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THE INFLUENCE OF COMPENTENCY AND COMPENSATION ON TEACHER PERFORMANCE AT SMK BUDI MANDIRI TANJUNGSARI

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Abstract

This study aims to test and analyze the influence of competence and compensation on teacher performance at SMK Budi Mandiri Tanjungsari (case study on teachers at SMK Budi Mandiri Tanjungsari) which is an educational institution. The method used was a quantitative method with a descriptive approach. The research population was all teachers at SMK Budi Mandiri Tanjungsari, a total of 40 people. Data were collected through a questionnaire using a Likert scale, then analyzed using multiple linear regression tests using the SPSS 25 program. The results of the study show that, 1) Competence has a positive and significant influence on the performance of teachers at SMK Budi Mandiri Tanjungsari with a value of 73.9%. 2) Compensation has a positive and significant influence on the performance of Teachers at SMK Budi Mandiri Tanjungsari with a value of 70.8%. The magnitude of the total influence of the Competence and Compensation variables on the Performance of Teachers at SMK Budi Mandiri Tanjungsari is indicated by the magnitude of the determination coefficient $r^2 = 0.706$ or 70.6%, while the external influence or error is 29.4%.
Keywords: Competence, Compensation, Performance, SMK Budi Mandiri Tanjungsari.

A. INTRODUCTION

The quality of human resources is a crucial determinant of a nation's performance, while the quality of human resources is determined by the community's education level. The higher the level of education, the better the human resources, and vice versa. In an educational institution, teachers play a crucial role and position in the teaching and learning process. From a human resource management perspective, the success of an organization is largely determined by the contribution of human resources within the organization (Snell et al., 2015). Human resources are a crucial component of any organization's success, and therefore, they are key to achieving organizational goals (Jumady & Lilla, 2021).

Efforts must be made to prepare quality human resources, as outlined in the national education goals, so that the quality of education in Indonesia must be improved. Improving teacher performance must, of course, be supported by improving the quality of the teaching staff. The era of digital learning modernization, marked by rapid technological advances, demands that teachers possess broad insight and knowledge. Teachers must continuously strive to improve their competencies, both through independent study and through participation in training programs or workshops. The role of a teacher, viewed from the perspective of their duties and responsibilities, is not easy, therefore, attention to teachers must be prioritized.

A professional teacher always prioritizes quality of service and competency. Teacher services must meet the standards of the needs of society, the nation, and the abilities of students according to their individual potential. Teacher competencies, as outlined in Law

No. 14/2005 on Teachers and Lecturers and Government Regulation No. 19/2005, state that professional teachers must possess four competencies: 1) Personality Competence, 2) Pedagogical Competence, 3) Professional Competence, and 4) Social Competence.

Competence is the driving force behind an individual's activities, manifested in concrete actions. Therefore, the better a teacher's competency, the higher their performance. Conversely, the lower their competency, the lower their work discipline and performance. If teachers possess good competencies, they will be motivated and strive to improve their abilities in planning, implementing, and evaluating the curriculum applicable in vocational high schools (SMK), thereby achieving optimal work results.

Minister of National Education Regulation Number 16 of 2007 concerning Standards for Academic Qualifications and Teacher Competencies. The assessment elements in this regulation include pedagogical, personality, social, and professional competencies. In reality, teacher competencies vary due to varying knowledge (pedagogical) capabilities according to their perspectives, educational level, and academic discipline. Personality competencies also vary depending on each teacher's level of seniority, behavior, and disposition. Social competency depends on the ability to interact, socialize, and communicate within the work environment and outside the workplace. Furthermore, professional competencies encompass technical, tactical, and practical competencies in developing assigned tasks and functions. According to this Minister of National Education regulation, teacher competency is still lacking or low, as can be assessed from the results of teacher competency tests.

According to Rivai (2004), HR strategy encompasses competency issues in technical, conceptual, and interpersonal skills. Workforce competency management encompasses: 1) input-based competencies, 2) transformational competencies, and 3) output competencies. The relationship between competency and performance can be seen through competency levels, which have practical implications for HR planning. This is evident in the illustration that knowledge and expertise competencies tend to be more tangible and relatively superficial, among employee characteristics.

Competence is the ability to perform a job/task based on skills and knowledge, supported by work attitudes that refer to established job requirements (Wibowo, 2013). Gardon, in Sudarmanto (2009), defines competency as having several types: knowledge, skills, values, attitudes, and interests.

Another variable influencing competency is compensation. Compensation is a financial or non-financial reward provided by an organization in return for an individual's work. Handoko (2009) defines compensation as everything employees receive in return for their work. Furthermore, it is stated that compensation is important for employees as individuals because the amount reflects the value of their work among the employees themselves, their family, and the community. Appropriate compensation can influence an individual's job satisfaction.

This aligns with Mangkunegara's (2010) opinion that compensation provided to employees significantly influences job satisfaction levels. Hasibuan (2009) also supports this opinion, stating that compensation can improve performance. With certification, teachers will be able to meet their physical, social, and egocentric needs, thereby achieving job satisfaction.

Teacher performance is a crucial factor that can influence the success or failure of education in schools. The various challenges teachers face will affect their performance. Observations also revealed that the main issues affecting teacher performance are competence and compensation.

Furthermore, based on pre-research interviews with several informants at SMK Budi Mandiri Tanjungsari regarding the level of teacher competence at the school:

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Table 1. Teacher competency levels

levels	Bachelor's/Master's/Doctoral graduates	Not a Bachelor's/Master's/Doctoral Graduate	Amount
Level 1: Bachelor's degree graduate	35 People	5 People	40 People
Level 2: Educational certificate	Certificates 8 People	No Certificate 32 People	40 People
Level 3: Linear relationship between diploma and mastered subjects	Linear 37 People	Not Linear 3 People	40 People
Level 4: Productive teachers have relevant certifications from industry	Owned 13 People	Not Certified 2 People	15 People

Source: Vice Principal of Budi Mandiri Tanjungsari Vocational School, 2025

Based on Table 1, it can be seen that several teachers at SMK Budi Mandiri Tanjungsari have not yet met the required qualifications. At level 1, there are 35 teachers with bachelor's/master's/doctoral degrees, and 5 teachers who have not yet graduated. At level 2, there are 8 teachers who have educational certificates, and 32 teachers who have not yet obtained their teaching certificates. And at level 3, there are 37 teachers who are in line with the education provided to students, and 3 teachers who are not yet in line. However, at level 4, out of 40 teachers, only 15 are productive teachers, only 13 teachers have relevant certificates from industry, and 2 teachers who have not yet obtained relevant certificates from industry. In performance, what superiors consider most is employee competency for good performance in the future. Why competency and compensation are variables in this study? Competence and compensation play a crucial role in performance.

The range of values for teachers at Budi Mandiri Tanjungsari Vocational School is as follows:

Table 2. Assessment

No	Mark	Range
1.	A	100 - 95
2.	B	94 - 80

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3.	C	79 - 60
4.	D	< 60

Source: Curriculum field, 2025

Table 2 shows that teacher performance assessments at SMK Budi Mandiri Tanjungsari vary. A grade ranges from 100 to 95, B grades range from 94 to 80, C grades range from 79 to 60, and D grades range from <60. Good or bad performance can be seen from the range of teacher performance scores. There are three aspects assessed: 1) teacher administration, 2) attendance, and 3) briefings, with an average score.

The performance assessments for SMK Budi Mandiri Tanjungsari teachers over the past three years are as follows:

Table 3. Performance Assessment of Teachers at Budi Mandiri Tanjungsari Vocational School in the Last 3 Years

No	Years	Assessment Indicators	Average Value	Range
1	2022 - 2023	Administration	93,35	B
		Attendance	91,53	B
		Briefing	47,23	D
2	2023 - 2024	Administration	99,57	A
		Attendance	80,42	B
		Briefing	59	D
3	2024 - 2025	Administration	100	A
		Attendance	93,59	B
		Briefing	66,63	C

Source: Curriculum field, 2025

Based on table 3, the performance assessment of the last 3 years of SMK Budi Mandiri's performance, Tanjungsari in 2022-2023 with teacher administration 93.35 with a range of B, Attendance 91.53 with a range of B, and briefing 47.23 with a range of D. And in 2023-2024 with teacher administration experiencing an increase in assessment of 6.22 to 99.57 with a range of A, in attendance teacher assessment experienced a fairly drastic decrease in attendance of 11.11 with a value of 80.42 with a range of B, and briefing assessment experienced an increase of 11.77 to 56 with a range of D. And in 2024-2025 with teacher administration having a perfect value with a value of 100 with a range of A, attendance experienced a rapid increase exceeding that of 2022-2023 and 2023-2024 to 93.59 with a range of B, and for briefing began to develop even though it has not yet received a range of D. A/B, with a score of 66.63 with a C range.

Based on Table 1.3 above, it can be seen that the performance of teachers at SMK Budi Mandiri Tanjungsari has improved significantly each year, but they have neglected their briefing assessments. Over the past three years, briefings have never received a good (B) or excellent (A) score. Improved teacher performance is needed to achieve maximum learning outcomes. Teacher satisfaction in their work will have a positive impact on students, and the organization significantly influences their work.

Several previous studies, such as those conducted by Hasbi, Andi Muliyadi, Mustari, and Gunawan (2021), "The Effect of Pedagogical Competence, Work Discipline, and School Environmental Conditions on Teacher Performance at SMA Negeri 1 Soppeng," based on the analysis, found that: 1) Pedagogical competence has a positive and significant effect on

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teacher performance at SMA Negeri 1 Soppeng. 2) Work discipline has a positive and significant effect on teacher performance at SMA Negeri 1 Soppeng. 3) School environmental conditions have a positive and significant effect on teacher performance at SMA Negeri 1 Soppeng. 4) Pedagogical competence, work discipline, and school environmental conditions jointly have a positive and significant effect on teacher performance at SMA Negeri 1 Soppeng.

Hasmiah, Saban Echdar, and Maryadi (2024) The Effect of Competence and Compensation on Employee Satisfaction Through Work Motivation at the Ma'rang District Office, Pangkajene and Islands Regency, showed that: 1) there is a direct positive and significant effect of competence and compensation on employee work motivation at the Ma'rang District Office, Pangkajene and Islands Regency, 2) there is a direct positive and significant effect of competence and compensation on employee job satisfaction at the Ma'rang District Office, Pangkajene and Islands Regency, and 3) there is a positive and significant indirect effect of competence and compensation on job satisfaction through employee work motivation at the Ma'rang District Office, Pangkajene and Islands Regency.

Deni Widyo Prasetyo (2023) The Influence of Competence and Compensation on Employee Performance (Study on Employees of PT.BPR Panji Aronta Jombang) that work discipline has a positive and significant effect on employee performance, while organizational commitment has a positive and significant effect on employee performance at PT.BPR Panji Aronta. Aan Subhan (2017) The Influence of Competence, Job Satisfaction and Organizational Commitment on Teacher Performance The results obtained from this study are: 1) competence has a positive and significant effect on teacher performance, which is 51.5%, meaning that competence has a contribution to improving teacher performance, 2) job satisfaction has a positive and significant effect on teacher performance, which is 65.8%, meaning that job satisfaction has a contribution to improving teacher performance, 3) organizational commitment has a positive and significant effect on teacher performance, which is 65.1%, meaning that organizational commitment has a contribution to improving teacher performance, 4) competence, job satisfaction and organizational commitment have a positive and significant effect on teacher performance, which is 67.1%, meaning that competence, job satisfaction and organizational commitment have a contribution to improving teacher performance, 5) Other factors that influence include a conducive school atmosphere, a good work culture, work enthusiasm and work environment. Suggestions for teachers, namely, they are expected to be able to implement the established national curriculum as well as possible. Suhardi, Masdar Mas'ud, Nurpadila (2023) The Influence of Competence and Compensation on Employee Performance at PT. Karyaputra Suryagemilang Makassar shows that: (1) Competence has a positive and significant influence on employee performance at PT. Karyaputra Suryagemilang Makassar. (2) Compensation has a positive and significant influence on PT. Karyaputra Suryagemilang Makassar.

This study presents a novelty by examining the influence of competence and compensation on teacher performance in the context of vocational education, specifically at SMK Budi Mandiri Tanjungsari, Sumedang Regency. This focus offers a new perspective because most previous studies have focused more on the government sector or non-educational organizations, so that the dynamics of professionalism and reward systems in the school environment have not been explored in depth. Thus, this study has the potential to enrich the flow of knowledge in the field of educational management through an empirical approach that is relevant to the current practical conditions of vocational schools.

The urgency of this research lies in the increasing demands for teacher professionalism in the face of curriculum changes, developments in learning technology, and increasingly fierce competition between schools. These conditions require schools to understand the internal

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factors that can strengthen teacher performance, particularly those related to competence and compensation, two fundamental aspects of human resource development. The lack of research specifically identifying the relationship between these two factors in vocational education environments makes this study crucial, providing an empirical basis for managerial decision-making and policies to improve the quality of teaching staff.

This study aims to determine the effect of competence on teacher performance at SMK Budi Mandiri Tanjungsari, assess the extent to which compensation influences teacher performance, and examine the simultaneous influence of competence and compensation as two factors that jointly determine the level of teacher performance in the school environment. With this testing, the study is expected to produce findings that can be used as a basis for improving the quality of human resource management in vocational schools.

B. LITERATURE REVIEW
Competence

Competence is understood as a fundamental characteristic possessed by an individual and directly related to the effectiveness of their work performance. Spencer and Spencer define competence as a combination of knowledge, skills, and personal characteristics that drive a person to achieve superior performance (Sutrisno, 2011). Gordon defines competence as encompassing knowledge, understanding, skills, values, attitudes, and interests that shape a person's overall work ability (Sudarmanto, 2009). Boulter et al. view competence as an inherent and relatively stable characteristic that enables employees to exhibit superior performance (Rosidah, 2003). Thus, competence encompasses not only technical abilities but also cognitive, affective, and personality dimensions that influence how an individual works. Indicators:

- Knowledge
- Understanding
- Skills
- Values
- Attitude
- Interest

Compensation

Compensation is the remuneration provided by an organization to employees in return for their work contributions. Samsudin defines compensation as any form of payment or reward received by employees arising from their work (Samsudin, 2010). Yusuf explains that compensation encompasses all monetary and non-monetary remuneration, such as salaries, wages, bonuses, incentives, and various allowances (Yusuf, 2015). Triton emphasizes that compensation is something employees receive in return for their work, determined through a planned compensation process to motivate performance (Triton, 2010). Thus, compensation functions not only as a means of fulfilling needs but also as a motivating instrument and a binding working relationship between employees and the organization. Indicators:

- Regular salaries and wages
- Performance-based bonuses and incentives
- Benefits (healthcare, holidays, meals, etc.)
- Fairness and consistency of payroll policies
- Compliance with government standards and regulations

Performance

Performance is the level of achievement of an individual's work that results in a specific function or task within a specific time period. Bernardin and Russell define performance as a track record of the results generated by a job or activity over a specific period (Bernardin &

Russell, 1998). Mathis and Jackson view employee performance as the extent to which an individual contributes to the achievement of organizational goals (Mathis & Jackson, 2002). Robbins and Coulter emphasize that performance is the end result of an individual's activities (Robbins & Coulter, 2012). Mangkunegara states that performance is the quality and quantity of work achieved by an employee in carrying out their duties according to their assigned responsibilities (Mangkunegara, 2014). Thus, teacher performance can be understood as the quality and quantity of a teacher's work results in carrying out teaching, mentoring, and other additional duties according to school-set standards. Indicators:

• Quality of work results
• Quantity or volume of work completed
• Timeliness in completing tasks
• Effective use of work resources
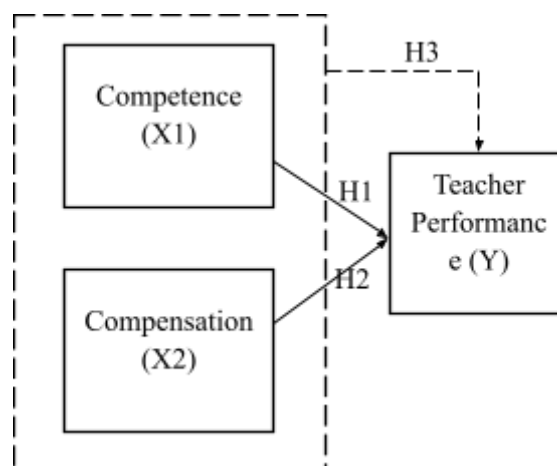• Commitment to the task and organization

Figure 1. Theoretical Framework
Source: (Processed by Researchers, 2025)

H1: It is suspected that competency influences the performance of teachers at Budi Mandiri Vocational High School, Tanjungsari.
H2: It is suspected that compensation influences the performance of teachers at Budi Mandiri Vocational High School, Tanjungsari.
H3: It is suspected that both competency and compensation influence the performance of teachers at Budi Mandiri Vocational High School, Tanjungsari.

C. RESEARCH METHODOLOGY

This study employed a quantitative method with a descriptive-explanatory approach, as the primary objective was to describe the actual conditions of teacher competency, compensation, and performance variables while statistically testing the influence between these variables. The quantitative method was chosen because the study sought to objectively measure phenomena using standardized instruments and analyze causal relationships based on numerical data that could be statistically analyzed (Sugiyono, 2022). A descriptive approach was necessary to present a factual picture of the level of competency and compensation received by teachers, while the explanatory approach was relevant because this study tested hypotheses regarding the influence of these two variables on teacher performance at SMK Budi Mandiri Tanjungsari. This method also aligns with the

characteristics of the research problem, which focuses on human resource phenomena that can be measured using clear and objective operational indicators.

Several data collection techniques were used to obtain the research data, including observation, documentation, short interviews, and questionnaires. Observations were conducted to understand the general condition of the school and the teachers' work environment. Documentation was used to obtain secondary data in the form of school profiles, organizational structures, and supporting information related to teachers and school policies. Limited interviews were conducted to strengthen field data relevant to teacher competency and compensation. The primary technique in this study was a closed-ended questionnaire based on a 1–5 Likert scale, as this instrument allows respondents to provide measurable assessments of competency, compensation, and performance indicators, allowing data to be easily analyzed quantitatively (Sekaran & Bougie, 2016). The questionnaire was structured based on indicators that had been operationalized in a variable table, so that each statement represented a directly measured construct.

This study employed a census sampling technique, where the entire population was used as the research sample. The census technique was chosen because the study population consisted of only 40 teachers, allowing the entire population to be respondents without incurring sampling error (Sugiyono, 2018). The use of a census was highly relevant in the context of this study because all teachers at the school were directly involved in the work system and received compensation with a relatively homogeneous structure. Therefore, the participation of the entire population resulted in more accurate, representative, and selection-bias-free data. Furthermore, this technique allowed researchers to capture variations in teacher performance comprehensively without reducing the number of units of analysis.

During the data processing stage, this study employed quantitative statistical analysis, including validity testing, reliability testing, classical assumption testing, and multiple linear regression. Validity testing was used to ensure that each item in the questionnaire accurately measured the intended construct (Ghozali, 2013). Reliability testing was conducted to ensure instrument consistency using Cronbach's Alpha. Furthermore, classical assumption testing, consisting of normality, multicollinearity, and heteroscedasticity tests, was conducted to ensure the feasibility of the regression model as a predictive tool. The primary analysis technique was multiple linear regression, as the study examined the effect of two independent variables (competence and compensation) on one dependent variable (teacher performance). Regression analysis was used to determine the magnitude of partial and simultaneous effects and to test the research hypotheses through t-tests, F-tests, and coefficients of determination (Yamin et al., 2011). All analyses were conducted using SPSS version 25 software, which allows for accurate, rapid, and systematic data processing. Thus, quantitative research methods, structural data collection techniques, the use of census techniques, and multiple linear regression analysis are the most appropriate and relevant combination to the research objective of empirically understanding how competence and compensation affect teacher performance at SMK Budi Mandiri Tanjungsari.

D. RESULT AND DISCUSSION
Research Results
Validity and Reliability Test of Competence (X1), Compensation (X2), and Performance (Y)

The validity test was used to measure whether the questionnaire was an accurate (valid) measurement or not. The validity of the questionnaire items for each variable obtained was as follows: Validity Test of Competence (X1), Compensation (X2), and Performance (Y)

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The following validity test was conducted to determine the accuracy of each question item using SPSS.

Table 4. Validity test of the Competency Questionnaire (X1)

Item	r Count	N	r Table	Information
X1	0,460	40	0,312	Valid
X2	0,492	40	0,312	Valid
X3	0,410	40	0,312	Valid
X4	0,640	40	0,312	Valid
X5	0,388	40	0,312	Valid
X6	0,566	40	0,312	Valid
X7	0,531	40	0,312	Valid
X8	0,491	40	0,312	Valid
X9	0,424	40	0,312	Valid
X10	0,629	40	0,312	Valid
X11	0,547	40	0,312	Valid
X12	0,650	40	0,312	Valid
X13	0,346	40	0,312	Valid
X14	0,456	40	0,312	Valid
X15	0,473	40	0,312	Valid
X16	0,381	40	0,312	Valid
X17	0,364	40	0,312	Valid
X18	0,489	40	0,312	Valid
X19	0,462	40	0,312	Valid
X20	0,563	40	0,312	Valid
X21	0,619	40	0,312	Valid
X22	0,504	40	0,312	Valid
X23	0,547	40	0,312	Valid
X24	0,514	40	0,312	Valid

Source: (Processed by Researchers, 2025)

Table 5. Validity test of the Compensation Questionnaire (X2)

Item	r Count	N	r Table	Information
X1	0,372	40	0,312	Valid
X2	0,336	40	0,312	Valid
X3	0,577	40	0,312	Valid
X4	0,641	40	0,312	Valid
X5	0,320	40	0,312	Valid
X6	0,476	40	0,312	Valid
X7	0,562	40	0,312	Valid
X8	0,578	40	0,312	Valid
X9	0,415	40	0,312	Valid
X10	0,364	40	0,312	Valid
X11	0,469	40	0,312	Valid
X12	0,356	40	0,312	Valid
X13	0,609	40	0,312	Valid
X14	0,522	40	0,312	Valid
X15	0,474	40	0,312	Valid
X16	0,571	40	0,312	Valid
X17	0,637	40	0,312	Valid

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X18	0,529	40	0,312	Valid
X19	0,359	40	0,312	Valid
X20	0,400	40	0,312	Valid

(Source: Processed by Researchers, 2025)

Table 6. Validity test of the Performance Questionnaire (Y)

Item	r Count	N	r Table	Information
Y1	0,458	40	0,312	Valid
Y2	0,557	40	0,312	Valid
Y3	0,565	40	0,312	Valid
Y4	0,582	40	0,312	Valid
Y5	0,492	40	0,312	Valid
Y6	0,570	40	0,312	Valid
Y7	0,470	40	0,312	Valid
Y8	0,535	40	0,312	Valid
Y9	0,434	40	0,312	Valid
Y10	0,569	40	0,312	Valid
Y11	0,502	40	0,312	Valid
Y12	0,549	40	0,312	Valid
Y13	0,529	40	0,312	Valid
Y14	0,546	40	0,312	Valid
Y15	0,505	40	0,312	Valid
Y16	0,536	40	0,312	Valid
Y17	0,592	40	0,312	Valid
Y18	0,597	40	0,312	Valid
Y19	0,507	40	0,312	Valid
Y20	0,338	40	0,312	Valid

Source: (Processed by Researchers, 2025)

Validity testing is a step in verifying the content of a developed instrument. Sugiyono (Isma et al., 2023) states that this validity test aims to assess the extent to which the measuring instrument used meets its target. According to Ghozali (2013:52) in Aeniyatul (2019), validity testing serves to determine whether a questionnaire is valid or not. A questionnaire is considered valid if the questions or statements contained within it accurately describe what is intended to be measured. If the statements in the questionnaire are found to be valid, they are suitable for inclusion in the analysis. In this study, validity was assessed using SPSS.

Based on the validity test results, all instruments were declared valid because their calculated r value was greater than the table r value (0.312), as shown in tables 4.67, 4.68, and 4.69. Therefore, each statement in the questionnaire can be further analyzed.

Reliability Test for Competency (X1), Compensation (X2), and Performance (Y)

After determining that the questionnaire had validity, a reliability test was conducted. This reliability test was conducted on statements that had validity to determine whether the data collection tool demonstrated a high level of accuracy, stability, or consistency when used, even at different times. This reliability test used SPSS.

Table 7. Data Reliability

Variable	Cronbach's Alpha	N of Item
Competence (X1)	0,907	24

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Compensation (X2)	0,883	20
Performance (Y)	0,920	20

Source: (Processed by Researchers, 2025)

Based on the reliability test results, all items had good reliability, as their calculated r values were greater than the table r (0.312), as shown in Table 4.70. Therefore, each statement in the questionnaire can be further analyzed.

According to Sarjono (2011:45) in (Aeniyatul, 2019), the reliability of a variable formed from a collection of statements can be considered good if its Cronbach's Alpha value exceeds 0.60.

Competence (X1), Compensation (X2), and Performance (Y)
Competence (X1)

To determine the trend in the level of this Competence variable, the questionnaire scores of 40 respondents were measured. The results are as follows:

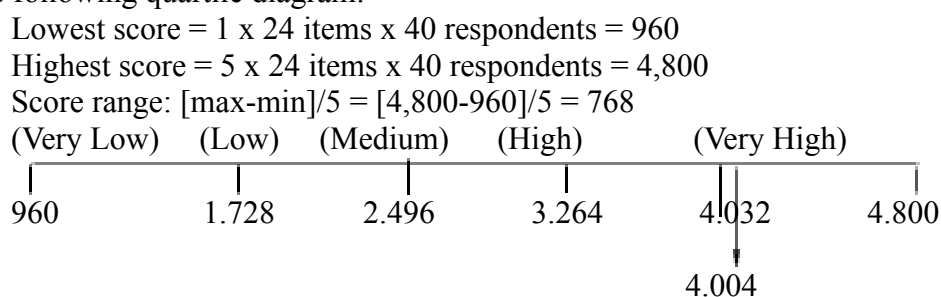Table 8. Total Competency Percentage Score

No	Statement	Total Score	Percentage
1.	Can you easily find relevant information when studying certain materials?	168	4,20%
2.	How often are you able to distinguish between important and unimportant information when studying?	162	4,05%
3.	I can clearly understand the basic concepts of the material I'm studying.	170	4,25%
4.	I can re-explain the main principles of the learning material to others.	170	4,25%
5.	I can re-explain the material I've learned in my own words.	168	4,20%
6.	When asked, I can retell the learning content coherently and correctly.	166	4,15%
7.	I can apply the concepts I've learned to solve problems beyond the examples given.	164	4,10%
8.	I can use the knowledge I've gained in learning to real-life situations.	164	4,10%
9.	I have the technical skills necessary to complete tasks in my field.	163	4,07
10.	I can operate tools, software, or technical procedures relevant to the material I'm studying.	155	3,87%
11.	I always double-check my work to avoid errors.	166	4,15%
12.	I am meticulous in completing assignments, so errors rarely occur.	164	4,10%
13.	I complete assigned assignments on time, according to my responsibilities.	167	4,17%
14.	I feel responsible for the results of my work, whether successful or not.	165	4,12%

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15.	I respect the cultural differences and customs of my friends in my daily life.	170	4,25
16.	I maintain politeness and respect social norms when interacting with others.	176	4,40%
17.	I strive to understand the feelings and needs of others in every interaction.	169	4,22%
18.	I demonstrate concern by helping friends or colleagues who are experiencing difficulties.	168	4,20%
19.	I feel enthusiastic when discussing or learning about topics I enjoy.	169	4,22%
20.	I show a strong interest in activities that align with my hobbies or interests.	167	4,17%
21.	I actively seek ways to improve my skills in areas of interest to me.	167	4,17
22.	I am willing to spend more time studying or practicing to develop my potential.	169	4,22%
23.	I choose activities or assignments based on my personal interests.	169	4,22%
24.	My interest in a field encourages me to be more focused and persistent in pursuing it.	168	4,20%
	Amount	4004	100%

Source: (Processed by Researchers, 2025)

The table above shows that the item with the largest contribution to the competency variable is "I maintain polite behavior and respect social norms when interacting with others," with the highest percentage of 4.40%. Meanwhile, the item with the smallest contribution is "I can operate tools, software, or technical procedures relevant to the material I am studying," with a percentage of 3.87%. To determine the level according to respondents' assessments, see the following quartile diagram:

Lowest score = 1 x 24 items x 40 respondents = 960
Highest score = 5 x 24 items x 40 respondents = 4,800
Score range: [max-min]/5 = [4,800-960]/5 = 768

(Very Low)	(Low)	(Medium)	(High)	(Very High)	
960	1.728	2.496	3.264	4.032	4.800

4.004

The minimum total score for the Competency variable (X1) is 960 and the maximum is 4,800. The total score for this variable was 4,004, indicating that respondents' competency is classified as high.

Compensation (X2)

To determine the trend in the Compensation variable, the questionnaire scores of 40 respondents were measured. The results are as follows:

Table 9. Total Compensation Percentage Score

No	Statement	Total Score	Percentage
1.	Your current salary aligns with industry standards.	150	4,69%

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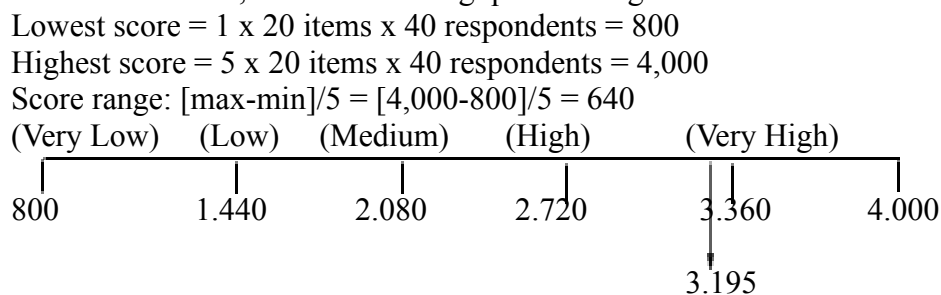| 2.	You feel the salary offered by the organization aligns with minimum wage levels and professional standards.	150	4,69%
3.	You see flexibility in salary based on the level of responsibility or specific position.	154	4,82%
4.	In this organization, salary can be adjusted based on your workload or contribution in a particular position.	157	4,91%
5.	The salary you receive reflects my contribution to the company.	156	4,88%
6.	You feel the greater your contribution, the greater the reward in the form of salary I receive.	163	5,10%
7.	Your work results influence the amount of salary or incentives I receive.	156	4,88%
8.	You are more motivated to work when you know that your salary is commensurate with my work.	162	5,07%
9.	You feel the company implements a fair salary policy for all employees, without discrimination.	166	5,20%
10.	The salary policy where you work considers fairness based on performance, responsibility, and experience.	169	5,29%
11.	The company implements a consistent salary policy for all teachers in accordance with applicable regulations.	161	5,04%
12.	The salary policy is applied to the same standards without any special treatment or exceptions.	165	5,16%
13.	Your company does not employ employees under the government-mandated working age limit.	162	5,07%
14.	You see that employee recruitment is carried out in accordance with the legal working age requirements.	167	5,23%
15.	The company complies with government-mandated maximum working hours (e.g., 8 hours per day or 40 hours per week).	162	5,07%
16.	Overtime is only allowed under certain conditions and in accordance with labor laws.	160	5,01%
17.	Employees with the same type of work at this company receive equal pay.	159	4,98%
18.	You do not feel there is an unfair pay difference between employees with similar responsibilities.	154	4,82%

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19.	The salary you receive takes into account the difficulty and complexity of my work.	160	5,01%
20.	In this company, more difficult or complex work is compensated higher.	162	5,07%
	Amount	**3195**	**100%**

Source: (Processed by Researchers, 2025)

The table above shows that the item with the largest contribution to the compensation variable is "You see that employee recruitment is carried out in accordance with the legal working age requirements," with the highest percentage of 5.23%. Meanwhile, the item with the smallest contribution is "Your current salary is in line with the standard salary in the same industry, and you feel the salary offered by the organization is in line with the minimum wage and professional standards," with a percentage of 4.69%. To determine the level according to respondents' assessments, see the following quartile diagram:

Lowest score = 1 x 20 items x 40 respondents = 800
Highest score = 5 x 20 items x 40 respondents = 4,000
Score range: [max-min]/5 = [4,000-800]/5 = 640

(Very Low)   (Low)   (Medium)   (High)   (Very High)

800   1.440   2.080   2.720   3.360   4.000

3.195

The minimum total score for the Compensation variable (X2) is 800 and the maximum is 4,000. The total score for this variable was 3,195, so it can be concluded that the competency, according to respondents, falls into the high classification.

Performance (Y)

To determine the trend in the level of this Performance variable, the questionnaire scores of 40 respondents were measured. The results are as follows:

Table 10. Total Performance Percentage Score

No	Statement	Total Score	Percentage
1.	Your work rarely results in errors because it is carried out carefully and precisely.	169	5,14%
2.	You are able to complete tasks with results that meet company standards and expectations.	164	4,99%
3.	You ensure that every piece of work I do supports the achievement of organizational goals.	163	4,96%
4.	The work you do makes a real contribution to the organization's progress.	164	4,99%
5.	You are able to complete a number of tasks according to the daily workload.	167	5,08%
6.	You can complete more tasks than the minimum target.	164	4,99%
7.	You consistently achieve work targets set by your superiors or the organization.	163	4,96%

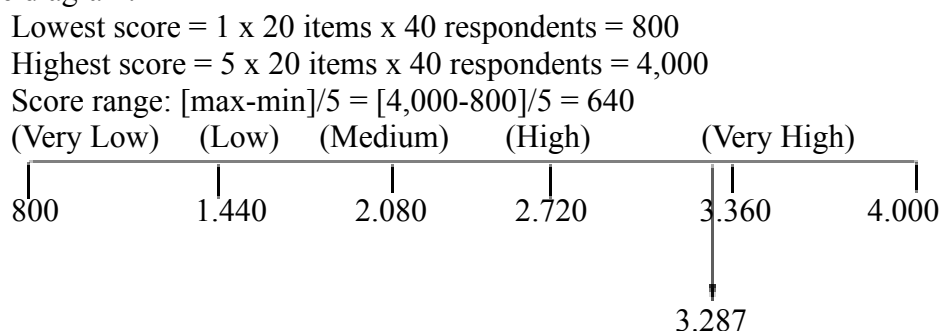|			
8.	You work with the goal of meeting or exceeding predetermined work targets.	160	4,87%
9.	You always start and finish work according to the established schedule.	164	4,99%
10.	You are rarely late to meet work deadlines.	164	4,99%
11.	You are able to utilize work time effectively to complete my tasks.	165	5,02%
12.	You can manage your work time so that no time is wasted while working.	167	5,08%
13.	You feel that each employee is assigned tasks according to their abilities and expertise.	164	4,99%
14.	Your work team is able to maximize the potential of each member to achieve shared goals.	167	5,08%
15.	The organization uses resources such as time, funds, and equipment efficiently in carrying out its duties.	162	4,93%
16.	I strive to carry out my duties by optimally utilizing organizational resources without wasting them.	162	4,93%
17.	I always carry out my duties and responsibilities seriously.	168	5,11%
18.	I strive to complete my work according to the standards expected by the organization.	167	5,08%
19.	I feel proud and loyal to be part of this organization.	163	4,96%
20.	I am committed to remaining with this organization long-term.	160	4,87%
	Amount	3287	100%

Source: (Processed by Researchers, 2025)

The table above shows that the item with the largest contribution to the Performance variable is "My work rarely results in errors because it is done carefully and precisely," with the highest percentage of 5.14%. Meanwhile, the item with the smallest contribution is "My father/mother is committed to remaining with this organization long-term," with a percentage of 4.87%. To determine the level according to respondents' assessments, see the following quartile diagram:

Lowest score = 1 x 20 items x 40 respondents = 800
Highest score = 5 x 20 items x 40 respondents = 4,000
Score range: [max-min]/5 = [4,000-800]/5 = 640

(Very Low)	(Low)	(Medium)	(High)	(Very High)	
800	1.440	2.080	2.720	3.360	4.000

3.287

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The minimum total score for the Performance (Y) variable is 800 and the maximum is 4,000. The total score for this variable was 3,287, so it can be concluded that the competency, according to respondents, falls into the high classification.

Data Analysis

Classical Assumption Test

The classical assumption test is a prerequisite for multiple regression analysis; this test is fulfilled by estimating parameters and unusual regression coefficients. The classical assumption test includes normality, multicollinearity, and heteroscedasticity tests. The results of the classical assumption test in this study can be explained as follows:

Normality Test

In this study, data normality was tested using the Kolmogorov-Smirnov test, examining the significance level and residuals generated using a normal probability plot approach. Normality was detected by observing the distribution of data (points) on the diagonal axis of the graph. The results of the normality test for the residuals obtained are as follows:

Table 10. Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		40
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.75524407
Most Extreme Differences	Absolute	.133
	Positive	.133
	Negative	-.089
Test Statistic		.133
Asymp. Sig. (2-tailed)		.072[c]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Source: (Results from SPSS 2025)

Based on the results of Table 4.74 above, the significance value is above 0.05, namely 0.072. This means the residual data is normally distributed. This can also be explained by the results of the normal probability plot graph, as follows:
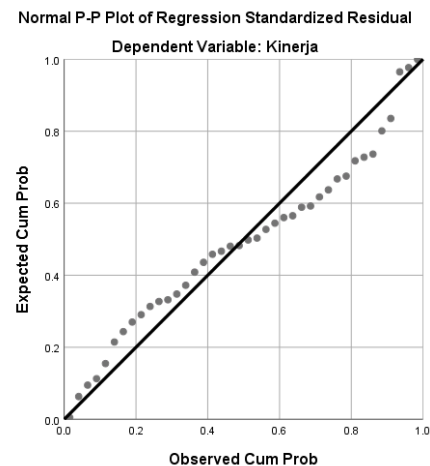
Figure 2. Normal Probability Plot Graph
Source:(Results from SPSS, 2025

Multicollinearity Test

This test is intended to determine whether two or more independent variables are linearly correlated. If this occurs, we will be faced with distinguishing the influence of each independent variable on the dependent variable. To detect symptoms of multicollinearity in this research model, we can examine the tolerance value or Variance Inflation Factor (VIF). If the VIF value is <10 or the tolerance value is >0.01, multicollinearity is not present. If the VIF value is >10 or the tolerance value is <0.01, multicollinearity is indicated.

The results of the multicollinearity test in this study are shown in Table 4.75 as follows:

Table 11. Multicollinearity Test Results
Coefficientsᵃ

Model		Collinearity Statistics	
		Tolerance	VIF
1	Competence	.586	1.706
	Compensation	.586	1.706

a. Dependent Variable: Performance

Source: (Results from SPSS 2025)

Based on the results of the multicollinearity analysis above, the tolerance value for the Competence and Compensation variables is 0.586, and the VIF is 1.706, respectively. A value of 0.10 and a VIF <10 indicate no signs of multicollinearity between the independent variables in the regression model.

Heteroscedasticity Test

The heteroscedasticity test is conducted to determine whether the residual variances of one observation differ from another in the regression model if the residual variances from one observation remain constant. This is called homoscedasticity, and if they differ, it is called heteroscedasticity.

To detect heteroscedasticity, the Glejer test can be used. The basis for making a decision in this test is that if the significance value is 0.05, it can be concluded that heteroscedasticity has occurred, as obtained as follows:
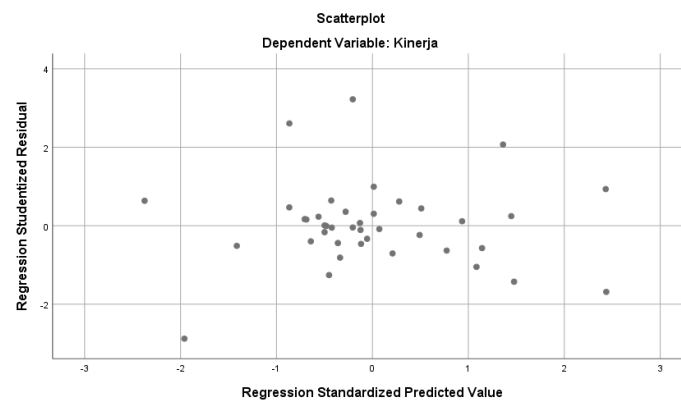
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Figure 3. Heteroscedasticity Test
Source: SPSS results from 2025

Based on the scatter plot above, the points are randomly distributed, both above and below 0 on the Y-axis. Therefore, it can be concluded that there are no signs of heteroscedasticity in the regression model used.

Multiple Linear Regression Analysis

Multiple Linear Regression Analysis aims to determine the influence of the independent variables, namely Competence (X1) and Compensation (X2), on the dependent variable, namely Performance (Y). After conducting the analysis using SPSS, the following results were obtained:

Table 12. Results of the Multiple Linear Regression Test
Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	24.741	6.124		4.040	.000
	Competence	.308	.074	.482	4.141	.000
	Compensation	.333	.087	.444	3.812	.001

a. Dependent Variable: Performance

Source: (Results from SPSS 2025)

$$Y = 24.741 + 0.308(X1) + 0.333(X2)$$

Based on multiple linear regression analysis, a constant of 24.741 was obtained, indicating that the Competence (X1) and Compensation (X2) variables have a positive and significant effect on Performance.

Hypothesis Testing
Partial Test (T)

This test aims to demonstrate the influence of the independent variables individually on the dependent variable. The results of the partial hypothesis testing are as follows:

Table 14. Compensation T-Test Results

Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	36.962	6.406		5.770	.000
	Compensation	.566	.080	.754	7.085	.000

a. Dependent Variable: Performance

Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	36.962	6.406		5.770	.000
	Compensation	.566	.080	.754	7.085	.000

a. Dependent Variable: Performance

Compensation T-Test

The hypothesis used to determine the partial influence of the independent variable, Competence (X1), on the dependent variable, Performance (Y). If the sig. <0.05 or the calculated t-value > the table t-value, then there is an influence of variable X on Y.

Table 13. Competence T-Test Results

Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	33.110	6.658		4.973	.000
	Kompetensi	.490	.066	.768	7.394	.000

a. Dependent Variable: Performance

Source: Results from SPSS, 2025

Based on the partial test results, the significance value for the Competence variable was $0.000 < 0.05$, indicating a significant influence between Competence and Performance. Furthermore, the comparison between the calculated t-test and the t-table showed a calculated t-test of 7.394, while the t-table value was 1.686. These results indicate that the calculated t-test is greater than the t-table, i.e., $7.394 > 1.686$. Therefore, it can be concluded that H1 is accepted, meaning that the Competence variable partially influences Performance.

Compensation T-Test

This hypothesis is used to determine the partial influence of the independent variable Compensation (X2) on the dependent variable Performance (Y). If the sig. < 0.05 or the calculated t-test is greater than the t-table, then there is an influence of variable X on Y.

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Based on the partial test results, the Competence variable obtained a significance value of 0.000 < 0.05, indicating a significant influence between Compensation and Performance. Furthermore, the comparison between the calculated t-test and the table t-test shows a calculated t-test of 7.085, while the table t-test is 1.686. These results indicate that the calculated t-test is greater than the table t-test, i.e., 7.085 > 1.686. Therefore, it can be concluded that H2 is accepted, meaning that the Competence variable partially influences Performance.

Simultaneous Test Results (F)

The F test is used to determine whether all independent variables, Competence and Compensation, entered into the regression model have a simultaneous influence on the dependent variable, Performance (Y).

If the sig. value is < 0.05 or the calculated F-test > the table F-test, there is an influence between variable X and Y.

Table 15. Results of Simultaneous Hypothesis Testing
ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	773.984	2	386.992	44.338	.000[b]
	Residual	322.948	37	8.728		
	Total	1096.932	39			

a. Dependent Variable: Performance
b. Predictors: (Constant), Compensation, Competence
Source: Results from SPSS, 2025

From the table above, the regression value is 44,338 with a significance level of 0.000 >0.05, thus the hypothesis is accepted. Therefore, the Competence and Compensation variables simultaneously influence Performance. Furthermore, the comparison between the calculated F and the F table shows a calculated F of 44.338, while the F table is 3.25. These results indicate that the calculated F is greater than the F table. Therefore, it can be concluded that H3 is accepted, meaning that the Competence and Compensation variables simultaneously influence Performance.

Coefficient of Determination (r^2)

Data testing using the coefficient of determination is intended to determine the extent of influence of the independent variables (X), namely Competence and Compensation, on the dependent variable, namely Performance (Y). The results of the coefficient of determination test are as follows:

Table 16. Coefficient of Determination
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.840[a]	.706	.690	2.954

a. Predictors: (Constant), Compensation, Competence
b. Dependent Variable: Performance
Source: SPSS Results, 2025

Based on Table 4.80 above, the results of the coefficient of determination test show an R-square value of 0.706, indicating that the independent variable has a 70.6% effect on the

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dependent variable, with the remaining 29.4% influenced by other variables. This indicates that Competence and Compensation jointly influence Performance.

Interpretation of Research Results

Hypothesis testing in this study was conducted using SPSS version 25, which included descriptive statistical tests, classical assumption tests (normality test, multicollinearity test, heteroscedasticity test), multiple linear regression tests, partial hypothesis testing (t-test), simultaneous hypothesis testing (f-test), and finally, the coefficient of determination test. Based on the results of the hypothesis testing using the aforementioned tests, it can be concluded that two independent variables in this study have a positive and significant influence on the dependent variable, namely Performance.

Based on the analysis conducted in this study, the following interpretations can be made:

The Influence of Competence on Performance

The first hypothesis demonstrates a positive and significant relationship between competence and performance. Partial testing yielded a significant value of 0.000 <0.05 for the Competence variable, indicating a significant relationship between competence and performance. Furthermore, a comparison of the calculated and tabulated t-tests showed a value of 7.394, while the table value was 1.686. These results indicate that the calculated t-test is greater than the table value, with a value of 7.085 >1.686. Therefore, H1 is accepted, indicating that the Competence variable partially influences performance. This study aligns with research by Aan Subhan (2017), which found a positive and significant influence between teacher competence and teacher performance.

The Influence of Compensation on Performance

The second hypothesis demonstrates a positive and significant relationship between compensation and performance. Partial testing yielded a significant value of 0.000 <0.05 for the Compensation variable, indicating a significant relationship between compensation and performance. Furthermore, the comparison between the calculated t-test and the table t-test shows a value of 7.085, while the table t-test is 1.686. These results indicate that the calculated t-test is greater than the table t-test, i.e., 7.085 > 1.686. Therefore, it can be concluded that H2 is accepted, meaning that the Competence variable partially influences Performance. These results align with research by Suhardi, Masdar Mas'ud, and Nurpadila (2023), which showed the Effect of Compensation on Employee Performance. The results of the hypothesis test indicate that the compensation variable has a significant effect on employee performance.

The Effect of Competence and Compensation on Performance

The third hypothesis demonstrates the influence of both competence and compensation on performance. A significance level of 0.000 < 0.05 indicates that the hypothesis is accepted. Therefore, competence and compensation simultaneously influence performance. In addition, it can also be seen from the results of the comparison between the calculated F and the F table showing that the calculated F is 44.338. While the F table is 3.25 from these results that the calculated F> from the F table, it is concluded that H3 is accepted, meaning that the competency and compensation variables both have a simultaneous effect on performance. The results of this study are in line with research conducted by Deni Widyo Prasetyo (2023) which shows the results of research on the Influence of Competence and Compensation on Employee Performance that competence has a positive and significant effect on employee performance, while compensation has a positive and significant effect on performance.

E. CONCLUSION

Based on the research results, it can be concluded that competence and compensation have a positive and significant impact on teacher performance at SMK Budi Mandiri Tanjungsari. Competence contributed 73.9% and compensation 70.8%, while their simultaneous effect reached 70.6%. These findings indicate that teachers with strong competence particularly in attitudes, values, and professional knowledge tend to perform more optimally, while appropriate and regulatory compensation contributes to increased motivation and work productivity. These findings demonstrate that the research objective of examining the influence of competence and compensation on teacher performance has been achieved and provides new empirical evidence in the context of vocational high schools, a field that has been relatively under-researched. However, this study also confirms that there is still room for improvement, particularly in technical competence related to learning technology and teachers' long-term commitment to the organization.

Therefore, it is recommended that schools increase training in learning technology (e.g., LMS), review compensation structures, particularly to ensure salaries align with industry standards, and strengthen organizational culture through recognition, career development, and internal discussion forums. Future research could expand the variables such as leadership, work environment, or workload and employ mixed methods to capture the dynamics of teacher performance in greater depth. Furthermore, the limitation of this study, which involved only one school, presents an opportunity for future research to involve more schools so that the findings can be generalized and used as a reference in developing policies to improve teacher quality at the regional level and at the broader educational institution level.

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