

The Effect Of Principal Leadership, Work Environment, And Compensation On Teacher Performance At Smk Lentera Bangsa Karawang

Pengaruh Kepemimpinan Kepala Sekolah, Lingkungan Kerja, Dan Kompensasi Terhadap Kinerja Guru Di Smk Lentera Bangsa Karawang

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ABSTRACT

This study examines the effects of principal leadership, work environment, and compensation on teacher performance at SMK Lentera Bangsa Karawang. A quantitative survey was conducted with the entire population of 49 teachers. Data were collected using a five-point Likert-scale questionnaire and analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with SmartPLS 4.0. The measurement model was evaluated through outer loading, Average Variance Extracted (AVE), cross-loading, Cronbach's alpha, and composite reliability, while the structural model was evaluated using R^2 and bootstrapping. The results show that principal leadership has a positive but statistically non-significant relationship with teacher performance ($\beta = 0.243$; $t = 1.758$; $p = 0.079$). The work environment has a positive and statistically significant relationship with teacher performance ($\beta = 0.470$; $t = 3.008$; $p = 0.003$). Compensation has a positive but statistically non-significant relationship with teacher performance ($\beta = 0.235$; $t = 1.686$; $p = 0.092$). The model explains 79.9% of the variance in teacher performance ($R^2 = 0.799$; adjusted $R^2 = 0.785$). The findings indicate that, within the study context, a conducive work environment is an important organizational condition associated with teacher performance.

Keywords: principal leadership; work environment; compensation; teacher performance; SEM-PLS

ABSTRAK

Penelitian ini menganalisis pengaruh kepemimpinan kepala sekolah, lingkungan kerja, dan kompensasi terhadap kinerja guru di SMK Lentera Bangsa Karawang. Penelitian menggunakan pendekatan kuantitatif dengan metode survei terhadap seluruh populasi yang berjumlah 49 guru. Data dikumpulkan melalui kuesioner skala Likert lima tingkat dan dianalisis menggunakan Structural Equation Modeling–Partial Least Squares (SEM-PLS) dengan SmartPLS 4.0. Model pengukuran dievaluasi melalui outer loading, Average Variance Extracted (AVE), cross-loading, Cronbach's alpha, dan composite reliability, sedangkan model struktural dievaluasi melalui R^2 dan bootstrapping. Hasil penelitian menunjukkan bahwa kepemimpinan kepala sekolah berpengaruh positif tetapi tidak signifikan terhadap kinerja guru ($\beta = 0,243$; $t = 1,758$; $p = 0,079$). Lingkungan kerja berpengaruh positif dan signifikan terhadap kinerja guru ($\beta = 0,470$; $t = 3,008$; $p = 0,003$). Kompensasi berpengaruh positif tetapi tidak signifikan terhadap kinerja guru ($\beta = 0,235$; $t = 1,686$; $p = 0,092$). Nilai R^2 sebesar 0,799 dan adjusted R^2 sebesar 0,785 menunjukkan bahwa model menjelaskan 79,9% variasi kinerja guru dalam konteks penelitian. Temuan menunjukkan bahwa lingkungan kerja yang kondusif merupakan kondisi organisasi yang berhubungan signifikan dengan kinerja guru pada objek penelitian.

Kata kunci: kepemimpinan kepala sekolah; lingkungan kerja; kompensasi; kinerja guru; SEM-PLS

1. Introduction

Education is one of the strategic sectors in human resource development. The quality of education is determined not only by the curriculum and the availability of facilities and infrastructure but also by the quality of the human resources carrying out the educational process, particularly teachers. Teachers play a crucial role in planning, implementing,

assessing, and evaluating learning. Therefore, teacher performance is a key factor in achieving educational goals.

In the context of educational organizations, teacher performance is not formed by individual ability alone. The thesis underlying this article conceptualizes performance as the result of interaction among individual, psychological, and organizational factors. Organizational factors include leadership, organizational structure, work environment, supervision, reward systems, and compensation. This perspective provides the rationale for examining principal leadership, work environment, and compensation simultaneously as organizational factors associated with teacher performance.

Law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers affirms that teachers are professional educators tasked with educating, teaching, guiding, directing, training, assessing, and evaluating students. Given the scope of these duties, teacher performance is reflected not only in classroom teaching activities but also in the quality of planning, administration, evaluation, professional development, and responsibility toward the school.

At SMK Lentera Bangsa Karawang, there are 49 teachers, consisting of 25 male teachers and 24 female teachers. Initial observations conducted in January–February 2025 through classroom observations, interviews, and school documents indicate that teacher performance is generally quite good, but there are still areas that are not yet optimal.

Table 1. Initial Teacher Performance Indicators

Initial indicators	Percentage / Score
Delays in submitting teaching materials	36.7%
Delays in learning administration	30.6%
Academic supervision results	34.7
Teacher attendance	81.6
Professional development participation	73.5
Average teacher performance score	3.21

These initial data indicate room for performance improvement, particularly in the timeliness of administrative tasks, discipline, and professional development. These conditions underscore the need to examine organizational factors related to teacher performance.

Principal leadership is the first factor examined. The principal plays a role in providing direction, guidance, supervision, motivation, decision-making, and mobilizing school resources. Results from initial interviews indicate that the principal has made efforts to provide direction, supervision, motivation, and conduct evaluation meetings. However, there are still teachers who require more intensive guidance, particularly regarding discipline and professionalism.

The second factor is the work environment. The work environment encompasses both physical and non-physical conditions. Physical conditions include learning facilities, workspaces, lighting, cleanliness, safety, and comfort. Non-physical conditions include relationships among teachers, communication, cooperation, social support, and relationships with leadership. At SMK Lentera Bangsa, the work environment is generally considered quite good, but some learning facilities and communication among teachers still need to be improved.

The third factor is compensation. The school provides salaries, allowances, and incentives in accordance with the foundation's financial capacity. However, interviews

revealed that teachers hope for additional rewards for those with outstanding achievements or a heavier workload. This makes compensation a relevant factor to examine in relation to performance.

Previous research has produced mixed findings regarding organizational determinants of teacher performance. Situmorang, Siagian, and Pelawi (2023) found that work environment was significant, whereas compensation and leadership style were not significant in partial testing. Vanessa and Sitio (2024) reported a positive and significant relationship between work environment and teacher performance. Hakim et al. (2021) examined leadership, competence, and compensation through work discipline and reported relationships involving leadership and compensation. Mulyani et al. (2020) also reported a role for principal leadership in teacher teaching performance. These findings do not point to a single uniform pattern across organizational settings. The present study therefore contributes evidence from a private vocational school in Karawang by testing principal leadership, work environment, and compensation together against teacher performance using SEM-PLS and the entire population of teachers at the school.

Based on the above discussion, the purpose of this study is to analyze the effects of the principal's leadership, work environment, and compensation on teacher performance at SMK Lentera Bangsa Karawang.

2. Literature Review

Organizational Behavior Theory

Organizational behavior theory explains how individual, group, and organizational conditions shape behavior and work outcomes. Robbins and Judge (2022) emphasize that work behavior emerges from interactions among individual characteristics, group processes, and organizational conditions. Gibson, Ivancevich, Donnelly, and Konopaske describe performance as being associated with individual, psychological, and organizational factors. Within the present study, principal leadership, work environment, and compensation are positioned as organizational factors that can shape the conditions under which teachers carry out professional duties. This framework is consistent with the thesis formulation, which places the three predictors within the organizational domain while recognizing that teacher performance may also be influenced by individual and psychological factors.

Gibson et al. identify three groups of factors related to performance: individual factors, psychological factors, and organizational factors. Organizational factors include leadership, structure, culture, work environment, supervision, and reward systems. Thus, organizational behavior theory provides a foundation for explaining the relationship between the three independent variables and teacher performance.

Teacher Performance

Teacher performance refers to the quality and quantity of work achieved in carrying out professional responsibilities. In this study, teacher performance is operationalized through four dimensions derived from Supardi (2016): lesson planning, lesson implementation, assessment or evaluation, and professional responsibility. Planning includes formulating learning objectives, preparing teaching materials or modules, selecting methods and media, and preparing assessment instruments. Implementation includes opening and closing lessons, presenting material systematically, managing the classroom, motivating students, and using appropriate learning media. Assessment includes preparing and implementing assessments, processing results, remedial and enrichment activities, and using evaluation results to improve learning. Professional responsibility includes discipline, adherence to professional ethics, competency development, collaboration with colleagues, and responsibility for additional duties.

Instructional planning involves the development of learning objectives, instructional modules or learning materials, content, methods, media, and assessment instruments. Instructional delivery involves classroom management, content presentation, the use of media, student motivation, as well as wrap-up and reflection.

Assessment includes the development of assessment instruments, administration, processing of results, remedial instruction, enrichment, and the use of evaluation results. Professional responsibilities include discipline, a code of ethics, competency development, collaboration, and the performance of additional duties.

Principal Leadership

Principal leadership is the ability to influence, direct, guide, motivate, and empower school resources to achieve educational goals. The thesis operationalizes principal leadership using dimensions associated with the principal as educator, manager, administrator, supervisor, leader, innovator, and motivator, following Mulyasa (2022). The indicators include teacher guidance and competency development, program and resource management, administrative management, supervision and follow-up, decision-making, communication, innovation, technology use, recognition, and motivation. These dimensions reflect leadership practices directly experienced by teachers in their daily work.

Work Environment

The work environment refers to the physical and non-physical conditions surrounding teachers while performing their duties. The thesis distinguishes physical conditions—such as lighting, air circulation, cleanliness, safety, workspace arrangement, noise, and availability of facilities—from non-physical conditions such as relationships between superiors and subordinates, relationships among colleagues, communication, harmony, leadership support, mutual respect, and trust. A supportive environment can reduce work barriers and provide conditions that help teachers concentrate on planning, implementing, and evaluating learning.

A conducive work environment can, in theory, reduce work barriers and create comfort in carrying out tasks. In educational organizations, supportive working conditions can help teachers plan, implement, and evaluate learning more effectively.

Compensation

Compensation is the set of rewards provided by an organization in recognition of employees’ contributions. Following the operationalization used in the thesis and Milkovich, Newman, and Gerhart (2020), compensation is considered in three broad forms: direct compensation, indirect compensation, and non-financial rewards. The indicators include salary or honorarium, incentives, bonuses, commissions, allowances, insurance, leave, work facilities, recognition of achievement, promotion opportunities, career development, and a supportive work environment. The model therefore treats compensation as broader than financial payment alone.

Theoretically, compensation that is perceived as fair and appropriate can boost motivation and job satisfaction. However, the relationship between compensation and performance is not always automatic, as it can be influenced by other factors such as intrinsic motivation, commitment, organizational culture, and work environment conditions.

Hypothesis Development

Table 8. Selected Previous Studies and Research Position			
Study	Main variables / focus	Reported finding relevant to present	Position of present study

study			
Situmorang et al. (2023)	Compensation, leadership style, motivation, work environment → teacher performance	Work environment significant; compensation and leadership style not significant partially	Tests the same three organizational predictors together in a different private vocational-school context
Fatmawati & Khodijah (2024)	Principal leadership, compensation, motivation → teacher job satisfaction	Leadership and compensation positively related to job satisfaction	Uses teacher performance as the dependent construct
Vanessa & Sitio (2024)	Work environment and discipline → teacher performance	Work environment positive and significant	Adds principal leadership and compensation
Hakim et al. (2021)	Leadership, competence, compensation → teacher performance through discipline	Leadership and compensation related to performance through discipline	Tests direct relationships without discipline as a mediator
Toropova et al. (2021)	School working conditions and teacher characteristics	Working conditions are associated with teachers' professional experiences	Uses work environment as one of three organizational predictors
Mulyani et al. (2020)	Principal leadership and teacher teaching performance	Principal leadership has a role in teacher teaching performance	Examines leadership together with work environment and compensation
Hallinger et al. (2025)	Principal instructional leadership and teacher attitudes	Evidence from a meta-analysis highlights the relevance of instructional leadership	Provides broader evidence for the leadership construct
Handayani (2015)	Compensation → teacher performance	Compensation showed a positive and significant relationship in the cited study	Tests whether the relationship is also significant in the present school context
Zendrato et al. (2025)	Compensation → teacher performance	Examines compensation as a predictor of teacher performance	Provides a recent comparison for the compensation hypothesis
Present study	Principal leadership, work environment, compensation → teacher performance	Only work environment is statistically significant at 5%; all coefficients are positive	Provides evidence from SMK Lentera Bangsa Karawang using SEM-PLS and the full population of 49 teachers

The literature and empirical evidence reviewed above indicate that the three organizational variables can plausibly be related to teacher performance, but the magnitude and statistical significance of those relationships may depend on context. The present study

therefore proposes three direct hypotheses concerning principal leadership, work environment, and compensation as predictors of teacher performance.

H1: The principal's leadership has a positive and significant effect on teacher performance.

H2: The work environment has a positive and significant effect on teacher performance.

H3: Compensation has a positive and significant effect on teacher performance.

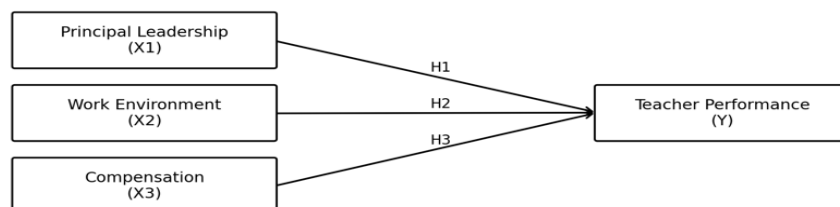


Fig. 1. Research framework.

3. Research Methods

This study employed a quantitative approach with a survey design to examine the relationship of principal leadership, work environment, and compensation with teacher performance at SMK Lentera Bangsa Karawang. The research was conducted in the school because preliminary observations identified variation in teacher discipline, the timeliness of learning administration, and participation in professional development. The study involved the entire population of 49 active teachers, consisting of 25 male and 24 female teachers; therefore, the study used a census or total-sampling approach rather than selecting a smaller sample. Primary data were obtained through a questionnaire, while observation, interviews, school documentation, and literature study were used as supporting sources.

The questionnaire used a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The instrument contained items representing four constructs: principal leadership, work environment, compensation, and teacher performance. The thesis operationalization specifies 16 indicators for principal leadership based on Mulyasa (2022), 14 indicators for work environment, 12 indicators for compensation based on Milkovich et al. (2020), and 15 indicators for teacher performance based on Supardi (2016). The final SmartPLS model contains the indicators retained after measurement-model evaluation.

The data were analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with SmartPLS 4.0. SEM-PLS was selected because the study examines relationships among latent constructs and the research population is relatively small. The measurement model was evaluated through outer loading, convergent validity using AVE, discriminant validity using cross-loading, Cronbach's alpha, and composite reliability. The structural model was evaluated using R^2 and adjusted R^2 , followed by bootstrapping to test the direct hypotheses. At the 5% significance level, a relationship was treated as statistically significant when $p < 0.05$ or t -statistics > 1.960 . The thesis discusses Q^2 , but the available material does not contain a valid predictive-relevance output; consequently, Q^2 is not reported as an empirical result in this article.

The research procedure consisted of identifying the research problem, reviewing the literature, developing the research model and hypotheses, preparing and administering the questionnaire, collecting supporting observations and documentation, processing the data in SmartPLS 4.0, evaluating the measurement and structural models, testing the hypotheses, and interpreting the findings. Because all 49 teachers in the school participated, the results describe the study population at SMK Lentera Bangsa Karawang; generalization beyond this institutional setting should be made cautiously.

Construct	Basis in thesis	Main dimensions / indicators	Scale
Principal Leadership (X1)	Mulyasa (2022)	Educator; manager; administrator; supervisor; leader; innovator; motivator	5-point Likert
Work Environment (X2)	Thesis operationalization	Physical and non-physical environment; facilities; safety; communication; relationships; support; trust	5-point Likert
Compensation (X3)	Milkovich et al. (2020)	Direct compensation; indirect compensation; non-financial rewards	5-point Likert
Teacher Performance (Y)	Supardi (2016)	Planning; implementation; assessment/evaluation; professional responsibility	5-point Likert

4. Results and Discussions

Respondent Characteristics

This study involved 49 teachers from SMK Lentera Bangsa Karawang. The respondents consisted of 25 male teachers (51.02%) and 24 female teachers (48.98%). In terms of age, most respondents were between 26 and 35 years old, accounting for 32 teachers (65.31%), followed by those aged 36–45 years at 13 teachers (26.53%), while respondents aged 25 years or younger accounted for 4 teachers (8.16%). Based on the employment-status classification reported in the research data, 38 respondents (77.55%) belonged to the first category and 11 respondents (22.45%) to the second category. The respondent profile therefore shows a relatively balanced gender composition and a predominance of teachers aged 26–35 years.

Table 2. Respondent Characteristics

Characteristic	Category	Frequency	Percentage
Gender	Male	25	51.02%
Gender	Female	24	48.98%
Age	≤ 25 years	4	8.16%
Age	26–35 years	32	65.31%
Age	36–45 years	13	26.53%
Age	> 45 years	0	0.00%
Employment status	Honorary / honorary teacher	38	77.55%
Employment status	Teacher / productive teacher	11	22.45%

Descriptive Analysis

The descriptive results indicate generally positive perceptions of the organizational variables and teacher performance. Principal leadership obtained a mean score of 3.801 (SD = 0.730), while the work environment obtained a mean score of 3.784 (SD = 0.759). For compensation, KP4 and KP11 recorded the highest indicator mean of 3.796, followed by KP12

at 3.776, whereas KP10 recorded the lowest mean of 3.327. For teacher performance, KG12 recorded the highest mean of 4.082, followed by KG11 at 4.041, while KG8 and KG9 recorded the lowest mean of 3.694. These results indicate that respondents generally assessed the constructs positively, although lower-scoring indicators point to specific aspects that may still require managerial attention.

Table 3. Descriptive Indicator Highlights

Construct	Highest indicator	Mean	Lowest indicator	Mean
Principal Leadership	KKS9	4.163	KKS8	3.327
Work Environment	LK14	4.041	LK6	3.224
Compensation	KP4 / KP11	3.796	KP10	3.327
Teacher Performance	KG12	4.082	KG8 / KG9	3.694

For compensation, indicators KP4 and KP11 obtained the highest mean score of 3.796, whereas KP10 had the lowest mean score of 3.327. In the teacher performance variable, KG12 recorded the highest mean score of 4.082, while KG8 and KG9 recorded the lowest mean score of 3.694. These findings indicate that although the overall perception of the variables was relatively positive, differences remained across individual indicators.

Measurement Model Evaluation

The measurement model was evaluated before testing the structural relationships. The retained indicators showed outer loading values above 0.50. In the final model, principal leadership indicators ranged from 0.708 to 0.844, work-environment indicators from 0.714 to 0.848, compensation indicators from 0.655 to 0.828, and teacher-performance indicators from 0.639 to 0.844. Although some indicators were below the commonly preferred 0.70 level, all retained indicators exceeded the threshold used in the thesis and were supported by the construct-level validity and reliability results.

Table 4. Retained Outer Loading Values

Indicator	Construct	Outer Loading
KG1	Teacher Performance	0.822
KG2	Teacher Performance	0.763
KG3	Teacher Performance	0.754
KG5	Teacher Performance	0.781
KG6	Teacher Performance	0.829
KG7	Teacher Performance	0.769
KG8	Teacher Performance	0.639
KG9	Teacher Performance	0.794
KG10	Teacher Performance	0.757
KG11	Teacher Performance	0.745
KG12	Teacher Performance	0.775
KG13	Teacher Performance	0.796
KG14	Teacher Performance	0.844
KG15	Teacher Performance	0.795
KKS2	Principal Leadership	0.708
KKS3	Principal Leadership	0.841
KKS5	Principal Leadership	0.711
KKS6	Principal Leadership	0.775
KKS9	Principal Leadership	0.833

KKS10	Principal Leadership	0.844
KKS12	Principal Leadership	0.797
KKS13	Principal Leadership	0.769
KKS15	Principal Leadership	0.753
KKS16	Principal Leadership	0.837
KP2	Compensation	0.814
KP3	Compensation	0.728
KP5	Compensation	0.655
KP6	Compensation	0.710
KP7	Compensation	0.725
KP8	Compensation	0.828
KP9	Compensation	0.807
KP10	Compensation	0.693
KP12	Compensation	0.713
LK1	Work Environment	0.787
LK2	Work Environment	0.714
LK3	Work Environment	0.749
LK7	Work Environment	0.738
LK9	Work Environment	0.756
LK11	Work Environment	0.848
LK12	Work Environment	0.828
LK13	Work Environment	0.831

The convergent-validity results were satisfactory. AVE values were 0.604 for teacher performance, 0.621 for principal leadership, 0.553 for compensation, and 0.613 for work environment. All values exceeded 0.50, indicating that each construct captured more than half of the variance of its indicators on average. Discriminant validity based on cross-loading showed that each retained indicator loaded more strongly on its intended construct than on the other constructs. Internal consistency was also adequate: Cronbach's alpha values ranged from 0.898 to 0.949, while composite reliability ranged from 0.901 to 0.952. Thus, the measurement model met the validity and reliability criteria applied in the thesis.

Table 9. Cross-Loading Results

Indicator	Teacher Performance	Principal Leadership	Compensation	Work Environment
KG1	0.822	0.641	0.687	0.746
KG2	0.763	0.664	0.715	0.702
KG3	0.754	0.597	0.577	0.687
KG5	0.781	0.650	0.541	0.653
KG6	0.829	0.773	0.685	0.718
KG7	0.769	0.716	0.586	0.713
KG8	0.639	0.519	0.517	0.556
KG9	0.794	0.697	0.670	0.632
KG10	0.757	0.508	0.553	0.578
KG11	0.745	0.510	0.546	0.569
KG12	0.775	0.625	0.618	0.659
KG13	0.796	0.613	0.676	0.641
KG14	0.844	0.685	0.703	0.755
KG15	0.795	0.668	0.702	0.784
KKS2	0.576	0.708	0.600	0.634

KKS3	0.770	0.841	0.567	0.744
KKS5	0.583	0.711	0.654	0.607
KKS6	0.626	0.775	0.686	0.682
KKS9	0.736	0.833	0.573	0.701
KKS10	0.642	0.844	0.661	0.710
KKS12	0.578	0.797	0.493	0.546
KKS13	0.633	0.769	0.633	0.657
KKS15	0.513	0.753	0.653	0.583
KKS16	0.739	0.837	0.617	0.729
KP2	0.587	0.673	0.814	0.652
KP3	0.524	0.572	0.728	0.526
KP5	0.541	0.589	0.655	0.535
KP6	0.575	0.440	0.710	0.526
KP7	0.671	0.641	0.725	0.565
KP8	0.686	0.620	0.828	0.774
KP9	0.521	0.451	0.807	0.576
KP10	0.561	0.564	0.693	0.571
KP12	0.692	0.586	0.713	0.729
LK1	0.603	0.651	0.597	0.787
LK2	0.537	0.568	0.601	0.714
LK3	0.604	0.635	0.737	0.749
LK7	0.684	0.643	0.635	0.738
LK9	0.751	0.698	0.630	0.756
LK11	0.724	0.725	0.637	0.848
LK12	0.713	0.647	0.604	0.828
LK13	0.769	0.684	0.730	0.831

Table 5. Measurement Model Result

Construct	AVE	Cronbach's Alpha	Composite Reliability
Teacher Performance	0.604	0.949	0.952
Principal Leadership	0.621	0.932	0.937
Compensation	0.553	0.898	0.901
Work Environment	0.613	0.914	0.914

The results of the cross-loading assessment also indicated that the indicators had stronger loadings on their respective constructs. Thus, the measurement model provided an adequate basis for further analysis of the structural relationships among the variables.

Structural Model Evaluation

The structural model produced an R^2 of 0.799 and an adjusted R^2 of 0.785 for teacher performance. Thus, the three predictors jointly explain 79.9% of the variance in teacher performance in the study population, while 20.1% is associated with factors outside the model. The adjusted R^2 remains high after accounting for the number of predictors. The result should be interpreted as explanatory power within the specified model rather than as proof that the three predictors are the only determinants of teacher performance.

Table 6. R Square Result

Endogenous Variable	R^2	Adjusted R^2
Teacher Performance	0.799	0.785

The R^2 value indicates that the three independent variables jointly provide substantial explanatory information regarding teacher performance within the research context. However, R^2 should not be interpreted as evidence that teacher performance is determined exclusively by these variables. Other factors, such as motivation, competence, organizational culture, job satisfaction, discipline, and individual characteristics, may also contribute to teacher performance but were not included in the present model.

Hypothesis Testing

Hypothesis testing was conducted using the bootstrapping procedure in SmartPLS. The results are presented in Table 4.

Table 7. Hypothesis Testing

Relationship				β	t-statistics	p-value	Decision
Principal Leadership	→	Teacher Performance		0.243	1.758	0.079	Not significant
Work Environment → Teacher Performance				0.470	3.008	0.003	Significant
Compensation → Teacher Performance				0.235	1.686	0.092	Not significant

The results show that the work environment has a statistically significant effect on teacher performance, whereas principal leadership and compensation have positive but statistically insignificant effects at the 5% significance level.

The Effect of Principal Leadership on Teacher Performance

The results show that principal leadership has a positive path coefficient of 0.243, with a t-statistic of 1.758 and a p-value of 0.079. Because the p-value exceeds 0.05 and the t-statistic is below 1.960, the relationship does not reach statistical significance at the 5% level. Therefore, H1 is not supported.

Although the relationship is positive, the statistical evidence is insufficient to conclude that principal leadership has a significant direct effect on teacher performance in this study. This finding suggests that improvements in principal leadership are associated with an increase in teacher performance, but the relationship may also depend on other organizational or individual factors.

The finding can be understood from the conditions identified during the preliminary observation. The principal had provided direction, supervision, motivation, and evaluation activities, but some teachers still required more intensive guidance, particularly in relation to discipline and professionalism. This condition may indicate that the leadership practices perceived by teachers were not sufficiently varied to produce a statistically significant relationship with performance.

This finding is consistent with Situmorang et al. (2023), who reported that leadership style did not have a significant partial effect on teacher performance. However, the finding differs from studies reporting a significant relationship between leadership and performance. Such differences may be associated with differences in organizational context, measurement instruments, sample characteristics, and other variables included in the respective research models.

The positive coefficient nevertheless indicates that the direction of the relationship is consistent with the theoretical expectation. In the school context, leadership practices such as communication, supervision, direction, motivation, and evaluation may support teacher performance, but their effect may not be sufficiently distinct when other organizational conditions are considered simultaneously. The thesis preliminary findings indicate that the principal was perceived as open to teacher input and had implemented supervision and evaluation, while some teachers still expected more frequent communication and more intensive guidance. This contextual evidence helps explain why the relationship can be positive

without reaching statistical significance. The result should therefore be interpreted as evidence that leadership remains relevant in the organizational setting, but not as evidence of a statistically established direct effect at the 5% level.

The Effect of Work Environment on Teacher Performance

The work environment produced a path coefficient of 0.470, a t-statistic of 3.008, and a p-value of 0.003. Since the p-value is below 0.05 and the t-statistic exceeds 1.960, H2 is supported. Thus, the work environment has a positive and statistically significant effect on teacher performance. The coefficient indicates that a more supportive work environment is associated with better teacher performance. In the context of this study, the work environment includes both physical and non-physical aspects, such as learning facilities, workplace comfort, communication, relationships among teachers, cooperation, and social support. A supportive environment can facilitate teachers in carrying out their instructional and professional responsibilities.

This finding is consistent with Vanessa and Sitio (2024), who found a positive and significant relationship between the work environment and teacher performance. It is also consistent with Toropova et al. (2021), who emphasized the importance of school working conditions in teachers' professional experiences. Therefore, the findings provide empirical support for the importance of maintaining a conducive work environment as part of teacher performance management.

The significance of the work environment is also consistent with the descriptive evidence in the study. Respondents gave the work environment a relatively high overall mean of 3.784, while several individual indicators received particularly positive assessments. At the same time, LK6 had the lowest indicator mean at 3.224, showing that the overall positive perception does not mean every aspect of the work environment is equally strong. The combination of physical facilities and non-physical relationships is important because teachers perform their professional duties within both environments. A comfortable workspace and adequate facilities can reduce practical barriers, while effective communication, cooperation, mutual respect, and support can strengthen the social conditions in which teachers work.

The Effect of Compensation on Teacher Performance

The results show that compensation has a positive path coefficient of 0.235, a t-statistic of 1.686, and a p-value of 0.092. Because the p-value is greater than 0.05 and the t-statistic is below 1.960, H3 is not supported at the 5% significance level.

The positive coefficient indicates that higher levels of compensation are associated with higher teacher performance in the direction of the relationship. However, the statistical evidence is insufficient to establish a significant direct effect. This suggests that compensation alone may not adequately explain differences in teacher performance within the research context.

The preliminary findings showed that the school provided salaries, allowances, and incentives according to the financial capacity of the foundation. At the same time, teachers expressed expectations for additional rewards related to achievement and workload. Differences in how teachers perceive the adequacy and fairness of compensation may therefore influence the relationship between compensation and performance.

The result is consistent with Situmorang et al. (2023), who found that compensation did not have a statistically significant partial effect on teacher performance. Nevertheless, the finding should be interpreted within the context of this study and should not be taken to mean that compensation has no importance for teachers generally. Rather, the results indicate that compensation did not demonstrate a statistically significant direct effect on teacher performance in the present research model.

The descriptive findings provide additional context for this result. Although compensation was generally perceived positively, the indicator means were not uniform: KP4 and KP11 reached 3.796, whereas KP10 was 3.327. This variation suggests that teachers may distinguish between different forms of compensation rather than evaluating compensation as a single undifferentiated concept. The thesis also records that the school provides salary, allowances, and incentives according to the foundation's financial capacity, while teachers expressed expectations for additional recognition related to achievement and workload. Such variation in perceived adequacy and fairness may help explain why the coefficient is positive but does not reach statistical significance in the present model.

Integrated Discussion

The findings can be interpreted through Organizational Behavior Theory, which views individual behavior and work outcomes as being influenced by individual, psychological, and organizational factors. In this study, principal leadership, work environment, and compensation represent organizational factors that may influence teacher performance.

The results demonstrate that the three variables have positive path coefficients, but only the work environment shows a statistically significant direct relationship with teacher performance. This indicates that the conditions experienced by teachers in their daily work, particularly physical facilities, communication, cooperation, and social support, are closely associated with their ability to perform professional duties.

Principal leadership also shows a positive relationship with teacher performance, although the relationship does not reach statistical significance at the 5% level. This suggests that leadership remains relevant within the organizational context, but its effect may operate together with other factors such as motivation, discipline, organizational culture, or professional support.

Similarly, compensation has a positive but statistically insignificant relationship with teacher performance. This finding suggests that teacher performance may not be explained solely by financial or non-financial rewards. Factors such as professional commitment, intrinsic motivation, workplace relationships, and organizational support may also contribute to teacher performance.

Overall, the findings indicate that teacher performance is associated with a combination of organizational conditions rather than a single factor. Within SMK Lentera Bangsa Karawang, the work environment is the only variable that demonstrates a statistically significant direct relationship with teacher performance at the 5% level. Principal leadership and compensation show positive coefficients but do not reach statistical significance. This pattern suggests that the organizational context experienced by teachers on a daily basis may be particularly relevant to performance, while leadership and compensation may operate together with other individual and organizational mechanisms that were not tested in the present model.

Managerial Implications

The findings also provide a useful empirical distinction between a positive direction of association and statistical significance. All three path coefficients are positive, which is consistent with the theoretical expectation that supportive organizational conditions can accompany better teacher performance. However, only the work environment reaches the conventional 5% significance threshold in this sample. This distinction is important because a positive coefficient alone does not establish sufficient statistical evidence for a direct effect. The results therefore support a context-specific interpretation rather than a general claim that all three organizational variables independently determine teacher performance.

From an organizational behavior perspective, the findings suggest that the three predictors should not be treated as interchangeable organizational resources. Leadership is primarily a relational and directional mechanism; the work environment represents the conditions in which teachers carry out daily activities; and compensation represents the organization's direct, indirect, and non-financial recognition of employee contributions. The fact that only the work environment reaches statistical significance indicates that, in this specific setting, the conditions surrounding teachers' daily work may have a more observable direct relationship with performance than the other two constructs. This interpretation remains consistent with the model's positive coefficients for leadership and compensation while acknowledging that statistical significance depends on the evidence available from the sample.

The findings provide several implications for school management. First, maintaining a conducive work environment should become an important part of efforts to improve teacher performance. Attention can be directed toward learning facilities, workplace comfort, communication, collaboration, and social support among teachers.

Second, although principal leadership did not show a statistically significant direct effect at the 5% level, the positive direction of the relationship indicates that leadership practices remain relevant. Principals can therefore strengthen communication, mentoring, academic supervision, motivation, and constructive feedback.

Third, compensation policies can be evaluated periodically by considering teachers' workload, responsibilities, performance, and the financial capacity of the foundation. In addition to financial rewards, recognition, appreciation, and other forms of non-financial support can also be considered as part of teacher performance management.

Future research should consider broader samples involving several schools and, where appropriate, additional variables such as work discipline, motivation, job satisfaction, organizational culture, or teacher competence. A broader design could help determine whether the relationships observed in this study are consistent across different school settings and respondent characteristics.

The study has several limitations. First, the research was conducted in a single private vocational school with 49 teachers, so the findings describe a specific organizational context. Second, the cross-sectional survey design captures perceptions and relationships at one point in time and does not establish temporal change. Third, the structural model focuses on three organizational predictors and does not include other factors that may be relevant to teacher performance, such as motivation, discipline, job satisfaction, organizational culture, or teacher competence. Future studies can address these limitations by expanding the number of schools and respondents, using longitudinal or comparative designs, and testing additional explanatory or mediating variables.

A further contribution of the study lies in the use of the entire teacher population at the research site. Because the population consisted of 49 teachers and all were included, the analysis does not depend on selecting a smaller sample from the school. This approach provides a complete picture of the perceptions represented in the defined research population. However, it also means that the empirical scope is closely tied to one institution, making replication across several vocational schools important before the findings are treated as broadly representative.

5. Conclusion

This study examined the effects of principal leadership, work environment, and compensation on teacher performance at SMK Lentera Bangsa Karawang using a quantitative survey and SEM-PLS. Principal leadership showed a positive but statistically non-significant relationship with teacher performance ($\beta = 0.243$; $t = 1.758$; $p = 0.079$). The work environment

showed a positive and statistically significant relationship ($\beta = 0.470$; $t = 3.008$; $p = 0.003$). Compensation showed a positive but statistically non-significant relationship ($\beta = 0.235$; $t = 1.686$; $p = 0.092$). The model explained 79.9% of the variance in teacher performance ($R^2 = 0.799$; adjusted $R^2 = 0.785$). Within this school context, the findings indicate that the work environment is the organizational variable with a statistically significant direct relationship with teacher performance, while the other two variables show positive directions without statistical significance at the 5% level.

For future studies, expanding the number of schools and respondents and incorporating additional explanatory variables may provide a more comprehensive understanding of the factors associated with teacher performance.

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