The Influence of Compensation, Academic Supervision, Pedagogic Competency, and Work Motivation on the Performance of Business and Management Teachers of Vocational Schools

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Article Info	Abstract
	The success of education management is determined by the teachers' readiness in preparing the process of education through teaching and learning instructions. At present, the problem is how the teachers' performance is associated more with the quality of education. The performance of qualified teachers is demonstrated by the attitudes of the teachers who are capable and ready to play their professional role in the two major environments, school, and society. This study examines the teachers' performance with various factors that influence it. This is a quantitative research study. The population was all business and management teachers of vocational schools (SMK) in Tegal City amounting to 202 teachers. The number of samples was 130 teachers. The data were collected through questionnaires that have been tested for validity and reliability. The data were then analyzed employing the path analysis with SPSS software version 19 and Sobel test to assess the mediation variables. The results show that (1) the influence of compensation, academic supervision, and academic competence on the teachers' work motivation was proven to be accepted; (2) the effect of compensation and academic supervision on the teachers' performance was proven to be accepted; (3) the influence of work motivation on the teachers' performance was proven to be accepted. Work motivation is a mediating variable. The results show a positive and significant influence. It is suggested that teachers continue to improve their work motivation and understand the academic supervision when performing tasks with various determining factors. Pedagogic competence needs to be continuously improved as a place to develop the teachers' performance.

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INTRODUCTION

At present, there is a problem of how the performance of teachers is more associated with the quality of education. Performance is the result of an employee's work in performing the tasks assigned to him. The results of the work are measured by speed, quality, service, and value (Furtwengler, 2002: 86). The performance of qualified teachers is demonstrated by their attitudes of being able and ready to play a professional role in the two major environments, i.e. school and society (Amijaya, 1998: 18). Thus, a well-performing teacher should be able to demonstrate high teaching performance in his or her work, and interact with the school children, learners, surrounding communities, fellow teachers, school administrators, and communities beyond the school and be able to communicate with the learners, parents, the surrounding community, and the organizations associated with the institution. To be more structured, Natawijaya (1994, p.38) said that the teachers' performance will be qualified if they have three competencies, namely (a) professional competence, (b) social competence, and (c) personal competence.

At present, the performance of the teachers is associated more with the quality of education. Performance is the result of an employee's work in performing the tasks assigned to him/her. The teachers' performance quality is seen from their attitude of being able and ready to professionally play their role in school and community. The teachers' performance, as well as other professions, is influenced by many factors. Empowerment of teachers needs to be done continuously in every educational organization. According to Tilaar (2000: 6), advancement within the globalization era demands every educational organization to be dynamic in keeping abreast of developments, whose purpose is to produce high-quality output and who is able to face the competition era.

Quality of performance produced by employees/teachers is determined by individual decision-making as an accumulation of various factors influencing the decision-making. Individual decision-making as the basis of actualization of the employee's performance in an organization is directly influenced by (1) perception, (2) motivation, and (3) condition of individual level, while the factors affecting performance either directly or indirectly include (1) characteristics of a person's life, (2) personality, (3) values and attitudes, (4) ability, (5) one's ability level, (6) motivation, and (7) perception.

Another problem that often arises in relation to the teacher's performance that is considered to be poor is related to the compensation received by the teacher. Compensation is all income in the form of money and goods directly or indirectly received by employees in return for services provided to the company (Hasibuan, 2001, p.117). Compensation is all income in the form of money as well as direct and indirect earnings aimed to appreciate work performance. In the world of education, the provision of compensation is closely related to reward as a form of actualization of the teacher's ability. Rewards are required to improve the professionalism of the teacher or other education personnel and to reduce unproductive activities.

To improve their performance, teachers must supervise periodically. Academic supervision is a series of activities to help teachers develop their ability to manage learning process for the achievement of learning objectives (Karen, 2013). Meanwhile, Kevees (2010) mentions that academic supervision is an effort to help teachers develop their ability to achieve learning objectives. The essence of academic supervision is by no means assessing the teachers' performance in managing the learning process, but rather helping them develop their professional competency. Nevertheless, academic supervision cannot be separated from the assessment of the teachers' performance in managing learning.

Teachers are always required to possess pedagogical competency. Therefore, they must be professional in playing the role as educators and teachers at school. According to Habibi (2016: 4), there are a number of competencies that must be mastered by the teachers related to the fulfillment of the pedagogic competence. They include (1) ability to understand the insights or educational foundation by following the current information and technological education; (2) ability to understand the learners both in group or individually, both physically and psychologically; (3) ability to develop curriculum/syllabus according to the condition of the educational unit where learning activity takes place; (4) ability to write lesson plans according to class, student, and time conditions; (5) ability to implement educational and dialogical, multi-direction instructional methods which create enjoyable learning; (6) ability to administer evaluation of the learning outcomes in accordance with applicable rules or according to the program; (7) ability to help learners actualize various potentials. The research results and the problems presented above encourage this research. The aim is to describe partial and simultaneous influences, compensation, academic supervision, pedagogical competence and work motivation on the teachers' performance.

In conducting teaching and learning process, teachers' work motivation is also required. Work motivation is an effort to move, direct, and maintain a person's behavior so that he/she is committed to act or to do something to achieve a certain goal (Purwanto, 2007, p.73). In the management concepts related to organizational life, motivation is defined as a drive work that arises in a person to make efforts to achieve particular goals that have been determined.

Teachers play a very important role in improving the quality of education in schools, especially at the basic level of education in which they provide the learners with basic knowledge and skills. Therefore, the competence of the teachers needs to always be fostered and improved so that in carrying out their duties and responsibilities they can create a good performance. The ability of business and management teachers in Tegal City can be fostered or improved through the development of their pedagogic competence. Pedagogic competence is the teachers' ability to manage education or the ability and authority of the teachers to educate their learners.

This study aimed to analyze the influence of compensation, academic supervision, and work motivation on the performance of the business and management (busmen) teachers.

The research problems can be formulated as follows.

1) How is the influence of compensation of the work motivation of the business and management teachers of the Vocational schools in Tegal Municipality?

2) How is the influence of academic supervision on the work motivation of the business and management teachers of the Vocational schools in the Municipality?

3) How is the influence of pedagogic competence on the work motivation of the business and management teachers of the school?

4) How is the influence of compensation on the performance of the business and management teachers of there?

5) How is the influence of academic supervision on the performance of the business and management teachers?

6) How is the influence pedagogic competence on the performance of the business and management teachers of the Municipality?

7) How is the influence of work motivation on the performance of the business and management teachers of the Vocational schools?

METHODS

This is a quantitative study because the data are in the form of numbers. It uses descriptive approach because its activities include data collection in order to test hypotheses or answer questions concerning the situation at present. This research is designed as correlation research because researchers want to know the level of relations among different variables in a population. This research aimed to describe the influence of compensation, academic supervision, and work motivation to the performance of business management (busmen) teachers at vocational schools in Tegal City.

Documentary studies were used to obtain data on the number population and samples by looking at the data of the teachers in the schools of the Tegal City Education Office. The purpose of this documentary study is to obtain data on the accurate number of teachers and confirm it with the number of data from the Education Office in Tegal City.

The main data collection tool of this study was a questionnaire, considering that the subject was persons who knew best about themselves, what was told to the researchers by the subjects were true, trustworthy, the interpretation of the subject on the questions asked to them was the same as what was meant by the researchers, in addition to these advantages of this questionnaire also had its weaknesses.

The data in this research were analyzed using simple correlation and multiple regression analysis techniques employing the SPSS Windows 19 Version. The implementation phase of the analysis includes (1) descriptive analysis, (2) requirement test analysis, (3) hypothesis test using path analysis, and (4) Sobel Test.

RESULTS AND DISCUSSION

Effect of School Compensation on Teacher's Work Motivation

Before determining the effect of the compensation variable on the teacher's work motivation, it is necessary to analyze the closeness of the relation between these two variables. Based on the computer output of the regression coefficient, the effect of compensation on teacher's work motivation is 0.296 or equal to (0.296) (0.296) = 0.0876 or 8.76%. This coefficient is positive. It shows that if the level of compensation increases or becomes better, the teacher's work motivation will increase as well. The relation between the model of compensation relationship and teacher work motivation is significant, it is indicated by the value of t-test = 3.287 higher when compared with t table alpha 0.05 (df = 250) equal to 1.645. The t-test results for this partial regression model can estimate teacher's work motivation determined by the principal's managerial competence. The test result based on the computer output can be seen in Table 1.

Table 1. Results of the t-Test on the teacher's Work Motivationas Dependent Variable

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	-3.266	1.175		-2.779	.000		
Compensation	.309	.094	.296	3.287	.000	.694	1.441
Supervision	.901	.045	.801	20.022	.000	.540	1.851
Pedagogic Compensation	.445	.030	.406	14.833	.000	.514	1.945

a. Dependent Variable: Work Motivasion

The above output shows a standardized regression coefficient of 0.296. So, it illustrates the relations between the compensation variable the work motivation of teacher in the form of regression equation X4 = 0.296X1 + 0.801X2 + 0.406X3. This means that if the compensation increases by 1 point, the teacher's work motivation will change or increase by 0.296 points based on the assumption that the academic supervision variable and the pedagogic competence are assumed to be constant. The compensation coefficient with Sig 0.000 is smaller than alpha (α = 0.05). It implies that the influence of compensation on the teacher's work motivation is significant.

Influence of Academic Supervision on Job Motivation

Table 1 shows the result of the test analysis concerning the influence of academic supervision on the teacher's work motivation partially utilizing the linear regression analysis with the help of the computer software of SPSS program for Windows Release 19. Before determining the influence of the academic supervision variable on the teacher's work motivation, it is necessary to first analyze the closeness of the relation between these two variables. Table 1 on the regression coefficient shows the regression coefficient on the influence of academic supervision on the teacher's work motivation of 0.801 or (0.801) (0.801) = 0.6416 or 64.16% and this regression coefficient is positive. It shows that if the academic supervision performed by the principal increases or becomes better, the teacher's work motivation will increase as well. The relation between the academic supervision and the teacher's work motivation is significant as indicated by the value of the t-test = 20.022 that is higher than the t-table alpha 0.05 (df = 250) of 1.645. The t-test results for this partial regression model can be used to estimate that the teacher's work motivation is determined by the academic supervision performed by the principal.

Influence of Pedagogic Competence on the Teacher's Work Motivation.

Table 1 shows the result of test analysis concerning the influence of pedagogic competence on the teacher's work motivation partially utilizing the linear regression analysis with the help of the SPSS program for Windows Release 19. Before determining the level of influence of pedagogic competence variable on the teacher's work motivation, it is necessary to first analyze the closeness of the relation between these two variables. Table 1 shows the regression coefficient on the influence of pedagogic competence on the teacher's work motivation of 0.801 or (0.801) (0.801) = 0.6416 or 64.16% implying that this regression coefficient is positive. It indicates that if the academic supervision performed by the teacher increases or becomes better, the teacher's work performance will also increase. The relation between pedagogic competence and the teacher's work motivation is significant. This is indicated by the t-test value t = 20.022 which is higher than the alpha table 0.05 (df = 250) of 1.645. The t-test result for this partial regression model can be used to estimate the teacher's work motivation that is determined by the pedagogic competence performed by the teacher.

Table 2. Results of Adjusted R Square on Work Motivation as Dependent Variable

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.969[a]	.940	.935	1.24621

a. Predictors: (Constant), compensation, academic supervision, pedagogic competence

The results of the analysis in Table 2 show that there is an influence of compensation competence, academic supervision, pedagogic competence, and school work motivation altogether to the teacher's performance of 0.935 or 93.5% and the rest (6.5%) is determined by other factors beyond the model. In other words, the variation of the business and management teacher's work motivation in Tegal City is determined by the variation of compensation, academic supervision, and pedagogical competence amounting to 93.5% and the rest (6.5%) is determined by other factors beyond the regression model. Further analysis of the significance test utilizes F-test. The result of the F-test considering the teacher's work motivation as the dependent variable is presented in Table 3.

Table 3. Results of F- Test with Teacher's Work Motivation as Dependent Variable

ANOVA[b]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6044.975	3	2014.992	1297.461	.000[a]
	Residual	388.257	250	1.553		
	Total	6433.232	253			

a. Predictors: (Constant), Compensation, academic supervision, and pedagogic competence
b. Dependent Variable: Work Motivation

Based on the results F-test presented in Table 3, it can be explained that the obtained results of arithmetic F of 1297.461 is higher than F-table alpha of 0.05 = 2.60 or Sig = 0.000 < 0.05 implying that the influence of compensation, academic supervision, and pedagogical competence altogether on the work motivation of the business and management teachers in the city of Tegal is positive and significant.

Effect of Compensation on the Teacher's Performance

The examination of the effect of compensation on partial teacher's performance employed linear regression analysis with the help of the SPSS program for Windows Release 19. Before determining the influence of compensation variable to the teacher's performance, it is necessary to analyze the closeness of the relation between these two variables. Based on the output of the analysis, the regression coefficient of the influence of compensation on theteacher's performance is 0.661 or (0.661) (0.661) = 0.4369 or 43.69%.This coefficient is positive. It shows that if the compensation increases or becomes better, the teacher's performance will increase as well. The relation betweencompensation and the teacher'sperformance is significant. This is indicated by the level of t-test value of 13.314 which is higher than the t-table alpha 0.05 (df = 250) of 1.645. The t-test resultof this partial regression model can be used to estimate the performance determined by compensation. The results of the t-test are presented in Table 4.

Table 4. Results of t-Test on theTeacher's Performance as Dependent Variable

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Colinearity Statistics	
		B	Std. Error	Beta	T	Sig.	Tolerance	VIF
1	(Constant)	-2.305	1.702		-1.354	.177		
	Compensation	.679	.051	.661	13.314	.000	0.694	1.441

Academic Supervision	.398	.106	.374	3.755	.000	0.54	1.851
Pedagogic Competence	.574	.043	.534	13.349	.000	0.514	1.945

a. Dependent Variable: Teacher's Performance

Based on Table 4, the t-test results in standardized coefficients of regression for compensation as high as 0.661.So, the relation between compensation andthe teacher'sperformance can be described in the form of regression equation: X5 = 0.661X1 + 0.374X2 + 0.534X3. It implies that if the compensation increases by 1 point, the teacher's performance will change or increase by 0.661 points assuming that the academic supervision and organizational culture variables are constant. The coefficient of the principal's managerial competence (Sig 0.000) is lowerthan alpha (α = 0.05). Therefore, the influence of academic supervision on the teacher's performance is significant.

Influence of Academic Supervision on the Teacher's Performance

The influence of academic supervision on the teacher's performance is analyzed using linear regression with the help of the SPSS program for Windows Release 19. The output is presented in Table 4. Before determining the influence of academic supervision variable on the teacher's performance, it is necessary to analyze the closeness of the relation between these two variables. Table 4 shows the regression coefficient of the influence of academic supervision on the teacher's Performance of 0.374 or (0.374) (0.374) = 0.1399 or 13.99%. This regression coefficient is positive. It indicates that if the academic supervision that is implemented increases or becomes better, the teacher's performance will improve as a forum to improve the teacher's professionalism. The relation between academic supervision and the teacher's performance is significant. It is

indicated by the t-test value of 3.755 that is higher than the t-table alpha 0.05 (df = 250) of 1.645. The t-test results of this partial regression model can be used to estimate that the performance of the business and management teachers of SMK in Tegal City is determined by academic supervision.

The Influence of Pedagogic Competence on Teacher Performance

The influence of pedagogic competence on the teacher's performance is partially analyzed using linear regression analysis with the help of the SPSS program for Windows Release 19. The computer output is presented in Table 4. Before determining the influence level of pedagogic competence variable on the teacher's performance, it is necessary to first analyze the closeness of the relation between the two variables. Based the computer output as presented in Table 4, the regression coefficient on the influence of pedagogic competence on the teacher's performance is 0.534 or (0.534) (0.534) = 0.2852 or 28.52%; this regression coefficient is positive. It indicates that if the pedagogic competence implemented in the primary school increases or becomes better, the performance of the model of the relation between the pedagogic competence and the teacher's performance is significant. This is indicated by the t-test value of 13,349 which is higher than the alpha table 0.05 (df = 250) of 1.645. The t-test result of this partial regression model can be used as the basis to estimate that the good teacher performance is determined by the pedagogic competence of the business and management teachers of SMK in Tegal City.

Table 5. Results of Adjusted R Square ofTeacher's Performance as Dependent Variable

Model Summary			
Model	R Square	Adjusted R Square	Std. Error of the Estimate
	.892	.891	1.80507
a. Predictors: (Constant), Compensation, Academic Supervision, Pedagogic Competence			

The results of the analysis presented in Table 5 show that there is a simultaneous influence of compensation, academic supervision, and pedagogic competence on the teacher's performance as high as 0.891 or 89.1%; the rest (10.9%) is determined by factors beyond the model. In other words, the performance of the business and management teachers of SMK Tegal City is determined by the variation of compensation competence, academic supervision, and school pedagogical competence as high as 89,1% and the rest (10.9%) is determined by other factors beyond this regression model. For further analysis, the F-test was simultaneously applied to test the level of significance. The result of the F-test of the teacher's performance as a dependent variable is presented in Table 6.

Table 6. Test Results - F Dependent Variable Performance Teachers

ANOVA[b]						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6723.783	3	2241.261	687.868	.000[a]
	Residual	814.568	250	3.258		
	Total	7538.350	253			

a. Predictors: (Constant), compensation, academic supervision, pedagogic competence

b. Dependent Variable: teacher's performance

Based on the results the F-test presented in Table 6, it can be explained that the resultof the F-count is 687.867 which is higher than the F-table alpha (0.05 = 2.60) or Sig = 0.000 <0.05, meaning that there is positive and significant influence of compensation, academic supervision, and pedagogic competence on the performance of the business and management teachers of SMK in Tegal.

Effect of Work Motivation on the Teacher's Performance

Work Motivation is an independent variable in Hypothesis 11 proposed, that isits effect on the teacher's performance.

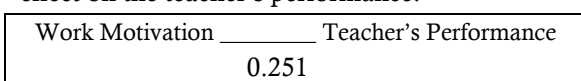| Work Motivation _____ Teacher's Performance |
|---|
| 0.251 |

Figure 1 Path Test of Work Motivation on Teacher's Performance

The result of the analysis shows that the influence of work motivation on the teacher's professionalism is (0.251) (0.251) = 0.0630 or 6.30%, at the elementary school in the District of Brebes. The effect is positive and significant with the t-count of 4.393 which is higher than the t-table of 1.645 or the Sig 0.000 < alpha (α = 0.05).

CONCLUSIONS

The influence of compensation on the teacher's work motivation is positive and significant.The influence of academic supervision on the teacher's work motivation is positive and significant.The influence of the teacher's pedagogic competence on their work motivation is positive and significant.The influence of compensation on the teacher's performance is positive and significant.The influence of academic supervision on the teacher's performance is positive and

significant.The influence of the teacher's pedagogic competence on their performance is positive and significant.The influence of work motivation on the teacher's performance is positive and significant.

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