 : λ3 Communication +e3	Y3 : λ3 Motivation +e3
X4 : λ4 Work discipline +e4	Y4 : λ4 Teacher’s performance+e4
X5 : λ5 Work discipline +e5	Y5 : λ5 Teacher’s performance +e5
X6 : λ6 Leadership +e6	Y6 : λ6 Teacher’s performance +e6
X7: λ7 Leadership +e7	Y7 : λ7 Teacher’s performance +e7
X8 : λ8 Leadership +e8	

X9 : λ9 Compensation +e9	
X10 : λ10 Compensation +e10	

After the theory-based model has been developed in the conceptual framework of research, the next step is that the model is presented in the form of a path diagram as a researchable model so that it can be analyzed and estimated using SEM. The influence of variables according to the research conceptual framework above was analyzed by structural equation modeling using AMOS 16 software.

### RESULTS AND DISCUSSION

Respondents in the study were 100 teachers of the Nasima Islamic Education Foundation in Semarang. Most of the respondents were between 31-40 years old (39%). Then the age group between 21-30 years was 38 teachers (38%), 22 people between 41-50 years old (22%), and 1 teacher is over 50 years. It proves that the respondents are still in their productive age for teaching and are still eager to work. Based on the gender, female respondents were 60 people and 40 people were men. It proves that teaching job is indeed suitable for women who in fact have more patience, thoroughness, and persistence in teaching. Based on the level of education, most respondents were S1 (undergraduate) with the total of 82 teachers, followed by education level of Diploma with the total of 9 teachers, senior high school levels are 4 teachers and S2 (master) level are 4 teachers. Respondents having working tenure less than 5 years are 36 teachers and 27 teachers have worked between 6-10 years. The tenure between 11-15 years is 23 teachers and 13% working between n 16-20 years. One teacher has been working for more than 20 years.

For convergent validity, it can be seen from the Table 2 as follows:

			<b>Estimate</b>
3communication	<---	communication	.786
1communication	<---	communication	.825
2communication	<---	communication	.798
2discipline	<---	discipline	.891
1discipline	<---	discipline	.905
3leadership	<---	leadership	.831
2leadership	<---	leadership	.866
1leadership	<---	leadership	.807
2compensation	<---	compensation	.892
1compensation	<---	compensation	.834
3motivation	<---	motivation	.670
2motivation	<---	motivation	.671
1motivation	<---	motivation	.671
1performance	<---	performance	.658
2performance	<---	performance	.757
3performance	<---	performance	.799
4performance	<---	performance	.634

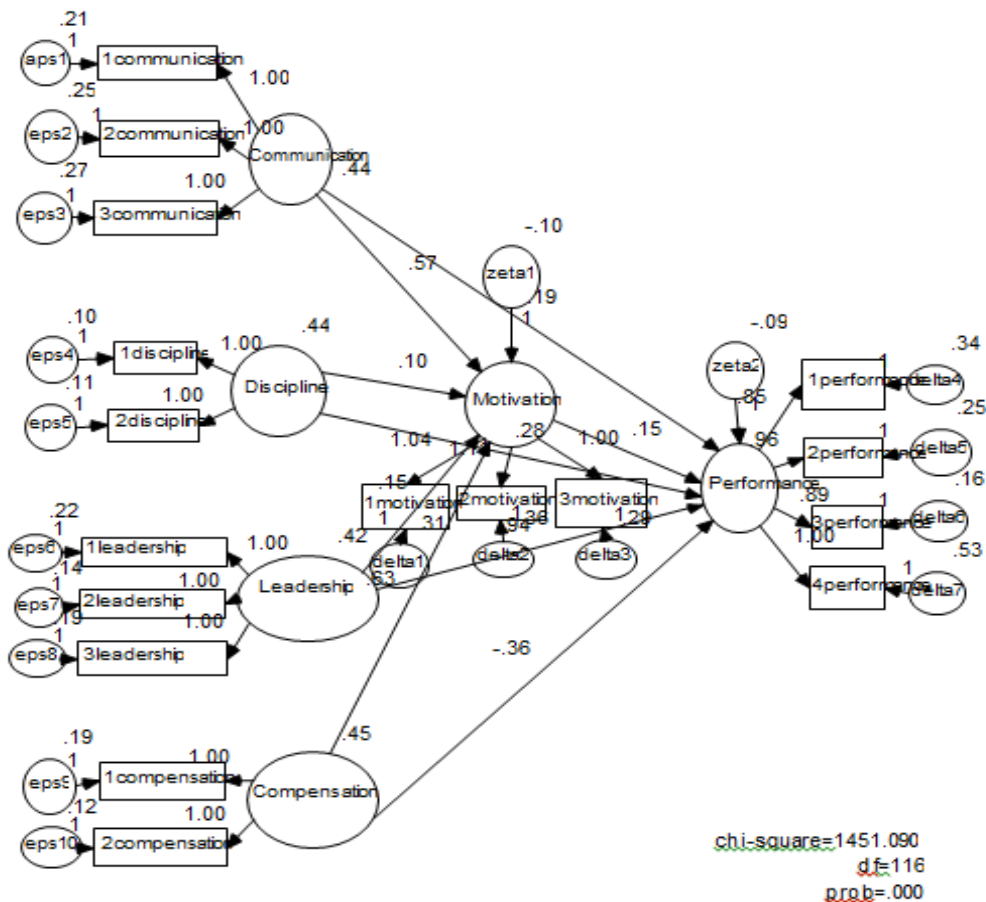
From the Table 2, it indicates that all instruments are valid because the loading factors are > 0.4.

#### The Effect of Communication to Motivation



The result showed that communication has a significant effect to motivation. It means that the first hypothesis is accepted. Thus it can be concluded that there is a positive influence between communication and teacher’s motivation. It indicates that the better the communication in the institution, the better the teacher's motivation. The finding is in line with Robbins (2016) stating that communication is very essential because communication can increase mutual understanding between superiors and subordinates and improve coordination of various different activities. Therefore, if there is mutual understanding with each other, it is possible that employees can be motivated to work better.

Communication is one of successfully functioning organization’s aspects. Many companies’ leaders comprehended that they communicate effectively; organization can achieve his goal more during a shorter period of time. By improving communication about immediate work environment and especially making employees care about it, the motivation should increase and a positive relationship should occur (Ziuraite, 2008).



**FIGURE 1  
RESEARCH RESULT**

**The Effect Work Discipline to Motivation**

The result showed that work discipline has a significant effect to motivation (Figure 1). It means that the second hypothesis is accepted. Henceforth, it can be concluded that there is a positive influence between work discipline and teacher’s motivation. It indicates that the better the work discipline, the better the teacher’s motivation. The finding supports Tentama et al. (2020) arguing that work discipline is also an important factor in organizations and is the key to the realization of goals, because without work discipline it is difficult to achieve

maximum goals. Through work discipline, it will also raise awareness and willingness to obey organizational rules and social norms.

The research finding of Astarina et al. (2019) supported the finding that discipline has positive effect on motivation. The other research finding supporting the result of the current research is work of Dimulyo et al. (2018). They conducted research in bank employees in Indonesia. One of the finding indicates that work discipline has a positive and significant effect to work motivation.

### **The Effect of Leadership to Motivation**

The result showed that leadership has a significant effect to motivation. It means that the third hypothesis is accepted. There is a positive influence between leadership and teacher's motivation. It indicates that the better the leadership, the better the teacher's motivation. The logical consequence of the finding is that leadership needs to trigger heroic and extraordinary leadership abilities through leader's behavior that can be used as examples to develop teacher's motivation. It is in line with Gibson & Cohen (2003) that leadership is an important factor in mobilizing and empowering employees in an organization. The success of an organization in achieving its goals cannot be separated from the role of its leader. In an organization, a leader is not merely an object in achieving goals, but also a subject or actor. Organizational success is largely determined by the effectiveness of the success of leaders and employees from all divisions in the organization. A successful leader is a leader who can motivate, mobilize and satisfy employees in a particular job and environment.

There are many previous research finding supporting the current research result. Khuong & Hoang (2015) found that there was a strong influence of leadership styles in retaining and developing employee motivation. The similar result was found in the work of Syaifuddin (2016) that leadership influences on employee motivation. However, transformational leadership has a more significant effect. The leadership has a pivotal role to give more positive support for their employees so that they are motivated to do more than expect and its effect on performance improvement. Therefore, to improve performance can be done by increasing the motivation of employees with certain leadership style with the intent to suppress high-stress levels, and then the employee performance will increase. Meanwhile Eyal & Roth investigate the role of leadership styles among school principals. The finding shows that leadership plays a significant role in teachers' motivation and well-being (Eyal & Roth, 2010)

### **The Effect of Compensation to Motivation**

The result showed that compensation has a significant effect to motivation. It means that the fourth hypothesis is accepted. It indicates that the higher the compensation, the higher the teacher's motivation. What can be recommended from the finding is that compensation at the Nasima Islamic Education Foundation needs to be increased so that it has the potential to develop teacher's motivation. It supports the result of research by Wong & Jhaveri (2015) that the remuneration given to representatives (educators) extraordinarily influences work inspiration and work results. If the compensation is given by considering normal living standards and can meet the needs of employees (teachers), it will automatically affect work motivation, which in turn will improve the quality of every work completed. This is on the grounds that the work objectives of representatives (instructors) are quite impacted by whether the base requirements of workers (educators) and their families are satisfied. Hence, the impact is on the increase in the full attention of employees (teachers) to the profession and work.

Anwar et al. (2015) with SEM analysis investigated the role of compensation to work motivation. It was found that compensation has significant and positive effect on employee performance through motivation and job satisfaction. It indicates that to increase the work performance, it is a must for the company to give a greater attention on the compensation. The other finding supporting the current research finding is the work of Widodo (2017) that compensation positively affects to work motivation. Salisu et al. (2016) also support the current research finding that allowance and gratuity positively and significantly influence public construction workers' motivation in Jigawa state, Nigeria (Salisu et al., 2016).

### **The Effect of Motivation to Performance**

The result showed that motivation has a significant relationship to performance. It means that the fifth hypothesis is accepted. This shows that the better the teacher's motivation, the better the teacher's performance (Pranita, 2017); Robercu & Iancu (2016) and Zameer et al. (2014). The result of the research can be interpreted as the influence of motivation on teacher's performance, that when the motivation of teachers to get the need for achievement, the need for power, and the need for affiliation or friendship groups are accommodated properly, the teacher's performance in the institution will be maximized. The finding supports Robbins (2016) which stated that motivation is a process that determines the intensity, direction, and persistence of individuals in achieving goals. Intensity is related to how hard a person tries. This is the most crucial element. However, high intensity is unlikely to produce the desired performance if the effort is not channeled in the direction that benefits the organization. Therefore, the quality of the effort and the intensity must be considered. Efforts that are directed to the goal and consistent with the goals of the organization are what should be worked out. Ultimately, motivation has a longstanding dimension. It is a measure of how long an individual can maintain their businesses. Motivated individuals stay with their jobs long enough to achieve their goals.

Many previous researches support the current research. The research finding of Sudiardhita et al. (2018) indicates that work motivation has positive and significant impact on performance employees. The respondent of the research is 346 employees of bank. Research finding of Ramawati & Tridayanti (2020) also support the current research finding that motivation affects the performance of employees. Efendi et al. (2020) conducted a research investigating the effect of work motivation on employee's performance. The result shows that there is a positive and significant effect between work motivation and employee performance, The same result is also found in the work of Astarina et al. (2019).

### **The Effect of Communication to Performance**

The result showed that communication has a significant effect to performance. It means that the sixth hypothesis is accepted. Therefore, it can be concluded that there is a positive influence between communication and teacher's performance. This shows that the better the communication in the institution, the better the teacher's performance. The logical consequence of this finding is that communication needs to be established in a more conducive manner so that the performance of teachers who are required by institutions to work full-day schools can energetically become dynamic drivers. This finding supports Robbins (2016) that correspondence is a significant piece of the work life of an association. Helpless correspondence is frequently referred to as a wellspring of relational clash. Since individuals spend nearly 70% of their rousing time communicating i.e. writing, reading, speaking, listening, it is reasonable to conclude that one of the most inhibiting strengths of successful group performance is the lack of effective communication. No group can survive without communication that is the transfer of meaning between the members. Only through

communication or the transfer of meaning from one person to another that, information and ideas can be conveyed.

Many previous research findings are in line with the current research finding. Ramawati & Tridayanti (2020) investigate variables of communication, motivation and work discipline to performance of employees. The finding indicated that communication positively affects to employees performance. The same result was also found in the work of Prayogi et al. (2019) that communications has positive and significant effect on the performance of employees.

### **The Effect of Work Discipline to Performance**

The result showed that work discipline has a significant effect to performance. It means that the seventh hypothesis is accepted. Hence, it can be concluded that there is a positive influence between work discipline and teacher's performance. This shows that the better the work discipline in the institution, the better the teacher's performance. The result of the research can be interpreted as the effect of work discipline on teacher's performance, that teacher's discipline to carry out their obligations and get their rights as well as coaching, rewards, and sanctions for employees need to be balanced as well as possible to improve teacher's performance. Teachers still feel this way that there are excessive demands for obligations in the institution while rights and rewards are not yet balanced. This supports Tentama et al. (2020); Hidayati et al. (2019) and Sarwani (2017) that work discipline is an individual's ability to regularly and persistently persevere and work in accordance with applicable regulations without violating predetermined rules in order to increase performance.

Many previous research findings supported the current research result. (Ramawati & Tridayanti (2020) found that work discipline affect the performance of employees. Significant relationship was also found in the work of Fahmi & Sanika (2018) that there is positive effect between work discipline and employee performance (Fahmi & Sanika, 2018). Susila (2019) conducted research about work discipline and employee performance. The result shows that discipline significantly influence employee performance. The similar findings also found in the work of Efendi et al. (2020); Prayogi et al. (2019); Dimulyo et al. (2018); Roeleejanto et al. (2015) and Astarina et al. (2019)

### **The Effect of Leadership to Performance**

The result showed that leadership has a significant relationship to performance so that the eighth hypothesis is accepted. Therefore, it can be concluded that there is a positive influence between leadership and teacher's performance. This shows that the better the leadership in the institution, the better the teacher's performance. It can be interpreted that if one of the variables increases, the correlated variable also increases and vice versa, any increase or decrease in the value of these variables will cause an increase or decrease in the value of the dependent variable, performance. The follow-up to the finding is that the leadership at the Nasima Islamic Education Foundation needs to make the foundation's managerial leadership and each school unit leadership effective. This is still considered by the teachers that the inconsistency between the leaders causes the teacher's performance to just finish their obligations without maximizing their potential. This supports Robbins (2016) which stated that leadership is the ability to influence a group towards the achievement of a goal. Administration is the impact among people and is completed in specific circumstances. It is coordinated through the correspondence cycle towards the accomplishment of at least one explicit objective. Leadership involves the process of social influence that is deliberately carried out by a person on another to structure activities and influence within organization.

Many previous research findings are in line with the current research findings. Roeleejanto et al. (2015) investigate leadership, competency and work discipline to the employees' performance. One of the results shows that leadership positively and significantly affect to employee performance. The same result was also found in the work of Fahmi & Sinika (2018) that there is significant relationship between leadership and employee performance.

### **The Effect of Compensation to Performance**

The result showed that compensation has a significant relationship to performance so that the ninth hypothesis is accepted. This shows that the higher the compensation, the higher the teacher's performance. What can be suggested from these findings is that compensation at the Nasima Islamic Education Foundation needs to be increased; particularly the financial compensation received by teachers. This has the potential to improve teacher's performance more optimally. Work compensation is what employees receive in exchange for their contribution to the organization. Meanwhile, according to Anosike et al. (2005) work compensation is anything that employees receive as remuneration for their work. Compensation has a big influence on employee's recruitment, motivation, work productivity/performance, and employee's turnover (Russel & John, 1993).

Many previous research findings supported the current research. Sudiardhita et al. (2018) examined the effect of variable of compensation to employee performance. The respondents are 346 bank employees. The finding indicates that there is positive and significant relationship between compensation and performance of employees (Sudiardhita et al. 2018).

The work of Efendi et al. (2020) indicates that compensation has a positive and significant effect on employee performance.

### **CONCLUSION**

Based on the discussion in the previous chapters, it can be concluded as follows: there is a significant effect, among communication, work discipline, leadership, and compensation to teacher's motivation. In addition, research findings also prove that there is a significant effect among motivation, communication, work discipline, leadership and compensation to teacher's performance. The current research gives theoretical and practical contribution. According to Salamzadeh (2020), theoretical and practical contribution is mandatory in article publication. Theoretically, the findings strengthen the literature about the relationship among the variables used in the current research that are performance, work motivation, communication, work discipline, leadership and compensation. Practically, the findings contribute to the organization concerning how to improve performance and work motivation. The limitation of the study is that what has been produced in the study shows that the variables used have not fully had a significant effect on employee's performance. This means that there are other variables that have a bigger influence. Therefore, due to the limitations, the study only reveals some of the internal factors that are considered dominant. As a result, the suggestion from the findings of the research for future research is to develop the better model to produce a variety of different research findings.

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