

# The Impact of Compensation in Mediating the Effect of Independent Training on Teacher Performance at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah

1<sup>st</sup> Aunan

Student of Master Management  
Universitas Pembangunan Panca Budi  
aunan@gmail.com

2<sup>nd</sup> Sri Rahayu

Master of Management  
Universitas Pembangunan Panca Budi  
sriahayu@dosen.pancabudi.ac.id

3<sup>rd</sup> Mesra B

Master of Management  
Universitas Pembangunan Panca Budi  
mesrab@dosen.pancabudi.ac.id

**Abstract**—Improving the quality of education at the junior high school level is highly dependent on the performance of teachers as the main actors in the learning process. This study aims to analyze the effect of independent training on teacher performance, with compensation as an intervening variable at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency. This study uses a quantitative approach with Partial Least Squares (PLS) analysis. The population in this study is all teachers totaling 64 people, with saturated sampling techniques. The results of the study show that self-training has a positive and significant effect on compensation. In addition, self-training and compensation also have a positive and significant effect on teacher performance. Thus, compensation acts as an intervening variable that strengthens the relationship between independent training and teacher performance. This study recommends that schools encourage teacher self-training, as well as provide fair compensation to support continuous teacher performance improvement.

**Keywords**—Self-Training, Compensation, Teacher Performance

## I. INTRODUCTION

Education is a strategic factor in the development of quality human resources. In the formal education process, teachers play a key role in determining the success of learning in schools. Therefore, improving teacher performance is one of the main focuses in the development of educational institutions (Siregar & Nasution, 2023). A teacher's performance is not only determined by their academic background and teaching experience, but also by continuous efforts to improve their competence, one of which is through self-training.

Self-paced training is a form of professional development in which teachers actively and consciously seek to improve their knowledge, skills, and attitudes through independent learning activities. In today's digital era, self-training is becoming increasingly important because teachers can access various learning resources flexibly and according to their individual needs (Putri & Sulastri, 2021). Effective

self-training can form teachers who are adaptive, innovative, and able to respond to learning challenges professionally.

However, teachers' motivation to conduct independent training is often influenced by the reward system received. Compensation is one of the important factors that encourage teachers to continue to develop and give their best performance. Adequate compensation is not only a form of appreciation for teachers' hard work, but also a motivation in carrying out their duties and participating in self-development (Fauziah & Dewi, 2020). Therefore, compensation is thought to play a role as an intervening variable that strengthens the relationship between self-training and teacher performance.

SMP Negeri 1 Pintu Rime Gayo as one of the educational institutions in Bener Meriah Regency continues to strive to improve the quality of education through improving the quality of educators. Based on initial observations, it is known that some teachers have shown the initiative to conduct training independently. However, the results of teachers' performance are still mixed, which is suspected to be related to the award or compensation factor received.

Based on this description, it is important to conduct in-depth research on how self-training affects teacher performance and the extent to which compensation plays a role in mediating these relationships. The results of this research are expected to be strategic inputs for schools and policy makers in formulating policies to improve the quality of teachers that are integrated between training and the compensation system.

## II. LITERATURE REVIEW

### A. Theoretical Framework

#### 1) Teacher Performance

##### Definition of Teacher Performance

Sudjana (2022) teacher performance is the teacher's ability to plan, implement, and evaluate the learning process in the classroom, as well as carry out other professional tasks optimally.

##### Teacher Performance Indicators



Sudjana (2022) identifies several indicators of teacher performance that reflect the effectiveness of carrying out their duties:

- 1) **Learning Planning**  
Teachers' ability to design learning implementation plans (RPP) that are in accordance with the curriculum and student needs.
- 2) **Learning Implementation**  
The effectiveness of teachers in delivering material, using the right methods, and managing classes in a conducive manner.
- 3) **Learning Evaluation**  
Teachers' ability to assess student learning outcomes through various objective and relevant evaluation techniques
- 4) **Professional Development**  
Teachers' participation in self-development activities, such as training, seminars, and workshops to improve their competence.
- 5) **Interpersonal Relationships**  
The quality of teachers' interactions and communication with students, colleagues, and students' parents.

## 2) Compensation

### Definition of Compensation

According to Hasibuan (2022), compensation is any form of reward received by employees, either directly or indirectly, in return for contributions made to the organization.

### Compensation Indicators

Compensation Indicators according to Hasibuan (2022):

- 1) **Basic Salary**  
The main compensation that the employee receives on a regular basis each period, according to the level of his position and responsibilities.
- 2) **Overtime Wages**  
Additional payment for working hours that exceed normal working hours.
- 3) **Fixed Allowance**  
Includes position allowances, family allowances, transportation allowances, and meal allowances.
- 4) **Bonuses and Incentives**  
Financial rewards given for performance exceed certain specific targets or contributions.
- 5) **Social Security and Health**  
Benefits in the form of BPJS, health insurance, and pension programs as a form of indirect compensation.
- 6) **Work Facilities**  
Such as official vehicles, comfortable workspaces, training access, and other facilities.
- 7) **Compensation Fairness**  
The level of balance between the compensation received and the workload, performance, and comparison with other colleagues in similar positions.

## 3) Self-Paced Training

### Definition of Self-Training

According to Wibowo & Hidayat (2022), self-training is a learning process that is carried out voluntarily and autonomously by individuals to improve competence, either

through online media, literature, or direct practice, without relying on formal training from institutions."

### Self-Training Indicators

Indicators of self-training (Wibowo & Hidayat, 2022):

- 1) **Personal Initiative**  
The willingness and awareness of teachers to actively seek and participate in training or learning resources without orders from superiors.
- 2) **Utilization of Digital Learning Resources**  
The use of online platforms (e-learning, learning videos, educational podcasts, webinars, etc.) as a medium for competency development.
- 3) **Consistency in Learning**  
Sustainability or routine in participating in independent learning activities, not only occasionally.
- 4) **Application of Training Results**  
The ability of teachers to implement knowledge and skills gained from self-paced training into classroom learning practices.
- 5) **Self-Evaluation and Reflection**  
The activity evaluates the development of self-competence and reflects on the results of self-training for continuous improvement.

## B. Conceptual Framework

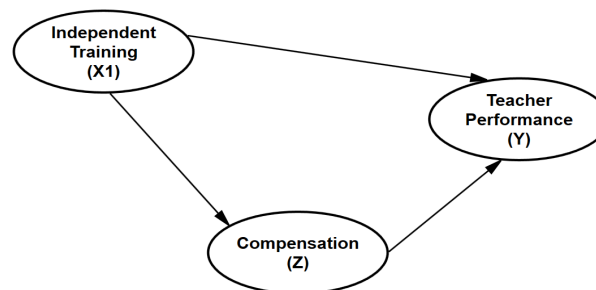


Figure 1. Conceptual Framework

## C. Research Hypothesis

- H1: Self-training has a positive and significant effect on teacher performance in SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
- H2: Independent training has a positive and significant effect on compensation at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
- H3: Compensation has a positive and significant effect on teacher performance at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
- H4: Independent training has a positive and significant effect on teacher performance through compensation at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.

## III. RESEARCH METHODS

### A. Types of Research

The type of research that the researcher uses is quantitative research. This type of quantitative research was conducted to make a study that aims to adjust a research and to analyze the analysis of self-training on teacher

performance with job satisfaction as an intervening variable at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.

#### A. Research Location and Research Time

The location of the research was conducted at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency, which is located on Jl. Raya Bireuen - Takengon, Alur Gading, Pintu Rime Gayo District, Bener Meriah Regency, Aceh. The research was carried out for 3 months, from May to July 2025.

#### B. Population and Sample

In this study, the population is 64 people, consisting of 55 civil servants and 9 PPPK teachers. The sample used in this study is a saturated sample because all populations are used as samples because the number is relatively small and it is possible to study it as a whole.

#### C. Research Data Sources

The data source used in this study is primary data.

### IV. RESULTS AND DISCUSSION

#### A. Outer Model Review

Outer Model analysis using the PLS Algorithm, yielding:

##### 1) Validity Test

Table 1. Value of Outer Loadings

	Compensation	Independent Training	Teacher Performance
X.1		0,837	
X.2		0,906	
X.3		0,862	
X.4		0,873	
X.5		0,898	
Y.1			0,807
Y.2			0,772
Y.3			0,802
Y.4			0,788
Y.5			0,827
Z.1	0,860		
Z.2	0,875		
Z.3	0,791		

Source: PLS Smart Output, 2025

Based on the values in Table 1 above, showing the results of the outer model test through the loading factor / outer loadings value, all indicators in each variable have a loading value  $\geq 0.70$ . This shows that each indicator is measured validly and robustly. Therefore, it can be concluded that all items in the questionnaire have met the validity criteria and can be seen in the following figure.

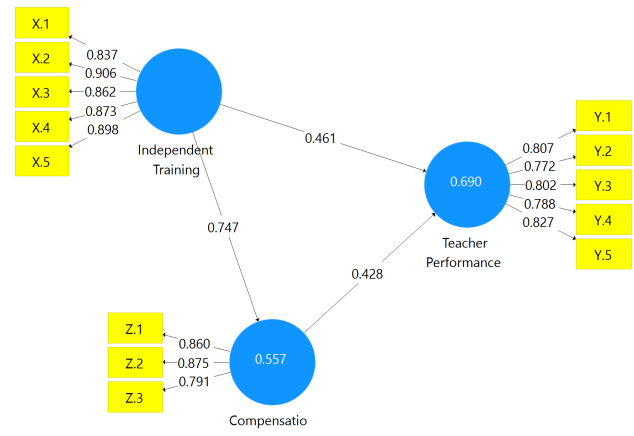


Figure 2. Outer Loading

#### A. Reliability Test

Tabel 2. Uji Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Compensation	0,795	0,803	0,880	0,710
Independent Training	0,924	0,926	0,943	0,766
Teacher Performance	0,860	0,875	0,898	0,639

Source: PLS Smart Output, 2025

From Table 2 above, the reliability test results show that Cronbach's Alpha and Composite Reliability values on all constructs have values above 0.70. This shows that all indicators have high internal consistency and are reliable in measuring their respective constructs. So that the research instrument is declared reliable and feasible to be used in testing structural models.

#### B. Coefficient of Determination (R<sup>2</sup>)

In assessing a model with PLS it starts by looking at the R-square for each dependent latent variable. The table below is the result of R-square estimation using SmartPLS.

Table 3. R Square Results

	R Square	R Square Adjusted
Compensation	0,557	0,554
Teacher Performance	0,690	0,685

Source: Smart PLS, 2025

In table 3, there is an R square value in both dependent variables, for the compensation variable, there is an R square value of 0.557, meaning that the effect of self-training is 0.557 or 55.7%, the rest is on other variables outside the model. The R square value of teacher performance is 0.690, meaning that self-training and compensation are 0.690 or 69%, the rest is in other variables outside the model.

### C. Structural Model Testing (Inner Model)

#### 1) Hypothesis Testing

##### Direct Influence Between Variables

The direct influence between variables can be seen in the value of *path coefficients*. The results of the data processing show the value of direct influence can be seen in the following table.

Table 4. *Path Coefficients* (Direct Influence)

	Original Sample	T Statistics	P Values	Conclusion
Independent Training -> Teacher Performance	0,461	5,285	0,000	Accepted
Independent Training -> Compensation	0,747	15,647	0,000	Accepted
Compensation -> Teacher Performance	0,428	5,377	0,000	Accepted

Source: PLS Smart Output, 2025

In the results of Table 4, there are the following direct influence values:

1. Independent training has a positive and significant effect on teacher performance with a t-statistical value of 5.285 above 1.96 and a significance of 0.000 below 0.05, meaning that independent training has a positive and significant effect on teacher performance because the significance value is below 0.05. The results of this study are not in line with the results of previous research, namely that independent training has a positive and significant effect on teacher performance (Maritasari et al, 2020).
2. Self-training has a positive and significant effect on compensation with a t-statistical value of 15.647 above 1.96 and a significance of 0.000 below 0.05, meaning that self-training has a positive and significant effect on compensation because the significance value is below 0.05.
3. Compensation has a positive and significant effect on teacher performance with a t-statistical value of 5.377 above 1.96 and a significance of 0.000 below 0.05, meaning that compensation has a positive and significant effect on teacher performance because the significance value is below 0.05. The results of this study are in accordance with the results of previous research, namely compensation has a positive and significant effect on teacher performance (Sherly et al, 2021).

#### D. Indirect Influence Between Variables

The indirect influence between variables can be seen in the value of *specific indirect effects*. The results of data processing show the value of indirect influence can be seen in Table 5 below.

Table 5. *Specific Indirect Effects*

	Original Sample	T Statistics	P Values	Conclusion
Independent Training -> Compensation -> Teacher Performance	0,320	5,048	0,000	Accepted

Source: Smart PLS, 2025

In table 5, there is an indirect influence between variables, namely independent training has a positive and significant effect on teacher performance through compensation with a t-statistical value of 3.023 above 1.96 and a significance value of 0.003 below 0.05, meaning that compensation plays a role as an intervening variable between independent training and teacher performance.

### V. CONCLUSION

1. Independent training has a positive and significant effect on teacher performance at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
2. Independent training has a positive and significant effect on compensation at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
3. Compensation has a positive and significant effect on teacher performance at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.
4. Independent training has a positive and significant effect on teacher performance through compensation at SMP Negeri 1 Pintu Rime Gayo, Bener Meriah Regency.

### VI. SUGGESTION

1. Self-training with the statement "I study independently to understand professional development material". Stay consistent and complement independent learning by discussing with peers or participating in professional forums to deepen and focus understanding.
2. Compensation with the statement "I receive a basic salary in accordance with my position and responsibilities". Schools can continue to ensure that the payroll system is transparent and fair, and consider additional incentives as a form of appreciation for teacher performance.
3. Teacher performance with the statement "I completed all teaching assignments according to the assigned workload". Maintain discipline and good time management, as well as periodic evaluations to increase effectiveness in carrying out teaching tasks.

### REFERENCE

- [1] Andayani, R., & Tirtayasa, T. (2019). Organizational Culture in Improving Employee Performance. Jakarta: Rajagrafindo Persada.
- [2] Fauziah, R., & Dewi, N. S. (2020). Teacher Compensation and Job Satisfaction. *Journal of Islamic Education Management*, 8(1), 45–52.
- [3] Maritasari, D. B., Setyosari, P., Kuswandi, D., & Praherdhiono, H. (2020). The effect of training and supervision on teacher performance through teacher competence as a mediating variable in primary schools. *Universal Journal of Educational Research*, 8(11), 105-112.
- [4] Putri, R. H., & Sulastri, E. (2021). The Role of Independent Training in Improving Teacher Professionalism in the Digital Era. *Journal of Educational Innovation*, 9(2), 112–120.

- [5] Robbins, S. P., & Judge, T. A. (2022). *Organizational Behavior* (18th ed.). Pearson Education.
- [6] Sherly, S., Lie, D., Candra, V., Siallagan, D. M., & Sudirman, A. (2021). Interpretation of the effects of job satisfaction mediation on the effect of principal supervision and compensation on teacher performance. *Journal of Educational Science and Technology*, 7(1), 105-116.
- [7] Singerin, S. (2021). The impact of academic supervision on teacher pedagogical competence and teacher performance: The role moderating by teacher efficacy. *International Journal of Elementary Education*, 5(3), 496-504.
- [8] Siregar, A., & Nasution, T. (2023). The Relationship Between Compensation and Teacher Performance in the Post-Pandemic Period. *Journal of Nusantara Education*, 11(1), 89–96.
- [9] Sudjana, N. (2022). *Teacher Performance and Professionalism in Education*. Bandung: Remaja Rosdakarya.
- [10] Sugiyono. (2022). *Quantitative, Qualitative, and R&D Research Methods*.
- [11] Zaelani, A., Gunawan, H., & Ramadhani, L. (2024). *Organizational Culture: Concepts and Implementation in the World of Education*. Yogyakarta: Deepublish.