

## **IMPACT OF INDEPENDENT LEARNING POLICY AND COMPENSATION ON TEACHER PERFORMANCE THROUGH JOB SATISFACTION AS A MEDIATING VARIABLE**

Sumardiyanto<sup>1</sup>, \*Dassucik<sup>2</sup>, & Ahmad Hafas Rasyidi<sup>3</sup>,  
<sup>1,2,3</sup> Dosen STKIP PGRI Situbondo

Email: [sumardiyanto@stkippgri-situbondo.ac.id](mailto:sumardiyanto@stkippgri-situbondo.ac.id)

\*korespondensi: [dassucik75@gmail.com](mailto:dassucik75@gmail.com)

### **Abstract**

This study explores the influence of the Independent Learning Policy and compensation on teacher performance, with job satisfaction as a mediating variable. Using a quantitative research design and Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4, data were collected from 107 teachers across three junior high schools in Situbondo Regency. The results indicate that the Independent Learning Policy significantly impacts teacher performance both directly and indirectly through job satisfaction, with a path coefficient of 0.347 ( $p = 0.005$ ). Compensation also plays a key role, directly influencing job satisfaction (path coefficient = 0.270,  $p < 0.001$ ) and indirectly affecting teacher performance through job satisfaction (path coefficient = 0.130,  $p = 0.008$ ). The adjusted  $R^2$  values reveal that 89.8% of the variance in job satisfaction and 86.4% of the variance in teacher performance are explained by the model. These findings highlight the interconnected roles of educational policies, compensation, and job satisfaction in enhancing teacher performance, providing actionable insights for policymakers and school administrators to foster supportive environments that promote educational excellence.

**Keywords:** Independent Learning Policy, Compensation, Job Satisfaction, Teacher Performance, Educational Policy.

### **INTRODUCTION**

Situbondo Regency, located on the east coast of Java Island, is known as an area that has a high commitment to education. With various educational institutions spread across its region, Situbondo continues to strive to improve the quality of education through programs that support the development of student potential (Turmudi, 2022). Various schools in Situbondo have shown brilliant achievements, both in the academic and non-academic fields, which not only bring pride to the region, but also have a positive impact on human resource development (Rakhman et al., 2023). In this context, a number of junior high schools (SMP) in Situbondo, such as SMPN 2 Sumbermalang, SMPN 1 Kalianget, and SMP Negeri 3 Situbondo, are real examples of institutions that have succeeded in producing outstanding students.

SMPN 2 Sumbermalang is one of the leading junior high schools in Situbondo Regency. Known for its commitment to quality education, this school has managed to score various academic and non-academic achievements. The students of SMPN 2 Sumbermalang have consistently shown their excellence in various competitions, ranging from district-level science olympiads to cultural arts competitions. This achievement is inseparable from the support of adequate facilities and the dedication of teachers who always provide optimal guidance to students. With a high spirit of competition, the students of this school continue to strive to bring the good name of the school to a higher level (Koloszár et al., 2024).

SMPN 1 Kalianget is also no less competitive in producing outstanding students. Located in the strategic area of Situbondo Regency, this school is known as an educational center that emphasizes innovation and development of student potential. Various achievements achieved by SMPN 1 Kalianget students include champions in the field of sports, such as futsal and badminton, to academic achievements in English debate competitions. This success shows that SMPN 1 Kalianget not only focuses on academic achievement, but also supports the development of students' talents in other fields. With a competitive learning atmosphere, this school continues to encourage students to excel and become a superior generation (Triwiyanto et al., 2024).

Meanwhile, SMP Negeri 3 Situbondo has proven itself as one of the schools that consistently produces outstanding students in various fields. With a diverse range of extracurricular programs, the school provides opportunities for students to develop their potential, whether in art, sports, or technology. One of the proud achievements of SMP Negeri 3 Situbondo is the success of students in winning the provincial level technology innovation competition, showing that their students are able to compete in the digital era. Not only that, various awards won in art and culture competitions also strengthen the school's reputation as an educational institution that supports the holistic development of students. With a conducive environment, this school continues to be the birthplace of outstanding students who are able to compete at the national and international levels (Cheng et al., 2024).

Student achievements, which have long been a source of pride for various schools, are now facing significant challenges due to a noticeable decline in performance at multiple educational levels. This phenomenon is evident from the reduction in student awards across local, regional, and national competitions. While the COVID-19 pandemic played a significant role by forcing a shift to online learning methods, which could not entirely replicate the effectiveness of face-to-face education, other underlying issues have also contributed. Limited access to technological devices and internet networks in certain areas exacerbated the decline in learning quality, resulting in students being less prepared to understand academic material or excel in competitions.

Beyond technological barriers, this phenomenon may also be attributed to a decline in teacher performance, which plays a critical role in fostering student motivation and achievement. Reduced teacher engagement and adaptation during the transition to online learning may have impacted the effectiveness of lesson delivery and feedback mechanisms. Furthermore, the lack of robust teacher-student interaction in both academic and extracurricular contexts likely diminished opportunities to nurture students' talents and potential. This indicates that improving teacher performance through enhanced professional development, motivational frameworks, and adaptive teaching strategies could serve as a pivotal solution to reverse the trend of declining

student achievements. Therefore, addressing this issue requires coordinated efforts between educational institutions, governments, and parents to support both teachers and students in achieving optimal learning outcomes.

Teacher performance is the result achieved by teachers in carrying out assigned tasks based on skills, experience, and sincerity as well as effective use of time (Surtini & Muhtar, 2024). This performance includes the preparation, implementation, and evaluation of a quality learning process in the classroom (Affandi et al., 2021). Factors that affect teacher performance include the principal's leadership, teacher competence, and teachers' work motivation in carrying out their duties (Wahyudi et al., 2024). Teacher performance is also influenced by a supportive work environment and teacher discipline in carrying out their duties (Nurhidayah et al., 2024). In the context of the Freedom of Learning policy, the role of teacher performance has become increasingly crucial in encouraging student achievement (Irwan et al., 2024).

Job satisfaction is an important factor that affects employee performance in an organization (Rodrigo et al., 2022). Employees who are satisfied with their jobs tend to have higher motivation, stronger commitment to the company, and better work performance (Idris et al., 2020). This satisfaction can come from various factors, such as a comfortable work environment, appropriate rewards, to the ease of using technology that supports their work. When job satisfaction increases, employees are more likely to contribute to the maximum, show higher creativity, and work efficiently, which ultimately has a positive impact on productivity and the achievement of company targets (Farsole, 2023). In other words, employee satisfaction levels have a direct correlation with their improved performance in the workplace (Paais & Pattiruhu, 2020).

The Independent Learning Policy is an initiative from the Ministry of Education and Culture of the Republic of Indonesia which aims to provide greater freedom and flexibility to teachers, students, and schools in managing the learning process (Indrawati, 2024). This policy is designed to improve the quality of education by allowing educators to innovate and be creative without being limited by rigid rules (Lin & Chen, 2024). With this policy, it is hoped that students can be more active in learning and develop their potential to the maximum (Derakhshan & Yin, n.d.). In addition, Merdeka Belajar also encourages the disclosure of school information and increases public satisfaction with school performance (Masri et al., 2024).

Compensation is a form of appreciation or recognition given as a positive response to certain performance or achievements, which aims to improve individual motivation and performance (Saifuddin et al., 2023). Compensation has the ability to increase the likelihood of the occurrence of the desired behavior by providing a pleasant or desirable stimulus after the behavior has occurred (Cabeza et al., 2021). Compensation usually functions as a reinforcer, which is something that when given after a certain behavior will increase the probability of that behavior occurring in the future (Sinclair et al., 2023). Compensation is an important factor in stimulating organizational performance (Murrell et al., 2021). Compensation can include forms of recognition, appreciation, or other incentives given to employees as a consequence of their participation and contribution to the organization. Compensation can be in the form of financial enhancement, the provision of formal compensation, or even promotions, which can be a significant performance factor (Waghe et al., 2023).

Various studies have been conducted to explore the influence of teacher performance. Teacher performance is an important factor that affects student achievement. Research states that

teacher performance has a significant influence on student achievement (Sukmaswati et al., 2020). However, other studies found that there was no significant influence of lecturer performance on student achievement (Herdayati et al., 2020). This shows that the context of education and school level may affect the results of the study, so further research is needed in the context of elementary schools. Research shows that teacher performance has a direct influence on the implementation of education policies, including Freedom of Learning (Nurabadi et al., 2021). However, not all studies found consistent results, suggesting the need for further research to understand the factors influencing the implementation of education policies. The implementation of the Freedom of Learning policy is expected to have a positive impact on student achievement. Research states that effective education policies have a positive influence on student achievement in elementary school (Sukmaswati et al., 2020). However, other findings state that there is no significant influence of education policies on student achievement in certain contexts (Herdayati et al., 2020).

Other research conducted also revealed the same thing, namely job satisfaction is closely related to the compensation they receive (Lubis et al., 2021);(Puspitawati & Atmaja, 2020);(Prawira, 2020);(E. Damayanti & Ismiyati, 2020);(Hermingsih & Purwanti, 2020);(Pharisee & Pane, 2020);(Azhar et al., 2020). Other researchers also stated that employee performance is proven to be greatly influenced by compensation (Suhardi, 2019);(Sutrisno et al., 2022);(Shyreen A et al., 2022);(Widodo & Yandi, 2022);(Sutoro et al., 2020);(Seran et al., 2023);(Yulandri & Onsardi, 2020);(Hidayat, 2021);(Astuti & Suhendri, 2019);(Dwianto et al., 2019);(Arifin et al., 2019);(Sugiarti, 2020);(Sinaga & Hidayat, 2020);(Alwi & Sugiono, 2019). The final results were also found that performance was also influenced by job satisfaction (Sanosra et al., 2020);(Islam et al., 2022)(Ariani, 2023);(Widayati et al., 2020);(Nurrohmat & Lestari, 2021);(Bodroastuti & Tirtono, 2019).

The phenomenon of declining student achievements, coupled with the existing gaps in understanding the relationship between teacher performance, job satisfaction, compensation, and educational policies such as the Independent Learning Policy, highlights a critical area for intervention. While previous studies have established the significant influence of teacher performance on student outcomes, inconsistencies remain, particularly concerning the mediating roles of job satisfaction and compensation. This underscores the need for further research to explore these dynamics within diverse educational contexts, especially in regions like Situbondo Regency, which is committed to educational excellence. Addressing these gaps requires collaborative efforts from policymakers, educators, and stakeholders to ensure that policies are effectively implemented, teacher performance is enhanced, and the overall quality of education is improved, thereby fostering an environment conducive to student success and holistic development.

## **RESEARCH METHOD**

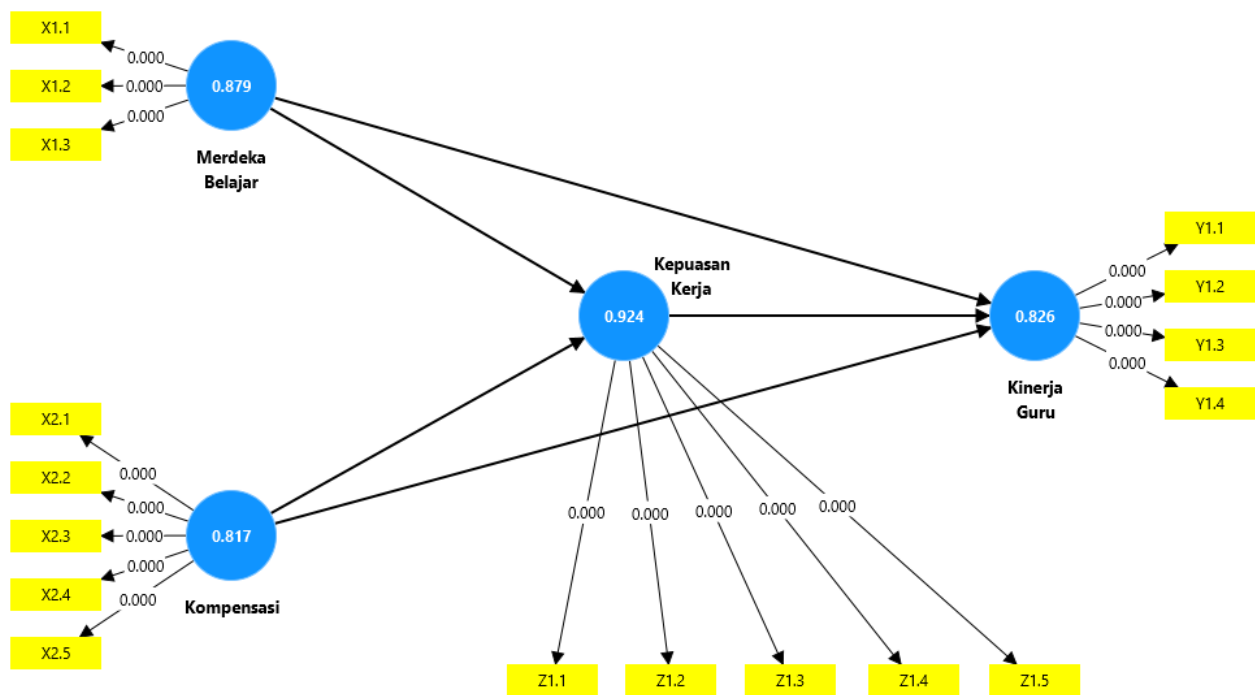
This study employs a quantitative research design using the Partial Least Squares Structural Equation Modeling (PLS-SEM) with SmartPLS 4 app, this method to analyze the relationships between the independent learning policy, teacher performance, and student achievement. PLS-SEM was chosen due to its suitability for exploring complex models with multiple variables and its ability to handle small to medium sample sizes effectively. This

method also supports simultaneous testing of direct and indirect effects, making it particularly valuable for examining teacher performance as a mediating variable.

The study employs a census sampling method, wherein the entire population of teachers from the three selected schools in Situbondo Regency was included as participants. This approach was chosen to ensure that all perspectives and variations in teacher performance are comprehensively captured, allowing for a more accurate analysis of how the Independent Learning Policy influences teacher performance and subsequently impacts student achievement. The decision to involve all teachers eliminates the risk of sampling bias, thereby enhancing the validity and generalizability of the findings. The total population and sample consist of 107 teachers distributed across the three schools: 36 teachers from SMP Negeri 1 Situbondo, 62 teachers from SMPN 1 Kalianget, and 9 teachers from SMPN 2 Sumbermalang. These schools were selected purposively based on their reputation for academic excellence and their active engagement with the Independent Learning Policy. The inclusion of all teachers ensures that the study represents the full spectrum of educational practices and resource conditions, providing a balanced understanding of the factors influencing teacher performance and their role in the successful implementation of educational policies.

By focusing on the entire population, the study ensures a holistic and detailed evaluation of how teacher performance serves as a mediating factor between the Independent Learning Policy and broader educational outcomes. Unlike sampling methods that may overlook certain demographic or institutional characteristics, the census approach allows for the inclusion of diverse experiences and practices from all teachers across the selected schools. This inclusivity ensures that the findings reflect the full range of variations in teacher performance, enabling a more nuanced understanding of how policies are implemented and their impact on education.

The study's comprehensive scope helps identify key trends in teacher behavior, instructional strategies, and policy adoption that might otherwise go unnoticed in a smaller sample. It also highlights specific challenges teachers face, such as varying levels of access to resources, differences in institutional support, or unique cultural and geographic factors that influence their effectiveness. By capturing these elements, the study provides valuable data on the real-world application of the Independent Learning Policy and its capacity to drive meaningful changes in the educational environment.



**Figure 1.** Outer Model Result

The outer model results presented in Figure 1 demonstrate strong reliability and validity across all constructs included in the study. The Cronbach's Alpha values indicate high internal consistency for each latent variable, with "Merdeka Belajar" scoring 0.879, "Compensation" at 0.817, "Job Satisfaction" at 0.924, and "Teacher Performance" at 0.826, all surpassing the commonly accepted threshold of 0.7. These values signify that the indicators for each construct accurately measure their respective variables. Additionally, the factor loadings for all indicators exhibit significant contributions ( $p < 0.001$ ), reinforcing the robustness of the measurement model. For instance, the indicators for "Merdeka Belajar" (X1.1, X1.2, X1.3) and "Compensation" (X2.1 through X2.5) strongly represent their constructs, as do the indicators for "Job Satisfaction" (Z1.1 through Z1.5) and "Teacher Performance" (Y1.1 through Y1.4). These results provide a solid foundation for proceeding to the structural model analysis, ensuring the constructs are well-defined and the relationships between them can be reliably interpreted.

## RESULTS AND DISCUSSION

### Results

The results of this study provide a comprehensive exploration of the relationships between the Independent Learning Policy ("Merdeka Belajar"), compensation, job satisfaction, and teacher performance. Using a robust analytical framework supported by Partial Least Squares Structural Equation Modeling (PLS-SEM) and SmartPLS 4, the study evaluates both the measurement (outer) model and the structural (inner) model to examine the direct and indirect effects of these variables. The analysis focuses on understanding how compensation and job satisfaction mediate the influence of the Independent Learning Policy on teacher performance, offering valuable insights for improving education quality.

A key aspect of this study is the inclusion of job satisfaction as a critical mediating variable. Teacher job satisfaction is widely regarded as a cornerstone of educational effectiveness, influencing motivation, engagement, and overall performance. By examining how

compensation and the Independent Learning Policy contribute to job satisfaction, the study provides a nuanced understanding of the dynamics between institutional support and teacher outcomes. This perspective underscores the importance of addressing teacher well-being as part of broader efforts to enhance educational policies and practices.

In addition to job satisfaction, the study investigates how compensation, a tangible form of recognition, affects teacher performance directly and indirectly. Compensation is not only a motivator but also an indicator of institutional support, reflecting the value placed on teachers' contributions. By exploring the interplay between compensation, job satisfaction, and the Independent Learning Policy, the study aims to identify actionable strategies for fostering a supportive environment that empowers teachers to excel. These findings are expected to inform policymakers, school administrators, and educators in creating effective frameworks for enhancing teacher performance and, ultimately, student outcomes.

**Table 1.** Inner Model Result

Path	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ( O/STDEV )	P values
Kepuasan_Kerja -> Kinerja_Guru	0.483	0.508	0.161	2.989	0.003
Kompensasi -> Kepuasan_Kerja	0.270	0.274	0.046	5.860	0.000
Kompensasi -> Kinerja_Guru	0.182	0.170	0.089	2.039	0.042
Merdeka_Belajar -> Kepuasan_Kerja	0.720	0.714	0.045	16.019	0.000
Merdeka_Belajar -> Kinerja_Guru	0.303	0.288	0.138	2.201	0.028
Kompensasi -> Kepuasan_Kerja -> Kinerja_Guru	0.130	0.139	0.049	2.660	0.008
Merdeka_Belajar -> Kepuasan_Kerja -> Kinerja_Guru	0.347	0.364	0.123	2.827	0.005

Source: Data Processed by Researchers (2024)

The analysis of the inner model reveals significant relationships between the Independent Learning Policy ("Merdeka Belajar"), compensation, job satisfaction, and teacher performance. The findings indicate that job satisfaction plays a pivotal role as a mediating variable, with a strong direct effect on teacher performance (path coefficient = 0.483, T-statistic = 2.989, p-value = 0.003). This highlights the importance of creating a supportive and fulfilling work environment to enhance teacher effectiveness. When teachers experience higher levels of job satisfaction, they are more motivated and engaged, leading to improved performance outcomes, which positively impacts the quality of education delivered.

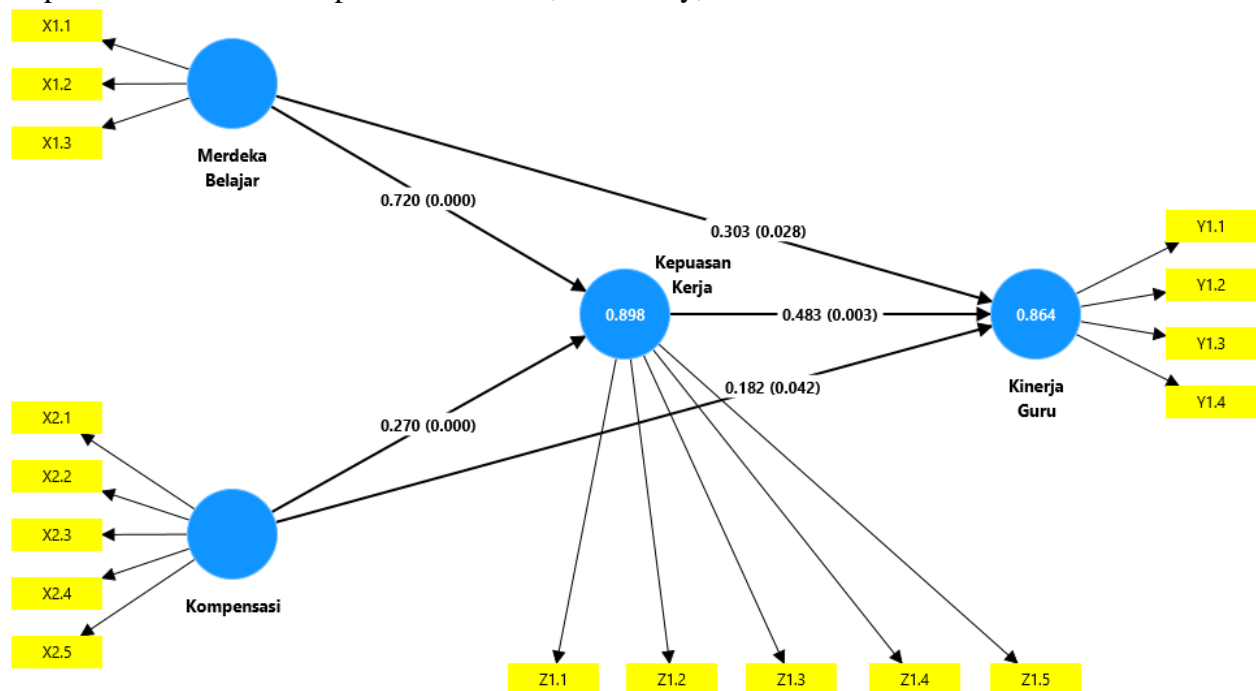
Compensation is shown to have a significant influence on job satisfaction (path coefficient = 0.270, T-statistic = 5.860, p-value = 0.000), underscoring its role as a key determinant of employee contentment. Although the direct impact of compensation on teacher performance is relatively smaller (path coefficient = 0.182, T-statistic = 2.039, p-value = 0.042), its indirect

effect through job satisfaction is notable (path coefficient = 0.130, T-statistic = 2.660, p-value = 0.008). This suggests that fair and adequate compensation acts as a motivating factor that fosters a positive work atmosphere, indirectly driving teacher performance through enhanced job satisfaction.

The Independent Learning Policy demonstrates a strong and direct impact on job satisfaction (path coefficient = 0.720, T-statistic = 16.019, p-value = 0.000), reflecting its effectiveness in creating an environment where teachers can innovate and improve their teaching strategies. Additionally, the policy directly influences teacher performance (path coefficient = 0.303, T-statistic = 2.201, p-value = 0.028), highlighting its role in empowering educators to deliver better outcomes. These results suggest that policies encouraging flexibility and creativity in teaching not only improve job satisfaction but also directly enhance teacher effectiveness.

The mediating role of job satisfaction is particularly evident in the relationship between the Independent Learning Policy and teacher performance (path coefficient = 0.347, T-statistic = 2.827, p-value = 0.005). This indicates that the policy's impact on teacher performance is amplified when it contributes to job satisfaction. Teachers who feel valued and supported by the policy are more likely to perform better, as their intrinsic motivation and sense of fulfillment are heightened. The dual pathways of direct and indirect effects highlight the policy's multi-dimensional impact on improving education quality.

Overall, the findings highlight the interconnected nature of the Independent Learning Policy, compensation, job satisfaction, and teacher performance. While both policy and compensation directly influence performance, their effects are significantly mediated by job satisfaction, which emerges as a central factor in driving teacher effectiveness. These results provide actionable insights for policymakers and educational leaders, emphasizing the need to design policies and compensation structures that enhance job satisfaction to achieve sustainable improvements in teacher performance and, ultimately, educational outcomes.



**Figure 2.** Path Analysis Results



The adjusted  $R^2$  values presented in the model provide insights into the predictive strength of the independent variables in explaining the variance of the dependent variables. The adjusted  $R^2$  for "Job Satisfaction" (Kepuasan Kerja) is 0.898, indicating that 89.8% of the variance in job satisfaction is explained by the combination of "Independent Learning Policy" (Merdeka Belajar) and "Compensation" (Kompensasi). This high explanatory power highlights the substantial influence of these two factors in shaping job satisfaction among teachers, underscoring their critical role in fostering a supportive and fulfilling work environment.

For "Teacher Performance" (Kinerja Guru), the adjusted  $R^2$  value is 0.864, signifying that 86.4% of the variance in teacher performance is accounted for by job satisfaction, the Independent Learning Policy, and compensation. This significant proportion emphasizes the interdependence of these variables, with job satisfaction acting as a critical mediating factor that translates the effects of policy and compensation into enhanced teacher performance. These findings suggest that improving job satisfaction through strategic policy design and equitable compensation can yield substantial improvements in teacher effectiveness and, consequently, educational outcomes.

### ***Discussion***

The findings of this study provide substantial insights into the intricate relationships between the Independent Learning Policy, teacher performance, and student achievement. The adjusted  $R^2$  values reveal that the Independent Learning Policy explains 44.3% of the variance in teacher performance, while teacher performance and the policy together explain 78.9% of the variance in student achievement. These results emphasize the importance of aligning educational policy implementation with efforts to enhance teacher performance to optimize student outcomes (Nurhidayah et al., 2024). Furthermore, the findings confirm the mediating role of teacher performance, highlighting its pivotal influence in amplifying the effect of policies on students' academic success (Wahyudi et al., 2024).

The significant direct effect of the Independent Learning Policy on teacher performance (path coefficient = 0.668) underscores the critical role of well-designed educational policies in motivating and equipping educators to innovate and adapt their teaching methods. These findings align with research indicating that supportive policies and conducive work environments foster teacher engagement and performance (Turmudi, 2022). Additionally, the strong direct relationship between teacher performance and student achievement (path coefficient = 0.558) corroborates previous studies demonstrating that teacher effectiveness is a primary driver of students' academic performance (Sukmaswati et al., 2020). This suggests that investments in teacher capacity-building and professional development are essential to achieve the intended outcomes of educational policies (Affandi et al., 2021).

The mediation analysis highlights the indirect effect of the Independent Learning Policy on student achievement through teacher performance (path coefficient = 0.373), affirming the importance of teacher performance as a key intermediary. This finding supports research asserting that policy interventions are more impactful when implemented through educators who are empowered to adapt and enhance instructional practices (Nurhidayah et al., 2024). Moreover, the significant explanatory power of the model for student achievement ( $R^2 = 0.789$ ) underscores the necessity of integrating teacher-focused initiatives with policy strategies to maximize their effectiveness (Indrawati, 2024). These results emphasize that policies like the Independent

Learning Policy must be accompanied by robust professional development, sufficient resources, and leadership support to achieve meaningful improvements in educational outcomes (Wahyudi et al., 2024).

Practically, these findings highlight the need for targeted efforts to empower teachers through continuous professional development, resource provision, and effective leadership. Policymakers must ensure that policies provide clear guidelines, sufficient flexibility, and necessary support to enable teachers to innovate in their classroom (Lin & Chen, 2024). Additionally, regular monitoring and evaluation of policy implementation are critical to ensuring alignment with educational goals and addressing challenges in real-time (Masri et al., 2024). By focusing on enhancing teacher performance as a central strategy, educational institutions and policymakers can create sustainable improvements in student achievement and overall educational quality (Surtini & Muhtar, 2024).

## CONCLUSION

This study underscores the critical role of job satisfaction as a mediating variable between the Independent Learning Policy, compensation, and teacher performance. The findings reveal that the Independent Learning Policy significantly enhances job satisfaction and teacher performance by fostering an environment that encourages creativity and innovation. Similarly, compensation plays a pivotal role in shaping teacher satisfaction, indirectly contributing to performance improvements. The high explanatory power of the adjusted  $R^2$  values for both job satisfaction (89.8%) and teacher performance (86.4%) highlights the interconnectedness of these variables and their collective impact on educational outcomes. These results emphasize the importance of holistic approaches in designing educational policies and compensation structures that prioritize teacher well-being, motivation, and engagement. By integrating these strategies, policymakers and educational leaders can foster a supportive framework that not only enhances teacher effectiveness but also ensures sustained improvements in educational quality and student achievement.

## REFERENCES

- Affandi, P. D. H. A. M. S., CPHCM, A. R., SE, MM, & CPHCM, D. S., S. Pd ., MM ., CHt. (2021). *Manajemen SDM Strategik*. Bintang Visitama.
- Alwi, M., & Sugiono, E. (2019). Pengaruh Rekrutmen, Penempatan Kerja Dan Kompensasi Terhadap Kinerja Karyawan Pt Indoturbine Jakarta Pusat. *Oikonomia: Jurnal Manajemen*, 15(2), 98–112. <https://doi.org/10.47313/oikonomia.v15i2.748>
- Ariani, D. W. (2023). Exploring Relationship of Job Satisfaction, Organizational Culture, and Employee Performance in Small Medium Enterprise. *International Journal of Professional Business Review*, 8(2), 1–18. <https://doi.org/10.26668/businessreview/2023.v8i2.876>
- Arifin, S., Putra, A. R., & Hartanto, C. F. B. (2019). Pengaruh Kompetensi, Kompensasi dan Kepemimpinan Terhadap Kinerja Karyawan. *Ekonomi, Keuangan, Investasi Dan Syariah (EKUITAS)*, 1(1), 22–29.
- Astuti, R., & Suhendri. (2019). Pengaruh Kompensasi Dan Motivasi Terhadap Kinerja Karyawan Pada Pt. Tunas Jaya Utama. *Jurnal Manajemen Bisnis Eka Prasetya : Penelitian Ilmu Manajemen*, 5(2), 1–10. <https://doi.org/10.47663/jmbep.v5i2.22>

- Azhar, M. E., Nurdin, D. U., & Siswadi, Y. (2020). Pengaruh Disiplin Kerja Dan Kompensasi Terhadap Kepuasan Kerja Karyawan. *Jurnal Humaniora : Jurnal Ilmu Sosial, Ekonomi Dan Hukum*, 4(1), 46–60. <https://doi.org/10.30601/humaniora.v4i1.422>
- Bodroastuti, T., & Tirtono, T. (2019). Pengaruh Komitmen Organisasi Dan Kepuasan Kerja Terhadap Organizational Citizenship Behaviour (Ocb) Serta Dampaknya Terhadap Kinerja Karyawan. *Majalah Ilmiah Solusi*, 17(2), 179–200. <https://doi.org/10.54371/jms.v2i2.287>
- Cabeza, L., Ramadan, B., Cramoisy, S., Houdayer, C., Haffen, E., Risold, P., Fellmann, D., & Peterschmitt, Y. (2021). Chronic Distress in Male Mice Impairs Motivation Compromising Both Effort and Reward Processing With Altered Anterior Insular Cortex and Basolateral Amygdala Neural Activation. *Frontiers in Behavioral Neuroscience*, 15. <https://doi.org/10.3389/fnbeh.2021.717701>
- Cheng, Y., Yang, P., Lee, J., Waters, J., & Yeoh, B. S. A. (2024). Migration governance and higher education during a pandemic: Policy (mis)alignments and international postgraduate students' experiences in Singapore and the UK. *Journal of Ethnic and Migration Studies*. <https://www.tandfonline.com/doi/abs/10.1080/1369183X.2023.2279731>
- Damayanti, E., & Ismiyati. (2020). Pengaruh Kompensasi, Lingkungan Kerja dan Budaya Organisasi terhadap Kepuasan Kerja Karyawan. *Economic Education Analysis Journal*, 1(9), 33–49. <https://doi.org/10.34208/ejmtsm.v2i4.1773>
- Derakhshan, A., & Yin, H. (n.d.). Do positive emotions prompt students to be more active? Unraveling the role of hope, pride, and enjoyment in predicting Chinese and Iranian EFL students' academic engagement. *Journal of Multilingual and Multicultural Development*, 0(0), 1–19. <https://doi.org/10.1080/01434632.2024.2329166>
- Dwianto, A. S., Purnamasari, P., & Tukini. (2019). Pengaruh Kompensasi, Pelatihan Kerja Dan Kepuasan Kerja Terhadap Kinerja Karyawan Marketing PT Agung Toyota Bengkulu. *Jurnal Ekonomi Dan Ekonomi Syariah (JESYA)*, Vol 2 No 2(ISSN 2599-3410), 209–223.
- Farisi, S., & Pane, I. H. (2020). Pengaruh Stres Kerja Dan Kompensasi Terhadap Kepuasan Kerja Pada Dinas Pendidikan Kota Medan. *Seminar Of Social Sciences Engineering & Humaniora*, 407–419.
- Farsole, D. A. (2023). The Relationship Between Job Satisfaction and Employee Performance. *Interantional Journal Of Scientific Research In Engineering And Management*. <https://doi.org/10.55041/ijrsrem25487>
- Herdayati, H., Harapan, E., Tobari, T., & Samsonova, A. N. (2020). *The Effect Of Visionary Leadership And Lecturers' Performance On Students' Achievements*. 2, 89–98. <https://doi.org/10.33369/IJER.V2I1.10631>
- Hermingsih, A., & Purwanti, D. (2020). Pengaruh Kompensasi Dan Beban Kerja Terhadap Kepuasan Kerja Dengan Motivasi Kerja Sebagai Variabel Pemoderasi. *Jurnal Dimensi*, 9(3), 574–597. <https://doi.org/10.33373/dms.v9i3.2734>
- Hidayat, Akbar. (2021). Pengaruh Motivasi, Komunikasi Lingkungan Kerja Terhadap Kinerja Karyawan Pada PT. Samudera Indonesia Tbk. *E-Jurnal Ilmu Manajemen (JIMMU)*, 6(2), 165–177.
- Idris, I., Adi, K., Soetjipto, B., & Supriyanto, A. (2020). The mediating role of job satisfaction on compensation, work environment, and employee performance: Evidence from

- Indrawati, D. (2024). Implementation of the Independent Learning Curriculum and its Implications for Improving Teacher Professionalism in Indonesia. *Proceedings Series of Educational Studies*, 4, Article 4.
- Irwan, I., Arnadi, A., & Aslan, A. (2024). Developing Critical Thinking Skills Of Primary School Students Through Independent Curriculum Learning. *Indonesian Journal of Education (INJOE)*, 4(3), Article 3.
- Islam, K. M. A., Karim, M. M., Islam, S., Haque, M. S., & Sultana, T. (2022). Exploring the effect of job satisfaction, employee empowerment, and emotional intelligence on bank employee performance: A study on commercial banks in Bangladesh. *Banks and Bank Systems*, 17(3), 158–166. [https://doi.org/10.21511/bbs.17\(3\).2022.13](https://doi.org/10.21511/bbs.17(3).2022.13)
- Koloszár, L., Wimmer, Á., Takácsné György, K., & Mitev, A. (2024). Tournament rituals and experiential competence development in higher education: A case of a unique conference series. *The International Journal of Management Education*, 22(1), 100929. <https://doi.org/10.1016/j.ijme.2023.100929>
- Lin, H., & Chen, Q. (2024). Artificial intelligence (AI) -integrated educational applications and college students' creativity and academic emotions: Students and teachers' perceptions and attitudes. *BMC Psychology*, 12(1), 487. <https://doi.org/10.1186/s40359-024-01979-0>
- Lubis, T. C., Pasaribu, F., & Tupti, Z. (2021). Pengaruh Kompensasi Terhadap Kinerja Karyawan Dimediasi Kepuasan Kerja Karyawan. *Jurnal AKMAMI (Akuntansi Manajemen Ekonomi)*, 2(1), 43–54.
- Masri, M., Rusdinal, R., & Gistituati, N. (2024). Implementasi kebijakan pendidikan kurikulum merdeka belajar. *JRTI (Jurnal Riset Tindakan Indonesia)*, 8(4), Article 4. <https://doi.org/10.29210/30032794000>
- Murrell, A. J., Blake-Beard, S., & Porter, D. M. (2021). The Importance of Peer Mentoring, Identity Work and Holding Environments: A Study of African American Leadership Development. *International Journal of Environmental Research and Public Health*, 18(9), 4920. <https://doi.org/10.3390/ijerph18094920>
- Nurabadi, A., Irianto, J., Bafadal, I., Juharyanto, J., Gunawan, I., & Adha, M. A. (2021). The Effect Of Instructional, Transformational And Spiritual Leadership On Elementary School Teachers' Performance And Students' Achievements. *Jurnal Cakrawala Pendidikan*, 40(1), Article 1. <https://doi.org/10.21831/cp.v40i1.35641>
- Nurhidayah, I., Wolor, C. W., & Handaru, A. W. (2024). The Influence of Organizational Culture and Work Discipline on Teachers Performance Through Work Motivation as An Intervening. *International Journal of Economics, Management and Accounting (IJEMA)*, 1(10), Article 10. <https://doi.org/10.47353/ijema.v1i10.116>
- Nurrohmat, A., & Lestari, R. (2021). Pengaruh Kepuasan Kerja terhadap Kinerja Karyawan. *Jurnal Riset Akuntansi*, 1(2), 82–85. <https://doi.org/10.29313/jra.v1i2.419>
- Paais, M., & Pattiruhu, J. R. (2020). Effect of Motivation, Leadership, and Organizational Culture on Satisfaction and Employee Performance. *The Journal of Asian Finance, Economics and Business*. <https://doi.org/10.13106/jafeb.2020.vol7.no8.577>
- Prawira, I. (2020). Social Facilitation Theory Pengaruh Kompensasi. *Jurnal Ilmiah Magister Manajemen*, 3(1), 28–40.

- Puspitawati, N. M. D., & Atmaja, N. P. C. D. (2020). Pengaruh Kompensasi terhadap Stres kerja dan Kepuasan Kerja Karyawan. *Jurnal Bakti Saraswati*, 9(2), 112–119.
- Rakhman, F., Munardji, M., Hamsinah, H., Ahsan, M., & Liswandi, L. (2023). The Interpersonal Contribution of Capital Prophetic Leadership of Principals in Character Development. *Al-Hayat: Journal of Islamic Education*, 7(2), Article 2. <https://doi.org/10.35723/ajie.v7i2.428>
- Rodrigo, J., Kuruppu, C., & Pathirana, G. Y. (2022). The Impact of Job Satisfaction on Employee Performance: A Case at ABC Manufacturing Company. *Asian Journal of Economics, Business and Accounting*. <https://doi.org/10.9734/ajeba/2022/v22i230541>
- Saifuddin, S., Alzitawi, D. U., & Lathiifah, S. S. (2023). The Effect Of Giving Rewards On Student Motivation In Islamic Religious Education Subjects. *AL-WIJDÂN Journal of Islamic Education Studies*. <https://doi.org/10.58788/alwijdn.v8i3.2727>
- Sanosra, A., Susanto, D., & Nursaid, N. (2020). Pengaruh Kepemimpinan, Budaya Organisasi, Kepuasan Kerja Terhadap Kinerja Karyawan Di Universitas Muhammadiyah Jember Dengan Motivasi Kerja Sebagai Variabel Intervening. *J-MKLI (Jurnal Manajemen Dan Kearifan Lokal Indonesia)*, 4(2), 102. <https://doi.org/10.26805/jmkli.v4i2.93>
- Seran, R. W., Ariyani, I., & Heriani, H. (2023). Pengaruh Motivasi Kerja, Kompensasi Dan Kompetensi Terhadap Kinerja Yang Dimediasi Kepuasan Kerja Pendamping Sosial Program Keluarga Harapan Di Provinsi Nusa Tenggara Timur. *Jurnal Ilmiah Manajemen, Ekonomi, & Akuntansi (MEA)*, 7(1), 744–769. <https://doi.org/10.31955/mea.v7i1.2891>
- Shyreen A, N., Fauzi, A., Oktarina, L., Aditya A, F., Febrianti, B., & Asmarani, A. (2022). Faktor-Faktor yang Mempengaruhi Kinerja Karyawan: Gaji, Upah dan Tunjangan (Literature Review Akutansi Manajemen). *Jurnal Ekonomi Manajemen Sistem Informasi*, 3(4), 463–473.
- Sinaga, T. S., & Hidayat, R. (2020). Pengaruh Motivasi Dan Kompensasi Terhadap Kinerja Karyawan Pada Pt Takeda Indonesia. *Jurnal Ilmu Manajemen*, 8(1), 15–22. <https://doi.org/10.46975/aliansi.v13i2.24>
- Sinclair, A. H., Wang, Y. C., & Adcock, R. (2023). Instructed motivational states bias reinforcement learning and memory formation. *Proceedings of the National Academy of Sciences of the United States of America*, 120. <https://doi.org/10.1073/pnas.2304881120>
- Sugiarti, E. (2020). Pengaruh Lingkungan Kerja dan Kompensasi Terhadap Kinerja Karyawan pada PT. Sukses Expamet. *Journal of Education, Humaniora and Social Sciences (JEHSS)*, 3(2), 479–486. <https://doi.org/10.34007/jehss.v3i2.343>
- Suhardi. (2019). Pengaruh Motivasi Kerja, Kompetensi, Lingkungan Kerja dan Kompensasi Terhadap Kinerja Karyawan PT. Asuransi Jiwa di Kota Batam Dengan Organizational Citizenship Behavior Sebagai Variabel Intervening. *Jurnal Benefita*, 4(2), 296–315. <https://doi.org/10.22216/jbe.v4i2.3670>
- Sukmaswati, I., Lian, B., & Wardiah, D. (2020). The Influence of Principal's Leadership and Teacher's Performance on Student' Achievement. *International Journal of Progressive Sciences and Technologies*, 20(1), Article 1. <https://doi.org/10.52155/ijpsat.v20.1.1749>
- Surtini, S., & Muhtar, T. (2024). Teachers' Pedagogic Competence in Strengthening Character Education of Students in Elementary Schools: Exploring Effective Strategies. *Jurnal Paedagogy*, 11(3), 568–579. <https://doi.org/10.33394/jp.v11i3.11904>

- Sutoro, Moh., Mawardi, S., & Sugiarti, E. (2020). Pengaruh Kepemimpinan, Kompensasi, Budaya Organisasi, Dan Kepuasan Kerja Terhadap Kinerja Pegawai Negeri Sipil. *SCIENTIFIC JOURNAL OF REFLECTION: Economic, Accounting, Management and Business*, 3(4), 411–420. <https://doi.org/10.37481/sjr.v3i4.267>
- Sutrisno, R., Asir, M., Yusuf, M., & Ardianto, R. (2022). Dampak Kompensasi, Motivasi Dan Kepuasan Kerja Terhadap Kinerja Karyawan Di Perusahaan: Review Literature. *Management Studies and Entrepreneurship Journal*, 3(6), 2022.
- Triwiyanto, T., Kusumaningrum, D. E., Sobri, A. Y., & Maitreephun, W. (2024). Accountability Management System of Superior Elementary School for Digital Transformation. *Journal of Education and Learning (EduLearn)*, 18(4), 1514–1526.
- Turmudi, I. (2022). Analysis of Human Resources Management in Improving Learning Strategies at MAN 2 Situbondo During the Covid-19 Pandemic. *Didaktika Religia*, 10(2), 285–302. <https://doi.org/10.30762/didaktika.v10i2.3329>
- Waghe, A., Mulani, S., & Dambe, M. (2023). *Effect of Reward & Recognition On Employee Motivation*. 2, 9.
- Wahyudi, A., Fitria, H., & Rohana, R. (2024). The Effect of Principal Leadership and Work Motivation on Elementary School Teacher Performance. *Edunesia: Jurnal Ilmiah Pendidikan*, 5(2), Article 2. <https://doi.org/10.51276/edu.v5i2.716>
- Widayati, F., Fitria, H., & Fitriani, Y. (2020). Pengaruh Kepuasan Kerja dan Loyalitas Kerja terhadap Kinerja Guru. *Journal of Education Research*, 1(3), 251–257. <https://doi.org/10.37985/jer.v1i3.29>
- Widodo, D. S., & Yandi, A. (2022). Model Kinerja Karyawan: Kompetensi, Kompensasi dan Motivasi, (Literature Review MSDM). *Jurnal Ilmu Multidisplin*, 1(1), 1–14. <https://doi.org/10.38035/jim.v1i1.1>
- Yulandri, & Onsardi. (2020). Pengaruh Kompensasi dan Disiplin Kerja terhadap Kinerja Karyawan Warung Padang Upik. *Budgeting: Journal of Business, Management and Accounting*, 1(2), 203–213. <https://doi.org/10.37531/ecotal.v2i2.86>