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The Effect of Human Resource Development, Compensation, and Motivation on the Performance of Teachers at SMK Islam Nurul Hayat Depok

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Abstract
This research aims to determine the influence of human resource (HR) development, compensation and motivation on teacher performance at SMKI Nurul Hayat Depok, both partially and simultaneously. This research uses a quantitative associative method with a population of 42 teachers and a saturated sampling technique. Data analysis includes instrument testing, classical hypothesis testing, multiple linear regression, coefficient of determination, as well as hypothesis testing via the t test and F test. The results of the analysis show that partially, human resource development (X1) has no significant effect on teacher performance, with tcount=2.023<ttable=2.024tcount, significance value 0.050 (p=0.05p = 0.05p=0.05). Therefore, H0 is accepted and Ha is rejected for this variable. Compensation (X2) also does not have a partially significant effect, with tcount=1.877<ttable=2.024tcount and a significance of 0.068 (p>0.05p > 0.05p>0.05), so that H0 is accepted and Ha is rejected. However, motivation (X3) has a positive and partially significant effect on teacher performance, with tcount=4.585>ttable=2.024, significance value 0.000 (p<0.05p < 0.05p<0.05), so that H0 is rejected and Ha is accepted. Simultaneously, human resource development, improvement and motivation have a significant effect on teacher performance with Fcount=15.36>Ftable=3.23 and significance value 0.000 (p<0.05p < 0.05p<0.05). Therefore, H0 is rejected and Ha is accepted simultaneously. The coefficient of determination (Adjusted R2) of 35.7% indicates that the independent variables in this study explain 35.7% of the variability in teacher performance, while the rest is explained by other factors. This research proves that motivation has a dominant influence on teacher performance, while human resource development and compensation do not have a significant influence.
Keywords: Human Resource Development, Compensation, Motivation

INTRODUCTION

Education is an essential aspect of human life, serving as a means to improve abilities and unlock potential over a lifetime. Its primary goal is to shape human resources who are capable and proactive in responding to the dynamic challenges of a rapidly developing world. In accordance with Indonesia's National Education System Law No. 20 of 2003, education is defined as a deliberate and planned effort to create a learning environment where students can actively develop their potential in spiritual, personal, intellectual, moral, and practical dimensions. Therefore, education is not merely about acquiring academic knowledge but also fostering character and moral values. The role of educational institutions, especially schools,

is critical in ensuring the achievement of national educational goals.

In the context of improving the quality of education, teachers play a pivotal role. Teachers are the primary agents in the classroom who shape the learning experience of students. They are responsible for delivering lessons, motivating students, and shaping their intellectual and personal growth. Consequently, the effectiveness of teachers directly impacts the overall success of an educational institution and its ability to produce high-quality graduates. Given the importance of teachers, their performance is a critical area of focus in education management.

The performance of teachers is influenced by various factors, including human resource development (HRD), compensation, and motivation. HRD encompasses the programs and activities that are designed to enhance the skills, knowledge, and capabilities of employees, allowing them to contribute more effectively to the organization's goals. In the context of education, HRD for teachers is vital in improving their teaching competence and effectiveness. Compensation, on the other hand, is a key factor in ensuring that teachers feel valued and motivated to perform their duties at the highest standard. Fair and competitive compensation packages contribute significantly to job satisfaction, which can, in turn, improve performance. Motivation is also crucial in determining how committed and engaged teachers are in their work. Motivated teachers are more likely to take the initiative, create innovative teaching methods, and engage actively with their students, resulting in improved teaching outcomes.

This study, conducted at SMK Islam Nurul Hayat Depok, seeks to explore the effects of HRD, compensation, and motivation on the performance of teachers at the school. SMK Islam Nurul Hayat Depok, located in the heart of Depok, serves as an ideal setting for this research due to its focus on providing quality education in a supportive and conducive learning environment. The school is home to 42 teachers, who come from diverse educational backgrounds and experiences, and serve around 300 students. Given the school's focus on improving the quality of its education, examining the relationship between HRD, compensation, motivation, and teacher performance is of paramount importance. This research uses quantitative methods to assess the impact of these variables on teacher performance and aims to provide recommendations for enhancing the educational process at the school.

In the course of this study, a review of the literature on HRD, compensation, motivation, and their influence on teacher performance was conducted. According to experts in the field, HRD is crucial for improving employee productivity and satisfaction, which directly contributes to the achievement of organizational goals. Dessler (2017) defines HRD as a process designed to enhance the skills, knowledge, and abilities of employees so that they can contribute more effectively to the organization. This concept applies directly to the educational sector, where improving the competencies of teachers through training and development programs is essential for enhancing the quality of education. HRD programs can include in-service training, career development opportunities, and professional development initiatives aimed at equipping teachers with the necessary tools and techniques to excel in their roles.

Siagian (2015) also emphasizes the importance of HRD in organizations,

highlighting that it involves various activities, such as education and training, which are intended to enhance individual competence. HRD is considered a long-term investment that not only improves individual performance but also contributes to the growth and sustainability of the organization as a whole. In the context of education, investing in teacher development ensures that educators are equipped with up-to-date knowledge, teaching techniques, and pedagogical strategies, which ultimately enhance their effectiveness in the classroom.

When it comes to compensation, Milkovich and Newman (2018) suggest that compensation encompasses all forms of rewards received by employees in exchange for their work. This includes base salary, bonuses, benefits, and incentives that aim to attract, retain, and motivate employees. In the educational setting, compensation plays a crucial role in ensuring that teachers feel valued and appreciated for their hard work and dedication. According to Robbins and Judge (2019), compensation is one of the primary factors influencing job satisfaction and employee motivation. In the case of teachers, a well-structured compensation system that rewards performance and acknowledges teachers' contributions can have a significant positive impact on their motivation, engagement, and overall performance.

Snape and Redman (2019) further argue that compensation is not only about monetary rewards but also non-monetary benefits, such as recognition, job security, and opportunities for career advancement. For teachers, compensation packages that include incentives for professional development, health benefits, and recognition for outstanding teaching performance are likely to boost morale and motivate them to deliver high-quality education. In a competitive educational environment, offering attractive compensation packages is essential for retaining talented teachers and ensuring that they remain motivated to contribute to the school's goals.

Motivation is another crucial factor in influencing teacher performance. Robbins and Judge (2019) define motivation as a process that influences the direction, intensity, and persistence of behavior. Motivated individuals are more likely to put in greater effort, take initiative, and show persistence in achieving their goals. In the context of teaching, motivation plays a pivotal role in determining how teachers engage with their students and how committed they are to their roles. Teachers who are motivated are more likely to use innovative teaching methods, participate in extracurricular activities, and provide extra support to students, all of which contribute to the overall success of the educational institution.

McClelland (2020) further elaborates that motivation is driven by internal needs and desires, which influence an individual's behavior. In the case of teachers, motivation can stem from various factors, including a desire for professional growth, recognition, personal fulfillment, and the opportunity to make a meaningful impact on students' lives. Therefore, understanding what motivates teachers is crucial for improving their performance. Motivational strategies, such as providing opportunities for career advancement, recognizing achievements, and creating a supportive work environment, can significantly enhance teachers' job satisfaction and performance.

Research by Nurtika and Setiawan (2021) found that HRD programs have a positive impact on employee performance, demonstrating that training and skill

development programs can increase productivity and job satisfaction. Similarly, Ramadhani and Anwar (2022) showed that compensation, when combined with appropriate motivational strategies, influences employee performance significantly. These findings suggest that an integrated approach, addressing HRD, compensation, and motivation, is essential for improving teacher performance in educational settings.

This study aims to explore the effects of these factors—HRD, compensation, and motivation—on teacher performance at SMK Islam Nurul Hayat Depok. By examining the relationships between these variables, the research will provide valuable insights into how these factors influence the quality of education at the school. It will also contribute to the ongoing discussion on improving teacher performance and enhancing the educational experience for students. Ultimately, the findings of this research will offer recommendations for policy makers, school administrators, and educators to enhance the teaching and learning environment, benefiting not only the teachers but also the students and the broader community.

In conclusion, the performance of teachers is a crucial determinant of educational success. HRD, compensation, and motivation are three critical factors that influence teacher performance. By addressing these factors, educational institutions can create an environment that fosters teacher development, rewards performance, and motivates teachers to excel in their roles. The research at SMK Islam Nurul Hayat Depok will contribute to understanding the impact of these factors on teacher performance and provide recommendations for improving the quality of education at the school.

METHOD

The research method used in this study is a quantitative approach with an associative design. This study aims to determine the influence of human resource development (HRD), compensation, and motivation on teacher performance at SMK Islam Nurul Hayat Depok, both partially and simultaneously. To achieve this goal, the research uses data collected through the distribution of questionnaires to the teachers at the school.

The population of this study consists of all the teachers at SMK Islam Nurul Hayat Depok, totaling 42 individuals, with a saturated sampling technique employed, where the entire population is used as the research sample. This approach was chosen due to the limited number of participants, ensuring that every teacher at the school participates in the study.

The instrument used for data collection is a questionnaire designed with a Likert scale, consisting of several statements related to the variables of HRD, compensation, motivation, and teacher performance. This questionnaire was developed to measure the respondents' perceptions of the impact of these three factors on teacher performance at the school. Before being used, the questionnaire was tested for validity and reliability to ensure the accuracy and consistency of the results obtained.

After the data were collected, the analysis was performed using multiple linear regression analysis to test the effect of the independent variables (HRD, compensation, and motivation) on the dependent variable (teacher performance). Classical assumption tests were also conducted to ensure that the data met the

requirements for regression analysis, including normality, multicollinearity, and heteroscedasticity tests. Additionally, the t-test was used to examine the influence of the variables partially, while the F-test was employed to test the simultaneous effects.

The results of this research are expected to provide deeper insights into how these three factors influence teacher performance and offer recommendations for the school to improve the quality of education through better human resource management.

RESEARCH RESULTS

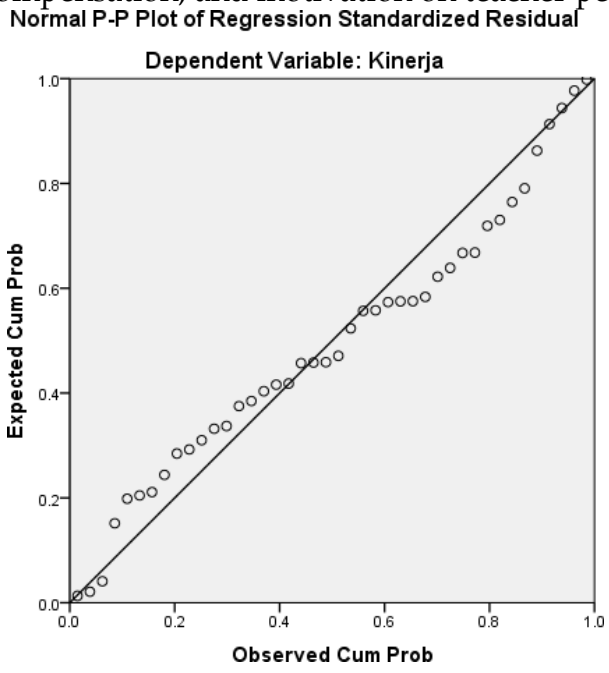
4.3.1 Classical Assumption Test

1. Normality test

Normality can be detected by looking at the distribution of data (points) on the diagonal axis of the graph. If the data (points) spread around the diagonal line and follow the direction of the diagonal line, then it shows a normal distribution pattern indicating that the regression model meets the normality assumption. If the data (points) spread away from the diagonal line, then it does not show a normal distribution pattern indicating that the regression model does not meet the normality assumption.

This test is done with a normal probability plot. The guidelines for a model are said to be normally distributed if the distribution values are located around a diagonal straight line. Figure 4.2 will show the results of the normality test of HR development, compensation, and motivation on teacher performance.

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Source: SPSS17 Data Processing

Figure 1. Normality Test Results

Figure 1 following ThisIt can be said that the data distribution is normally distributed because the data is along the diagonal line.

Table 1. Normality Test Results

One-Sample Kolmogorov-Smirnov Test

Unstandardized Residual		
N		41
Normal Parametersa,b	Mean	.0000000
	Std. Deviation	9.89909292
Most Extreme Differences	Absolute	.105
	Positive	.105
	Negative	-.074
Test Statistics		.105
Asymp. Sig. (2-tailed)		.200c,d

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Source: SPSS17 Data Processing

Based on the output table 4.16 above, the normality data test shows sig. 0.200 > 0.05 so it can be concluded that the data tested is normally distributed.

Based on Figure 4.15 and Table 4.16 above, it can be seen that the relationship between the variables of normality of human resource development, compensation, and motivation on the performance of SMKI Nurul Hayat Depok teachers shows a normal distribution pattern where the data is spread around the diagonal line, so the regression model meets the assumption of normality.

2. Multicollinearity Test

The multicollinearity test aims to test whether the regression model shows a correlation between independent variables. A good regression model should not have a correlation between independent variables. To test whether there is a correlation between independent variables, the Tolerance and Variance Inflation Factor (VIF) methods are used. According to Ghozali (2018:107), the cutoff value that is usually used to indicate multicollinearity is a Tolerance value ≤ 0.10 or equal to a VIF value ≥ 10. The results of the multicollinearity test are shown in table 4.17 below:

Table 4. Multicollinearity Test Results

Coefficientsz

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	Collinearity Statistics	Tolerance	VIF
	B	Std. Error	Beta				
1 (Constant)	61.34	26.35		2.32	0.02		
Human Resources Development	-0.572	0.283	-0.26	-2.02	0.05	0.979	1
Compensation	0.247	0.132	0.235	1.87	0.06	0.998	1
Motivation	1,381	0.301	0.58	4.58	0	0.979	1

a. Dependent Variable: Performance

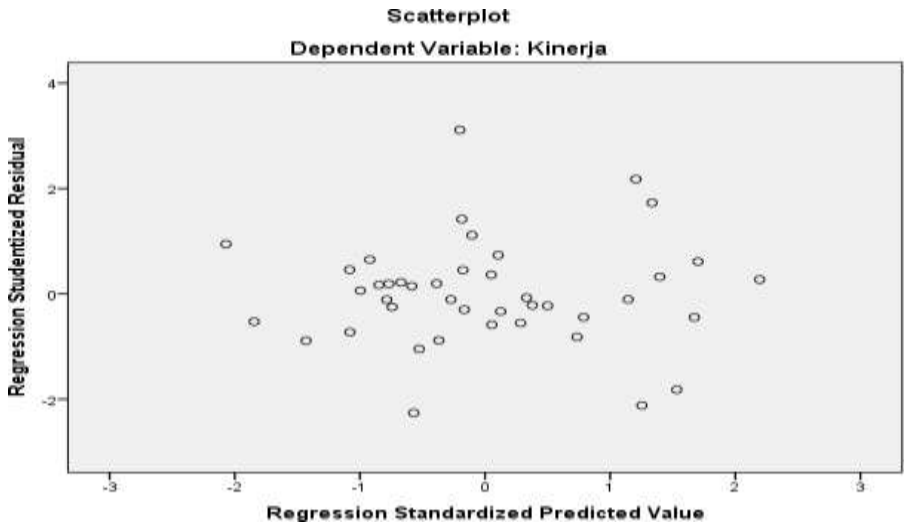
Based on the table above, it is explained that the VIF for HR development (X1), compensation (X2), motivation (X3) is around the number 1, namely 1.022, 1.002, 1.002 and with a tolerance level approaching 1, namely 0.979, 0.998, 0.979, thus the regression equation is free from multicollinearity problems.

3. Heteroscedasticity

The heteroscedasticity test aims to test whether there is inequality of variance from one observation to another in the regression model. The guidelines for a regression model free from heteroscedasticity are that there is no clear pattern and the points are spread above and below zero on the Y axis (Ghozali, 2018:137). The results of the heteroscedasticity test are shown in Figure 4.2 below:

Figure 4. Results of Heteroscedasticity Test

Based on the image above, it can be seen that the points are spread randomly



and do not form a particular pattern, and are spread above and below the number 0 on the Y axis. This means that there is no heteroscedasticity in the regression model, so the regression model is suitable for use for the variables of human resource development, compensation, and motivation on the performance of SMKI Nurul Hayat Depok teachers.

Table 4. Results of Heteroscedasticity Test

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-21.72	17,682		-1.23	0.23
	X1	0.132	0.19	0.11	0.698	0.49
	X2	-0.019	0.088	-0.034	-0.22	0.83
	X3	0.292	0.202	0.228	1,445	0.16

a. Dependent Variable: RES2

Based on the table above, the values of X1, X2, and X3 sequentially show sig. values of 0.490, 0.830, and 0.157 above the value of 0.05 so it can be concluded that there is no heteroscedasticity problem.

4. Hypothesis Test Results

1. Coefficient of Determination Test (R2)

From the results of the determination coefficient test that has been carried out,

the following data can be obtained:

Table 4. Results of the Determination Coefficient Test (R2)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1 .636a		0.404	0.357	9.77

a. Predictors: (Constant), Motivation, Compensation, Human Resource Development

Table 4.10 shows the Adjusted R2 value of 0.357 or 35.7% indicating that the Performance variable that can be explained by HR Development, Compensation, and Motivation is 35.7%. While the remaining 0.643 or 64.3% is explained by other factors that are not explained by other factors.

2. t-test (partial test)

The partial test aims to determine the magnitude of the influence of each independent variable individually on the dependent variable. If the significance value is less than 5% (α = 5% = 0.05), then H0 is rejected and Ha is accepted, which means there is a significant influence between the independent variables on the dependent variable (Sugiyono, 2016:37).

Based on the following decision making according to (Ghozali, 2018:93):

Decision making based on probability values:

a. If significant t < error level (α = 0.05), then H0 is rejected and Ha is accepted (meaning there is an influence).
b. If the significance t > error level (α = 0.05), then H0 is accepted and Ha is rejected (meaning there is no influence).

Decision making based on t-value:

a. If tcount > ttable, then H0 is rejected and Ha is accepted (meaning there is an influence).

b. If tcount < ttable, then H0 is accepted and Ha is rejected (meaning there is no influence).

By determining the ttable:

N1 = n.k.	N2 = k-1	pr = 0.05 two-sided
= 42 – 4	= 4 – 1	0.025
38	3	= 0.025

3. The Influence of Human Resource Development (X1) on Performance (Y)

Determining the Hypothesis is:

Ho1 : ρ1 = 0	:	It is suspected that Human Resource Development (X1) does not have a significant effect on the performance of SMKI Nurul Hayat Depok teachers.
Ha1 : ρ1 ≠ 0	:	It is suspected that Human Resource Development (X1) has a significant influence on the performance of SMKI Nurul Hayat Depok teachers.

From the analysis of the existing data, it can be concluded that the null hypothesis (Ho) is accepted, which means that Human Resource Development (X1) does not have a significant effect on teacher performance at SMKI Nurul Hayat

Depok.

4. The Effect of Compensation (X2) on Performance (Y)

Determining the Hypothesis is:

H o2 : ρ2 = 0	:	It is suspected that compensation (X2) does not have a significant effect on the performance of teachers at SMKI Nurul Hayat Depok.
H a2 : ρ2 ≠ 0	:	It is suspected that compensation (X2) has a significant influence on the performance of teachers at SMKI Nurul Hayat Depok.

From the data provided, the conclusion is that the null hypothesis (Ho2) is accepted, which indicates that Compensation (X2) does not have a significant influence on teacher performance at SMKI Nurul Hayat Depok, in line with the results of research by Wanyonyi Kadian Wanyama and his colleagues.

5. The Influence of Motivation (X3) on Performance (Y)

Determining the Hypothesis is:

Ho3 ρ3 = 0	:	It is suspected that motivation (X3) does not have a significant effect on the performance of teachers at SMKI Nurul Hayat Depok.
Ha3 ρ3 ≠ 0	:	It is suspected that motivation (X3) has a significant influence on the performance of teachers at SMKI Nurul Hayat Depok.

From the data above, the conclusion is that the alternative hypothesis (Ha3) is accepted, which shows that Motivation (X3) has a significant influence on teacher performance at SMKI Nurul Hayat Depok, in line with the results of research by Paulus Sawduling, Suryani Dewi Pratiwi, Wanyonyi Kadian Wanyama, and Seska Vonny.Langitan.

Table 4. Results of the t-test (Partial Test)

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	61.35	26,351		2.328	0.03
	Human Resources Development	-0.572	0.283	-0.256	-2.02	0.05
	Compensation	0.247	0.132	0.235	1,877	0.07
	Motivation	1,381	0.301	0.58	4,585	0

a. Dependent Variable: Performance

Based on table 4.11 above, the following results were obtained:

1. Human Resource Development Variable (X1) on Teacher Performance at SMKI Nurul Hayat Depok

It can be seen in the Coefficients model column that there is a sig value of 0.050. The sig value is equal to the probability value of 0.05, or the value of 0.050 ≥ 0.05, so Ha is rejected and Ho is accepted.

The Human Resource Development variable (X1) has a t count of -2.023 with t

table = 2.02439 so that t count < t table it can be concluded that Ha is rejected or Ho is accepted.

The negative t-value indicates that Human Resource Development (X1) has an opposite relationship with the Performance of SMKI Nurul Hayat Depok teachers (Y). So it can be concluded that Human Resource Development (X1) does not have a significant effect on the performance of SMKI Nurul Hayat Depok teachers. This result is the same as the previous study conducted by Pamela Akinyi Omollo which stated that partially Human Resource Development (X1) does not have a significant effect on teacher performance.

2. Compensation Variable (X2) on Teacher Performance at SMKI Nurul Hayat Depok It can be seen that the sig value for Compensation (X2) is 0.068. The sig value

greater than the probability value of 0.05, or a value of 0.068 > 0.05, then Ha is rejected and Ho is accepted.

The Compensation Variable (X2) has a t count of 1.877 with t table = 2.02439 so that t count < t table it can be concluded that Ha is rejected or Ho is accepted.

A positive t value indicates that Compensation (X2) has a unidirectional relationship with Y. So it can be concluded that Compensation (X2) does not have a significant effect on the performance of SMKI Nurul Hayat Depok teachers. This result is the same as the previous study conducted by Wanyonyi Kadian Wanyama et al. which stated that partially Compensation (X2) does not have a significant effect on the performance of SMKI Nurul Hayat Depok teachers.

3. Motivation Variable (X3) on Performance (Y)

It can be seen that the sig value for Motivation (X3) is 0.000. The sig value is smaller than the probability value of 0.05, or the value of 0.000 < 0.05, so Ha is accepted and Ho is rejected.

The Motivation variable (X3) has a t count of 4,585 with t table = 2.02439 so that t count > t table it can be concluded that Ha is accepted or Ho is rejected.

Positive t-value indicates that Motivation (X3) has a direct relationship with Y. So it can be concluded that Motivation (X3) has a significant effect on the performance of SMKI Nurul Hayat Depok teachers. This result is the same as the previous study conducted by Paulus Sawduling, Suryani Dewi Pratiwi, Wanyonyi Kadian Wanyama, and Seska Vonny Langitan, M.Si, M.Th, which stated that partially Motivation (X3) has a significant effect on teacher performance.

6. F-Test Calculation (Simultaneous Test)

According to Sugiyono (2016:98), "the F statistical test basically shows whether all independent or free variables entered into the model have a joint influence on the dependent or bound variable. One way to conduct an F test is to compare the calculated F value with the F value according to the table. If the calculated F value is greater than the F table value, then we accept the alternative hypothesis which states that all independent variables simultaneously influence the dependent variable"

Table 4. F Test Results

ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.

1	Regression	2461.81	3	820.6	8.6	.000b
	Residual	3627.33	38	95,456		
	Total	6089.14	41			

a. Dependent Variable: Performance
b. Predictors: (Constant), Motivation, Compensation, HR Development
Source: SPSS Data Processing 2017

In table 4.21 in the ANOVA model, a significance value of 0.000 and F count of 8.597 can be obtained. The significance level is 5% where:

df1 = k -1 df_2= n – k
= 4 – 1 = 42 - 4
= 3 = 38

Given df1 = 3 with df2 = 38, the Ftable value can be found = 2.85 so that Fcount > Ftable indicates H0 is rejected and Ha is accepted. So Human Resource Development, Compensation, and Motivation together have a significant effect on the performance of SMKI Nurul Hayat Depok teachers.

4.3.2 Multiple Linear Regression

Multiple linear regression is a regression in which there is one dependent variable (Y) and more than one independent variable (X). The dependent variable (Y) in this study is teacher performance while the independent variables (X) are human resource development, compensation, and motivation. Multiple regression analysis is used as a tool to measure how much influence there is between the independent variable (X) and the dependent variable (Y).

Hypothesis testing carried out in this study was carried out using the linear regression method which is used to predict how far the value of the dependent variable will change if the independent variable is manipulated/changed or increased or decreased (Sugiyono, 2016:260).

Multiple linear formula:

$$\mathbf{Y = a+b1X1+b2X2+b3x3+e}$$

Information :
Y = Employee Performance
A = Constant
b1 – b3 = Regression Coefficient
X1 = Human Resource Development Variable
X2 = Compensation Variable
X3 = Motivation Variable
e = Error distributions

The results of the multiple regression test are as follows:

Table 4.22
Multiple Regression Test Results
Coefficientsa

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.

		B	Std. Error	Beta		
1	(Constant)	61,346	26,351		2.328	.025
	Human Resources Development	-.572	.283	-.256	-2.023	.050
	Compensation	.247	.132	.235	1,877	.068
	Motivation	1,381	.301	.580	4,585	.000

a. Dependent Variable: Performance

Source: SPSS Data Processing 2017

Based on table 4.13, the constant value and regression coefficient can be formed as: Y = 61.346 + 1.381X3

From this equation it can be explained as follows:

a. The constant value (a) shows the magnitude of the teacher performance value (Y). This means that if the variables of human resource development, compensation and motivation are considered constant, then the teacher performance value is 61.346.
b. The coefficient value of the motivation variable (X3) is 1.381. This means that for every one unit increase in motivation (X3), the teacher performance variable (Y) will increase by 1.381 with the assumption that the other independent variables of the regression model are fixed.

Based on the constant value and regression coefficient of the data, it can be concluded that among the independent variables in this study, the most dominant influence is motivation, which is 1.381 or 138.1%.

CONCLUSION

Based on the analysis conducted in the previous chapters regarding the effect of Human Resource Development (HRD), Compensation, and Motivation on Teacher Performance at SMK Islam Nurul Hayat Depok, several conclusions can be drawn. First, the HRD variable (X1) was found to have no significant impact on teacher performance (Y). This conclusion is supported by the fact that the significance value for HRD was 0.050, which is greater than the 0.05 threshold, leading to the acceptance of the null hypothesis (Ho) and rejection of the alternative hypothesis (Ha). Additionally, the t-value for HRD was -2.023, which is smaller than the critical t-table value of 2.02439, further confirming that HRD does not have a significant effect on teacher performance. The negative t-value indicates an inverse relationship between HRD and teacher performance at SMK Islam Nurul Hayat Depok.

Second, the Compensation variable (X2) also showed no significant impact on teacher performance, as evidenced by a significance value of 0.068, which is greater than 0.05. This resulted in the rejection of Ha and acceptance of Ho. The t-value for Compensation was 1.877, which is lower than the critical t-value of 2.02439, indicating that Compensation does not significantly influence teacher performance. The positive t-value indicates a direct relationship between Compensation and teacher performance, but the lack of statistical significance means that the impact of Compensation on performance is not meaningful.

Third, Motivation (X3) was found to have a significant and positive effect on

teacher performance, with a significance value of 0.000, which is less than 0.05. This result led to the rejection of Ho and acceptance of Ha. The t-value for Motivation was 4.585, which is greater than the critical t-value of 2.02439, further confirming that Motivation significantly influences teacher performance. The positive t-value indicates a direct relationship between Motivation and teacher performance.

Lastly, when analyzing the three variables—HRD, Compensation, and Motivation—it can be concluded that not all independent variables have a significant impact on teacher performance at SMK Islam Nurul Hayat Depok. Both HRD and Compensation were found to have no significant effect on teacher performance, as their significance values were greater than 0.05, and their t-values were less than the critical t-value. HRD even showed a negative t-value, indicating an inverse relationship with teacher performance. However, Motivation has been proven to have a significant positive effect on teacher performance, making it a key factor in improving teacher performance at the school.

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