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The influence of leadership style, compensation, and motivation on the performance of vocational school teachers in Bogor City

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Abstract—

Teacher performance, especially in vocational schools, is very important for the quality of education. The results of the preliminary survey show a significant level of teacher dissatisfaction in vocational schools in Bogor City. Between 55% and 60% of teachers expressed dissatisfaction with the leadership of the school principal, between 60% and 75% of teachers were dissatisfied with the compensation they received, and between 55% and 60% of teachers felt unmotivated to work. This situation can have a negative impact on the quality of learning and the achievement of educational goals. Therefore, to develop appropriate improvement strategies, a deep understanding of the factors influencing teacher performance is necessary. This study aims to analyze the influence of leadership style, compensation, and work motivation on the performance of vocational school teachers in Bogor City, in order to provide strategic recommendations for improving the quality of vocational education. This study uses a quantitative approach. The research population consists of vocational school teachers in Bogor City, with a sample of 100 teachers from 5 vocational schools selected using simple random sampling. Data were collected through a structured questionnaire with a 1-5 Likert scale that had been tested for validity and reliability. Data analysis techniques used descriptive statistical tests and multiple regression tests with the Statistical Package for Social Sciences (SPSS). The results of the study indicate that all research instruments are valid and reliable with Cronbach's Alpha values above 0.60. The data are normally distributed and meet the assumptions of the statistical tests used. Data were collected through a structured questionnaire with a 1-5 Likert scale that had been tested for validity and reliability. Data analysis techniques used descriptive statistical tests and multiple regression tests with the Statistical Package for the Social Sciences (SPSS). The results of the study indicate that all research instruments are valid and reliable with Cronbach's Alpha values above 0.60. The data are normally distributed and meet the classical assumptions of regression. Partially, leadership style has a positive and significant effect on teacher performance (t -calculated = 3.034; sig. = 0.003), compensation has a significant effect on teacher performance (t -calculated = 4.460; sig. = 0.004). Work motivation also has a positive and significant effect (t -calculated = 2.722; sig. = 0.008). Simultaneously, the three variables significantly influence teacher performance with an F -calculated value of 49.296 (sig. = 0.000). Conclusion This study shows that leadership style and work motivation compensation are the main factors influencing the performance of vocational school teachers in Bogor City.

Keywords— Leadership, Compensation, Motivation, Teacher Performance, Vocational High School

I. INTRODUCTION

Education is one of the most important foundations in the development of a nation. As a developing country, Indonesia faces complex challenges in improving the quality of human resources through an effective and high-quality education system. Vocational high schools (SMK) play a role Education is one of the most important

foundations in the development of a nation. Indonesia, as a developing country, faces challenging obstacles in improving the quality of human resources through the implementation of an effective and high-quality education system. Vocational high schools (SMK) have a strategic role in preparing graduates who are ready to enter the workforce with skills and competencies that match the needs of industry.

Leadership style is defined as influencing, motivating, and directing others to achieve organizational goals. Leadership, according to (Robbins and Judge 2015), is the ability to encourage a group to achieve certain goals or visions. Principals play a very important role in mobilizing various components in schools so that the teaching and learning process runs smoothly. As leaders, principals have the authority and policies to improve the quality of education (Asvio et al., 2019). The leadership of the principal greatly supports the achievement of effective and efficient school management (Aprilana et al., 2017). Therefore, the principal must have the personality or traits and abilities and skills to lead an educational institution. However, the results of a preliminary survey of vocational school teachers in Bogor City paint a worrying picture. Teachers' satisfaction with the leadership aspect of the principal also shows significant shortcomings, with 60% of teachers acknowledging the low level of openness and fairness in treatment, as well as the lack of support for professional development. Ineffective leadership hinders communication and support that teachers desperately need to develop professionally (Limsila & Ogunlana, 2016). Indicators: openness, fairness, and support. Therefore, the following hypothesis can be formulated: **H1 indicates that leadership style has a positive and significant impact on the performance of vocational school teachers in Bogor City.**

Compensation affects teachers' performance and motivation. (Dessler 2015) states that compensation includes all payments in return for work. In education, compensation includes salaries, allowances, incentives, and additional facilities. If teachers receive adequate compensation and feel that their compensation is commensurate with their duties and workload, they tend to perform better. However, the results of a preliminary survey of teacher satisfaction in vocational schools in Bogor regarding the compensation system were at a minimum of 32.5%, with the majority of teachers expressing dissatisfaction, particularly with allowances (75%) and salaries (70%). Fair and transparent compensation can be a major driver of job satisfaction and teacher retention, while failure to fulfill this aspect can lead to dissatisfaction and demotivation, resulting in a decline in the quality of learning (De Simone, 2017; Chaudhary & Sharma, 2019). Indicators: Salary, allowances, facilities, and incentives. Therefore, the following hypothesis can be formulated: **H2 indicates that compensation has a positive and significant impact on the performance of vocational school teachers in Bogor City.**

Teacher motivation is an internal and external drive to teach well and be committed to student development. Robbins and Judge (2017) define motivation as a process that describes the strength, direction, and persistence of achieving goals. Motivated teachers are more creative, committed to learning, and able to inspire students. However, the results of the preliminary survey on teacher motivation indicate that it is still weak, especially in relation to training and career development, which are considered inadequate (60% dissatisfaction). Meanwhile, according to (Moyo & Ocran, 2020), teacher motivation, both intrinsic and extrinsic, has also been proven to be a key factor that supports productivity and effective learning quality. Indicators: self-actualization, recognition, and work environment. Therefore, the following hypothesis can be made: **H3 shows that motivation has a positive and significant impact on the performance of vocational school teachers in Bogor City.**

Teacher performance is a key determinant in improving the quality of education, especially in vocational high schools (SMK), which serve as vocational education institutions to prepare skilled workers who are ready to compete in the industrial world. Optimal teacher performance can be achieved when there is positive synergy between the principal's leadership style, the compensation system, and the level of teacher motivation (Nguyen, 2018; Sharma & Upadhyay, 2020). Indicators: self-actualization, recognition, and work environment. Therefore, the following hypothesis can be formulated: **H4 indicates that leadership style, compensation, and motivation simultaneously have a positive and significant impact on the performance of SMK teachers in Bogor City.**

This widespread dissatisfaction reflects systemic problems in human resource management at the vocational school. Dissatisfaction with compensation can lead to demotivation, reduced work effectiveness, and an increased risk of teachers leaving their jobs (Chaudhary & Sharma, 2019). A leadership style that is not supportive hinders communication, collaboration, and professional growth among teachers (Limsila & Ogunlana, 2016). Low motivation also impacts innovation and work enthusiasm, which overall can reduce the quality of learning and the

competitiveness of vocational school graduates (Gupta & Singh, 2021). Therefore, comprehensive improvements in these three aspects are crucial to ensure the sustainability of education quality and teacher performance in Bogor City.

Research Objectives To evaluate the impact of principal leadership on teacher performance in vocational high schools in Bogor City, to evaluate how compensation affects teacher performance in vocational high schools in Bogor City, to determine how work motivation functions as a link between school management and compensation on teacher performance.

Research Instruments: The main instrument used was a questionnaire with a 5-point Likert scale. Likert scale:

II. METHOD

Research Method This research was conducted at SMK Kota Bogor. The research was conducted from March 2025 to June 2025. This research is quantitative in nature.

Research Population The population is the area of generalization that contains the objects or subjects to be studied and from which conclusions will be drawn. The population can be all analysis units whose characteristics are to be identified, which in this study are 100 teachers from five vocational schools in Bogor City (Sugiyono, 2021:130; Djaali, 2020:40).

Research Sample A sample is a portion of the population whose characteristics are being studied. The sampling technique used is simple random sampling, in which each member of the population has an equal chance of being selected. This technique was chosen because it is efficient and representative of the population for statistical analysis (Sugiyono, 2021:131,133; Djaali, 2020:40).

Data collection methods are strategic steps to obtain data for analysis. Primary data was obtained directly from respondents through questionnaires and observations at vocational schools in Bogor City. Secondary data came from other sources such as journals, books, articles, and documentation relevant to the study (Sugiyono, 2021:213).

Respondent Profile

The respondent profile is used to determine the diversity of respondents based on gender, age, education, and length of employment. This is expected to provide a clear picture of the respondents' circumstances and their relationship to the issues and objectives of this study.

TABLE 1		
Characteristics	Frequency	Percentage (%)
Gender		
Women	51	51.0
Male	49	49.0
Age		
28-40 years old	62	62.0
41-50 years old	23	23.0
51-60 years old	15	15.0
Education		
Diploma	3	3.0
S1/S2/S3	97	97.0
Amount	100	100.0

Source: Processed data (2025)

III. RESULTS AND DISCUSSION

DESCRIPTIVE STATISTICAL RESULTS

TABLE 2

Frequency Distribution of Respondents Answers on Variables
Influence of Leadership Style (X1), Compensation (X2), Motivation (X3) and Teacher Performance (Y)

STATEMENT OF LEADERSHIP	SCORE	AVERAGE
1. The principal is always open to receiving input from teachers.	3,01	3,32
2. I feel free to express my complaints and opinions to the school leadership.	3,34	
	3,38	
3. Communication between the leadership and teachers is smooth and open.	3,38	
	3,27	
4. The principal treats all teachers fairly without discrimination.	3,5	
5. Teacher performance evaluations are conducted objectively and fairly.	3,37	
	3,14	
6. School policies are applied consistently to all teachers.	3,46	
7. The principal provides full support for teachers' teaching needs.		3,22
8. I receive sufficient assistance from the principal when facing problems in the classroom.		
9. The principal encourages teachers to participate in training and professional development.		
STATEMENT OF COMPENSATION	SCORE	AVERAGE
1. The salary I receive is commensurate with my workload and responsibilities.	2,71	3,22
	2,78	
2. I feel that my salary is sufficient to meet my daily needs.	2,59	
	3,01	
3. The salary I receive motivates me to improve my performance.	3,25	
	3,62	
4. The benefits provided help improve my welfare.	3,44	
	3,48	
5. The benefits I receive motivate me to work better.	3,69	
	3,23	
6. The benefits provided are commensurate with my contribution to the school.	3,53	
	3,3	
7. I feel comfortable with the facilities provided by the school.		3,22
8. The facilities available help me improve the quality of my teaching.		
9. The school provides adequate facilities for the professional development of teachers.		
10. The incentives I receive make me more motivated to work.		
11. The incentive system is fair and transparent.		
12. The incentives provided encourage me to innovate in my teaching.		
STATEMENT OF MOTIVATION	SCORE	AVERAGE
1. I always strive to improve my skills and competencies as a teacher.	3,47	
2. The school provides me with opportunities for professional development.	3,02	

3. I am motivated to continue learning and innovating for my own progress and that of the school.	3,6	3,45
4. The school leadership recognizes my achievements.	3,51	
5. My colleagues and leaders often praise my performance.	3,52	
6. I feel valued by the school leaders and my colleagues.	3,49	
7. The relationship between teachers and leaders at the school is very harmonious.	3,54	
8. I feel comfortable and safe working at this school.	3,45	
9. The school provides an environment that motivates me to excel.	3,42	
STATEMENT OF TEACHER PERFORMANCE		SKOR
1. I use innovative and engaging teaching methods.	3,28	3,39
2. I continuously strive to improve the quality of my teaching.	2,84	
3. I welcome feedback that helps me improve the quality of my teaching.	3,27	
4. I am disciplined in completing my tasks and responsibilities.	3,35	
5. I maintain order in the classroom during the learning process.	3,26	
6. I set an example of discipline for students and fellow teachers.	3,67	
7. I often try new teaching methods to improve student learning outcomes.	3,70	
8. I actively seek additional learning resources to enrich the material.	3,58	
9. I take the initiative to develop creative learning programs. Teacher performance	3,39	
10. I provide ideas and suggestions for the school's progress.	3,56	
11. I am involved in extracurricular activities and student development.	3,72	
12. I support new programs initiated by the school.	3,36	
		AVERAGE

Source: Processed data (2025)

Based on questionnaire data for the leadership style variable (X1), the overall average score was 3.32, which falls into the adequate category. School policies were consistently applied to teachers, including the implementation of a structured learning schedule. The provision of supporting facilities for teaching and learning activities, assistance and periodic supervision by the principal. The principal treats all teachers fairly without discrimination in terms of task distribution. There is open communication between the principal and teachers. This open communication takes the form of regular monthly coordination meetings and curriculum planning discussions.

The compensation variable (X2) obtained an average score of 3.22 in the adequate category. The allowances provided are commensurate with the teachers' contributions in carrying out their duties and responsibilities, so that teachers feel appreciated and motivated to improve their performance. The school provides adequate facilities for teachers' professional development, such as classrooms equipped with modern educational technology. The incentive system is

implemented fairly and transparently based on the achievement of learning targets and teachers' active participation in extracurricular activities and school development.

The motivation variable (X3) obtained an average score of 3.45 in the sufficient category. Teachers are motivated to continue learning and innovating for their own advancement and that of the school. A supportive work environment and recognition for their efforts and achievements further motivate teachers to give their best. The relationship between teachers and school leaders is very harmonious, reflected in open and respectful communication, creating a positive and conducive working atmosphere. Colleagues and leaders often praise teachers performance, both directly and through formal awards, which further fosters teachers confidence and commitment in carrying out their duties.

Teacher performance variables (Y) obtained an average score of 3.39 in the adequate category. Teachers are actively involved in extracurricular activities and student development. In addition, teachers often try new teaching methods to improve student learning outcomes. Teachers are proud to be examples of discipline for students and fellow teachers, thereby creating a positive and productive school environment.

MULTIPLE LINEAR REGRESSION ANALYSIS

Multiple linear regression analysis was used in this study to examine the effect of five independent variables, consisting of principal leadership (X1), compensation (X2), and work motivation (X3), on one dependent variable, namely teacher performance (Y) at vocational schools in Bogor City. The results of the multiple linear regression analysis yielded the following multiple linear regression equation:

$$Y = 14.746(\text{GKL}) + 0.390(\text{KMP}) + 0.50(\text{MTV}) + (\text{KG}) 0.429$$

Referring to the multiple linear regression equation formed above, the researchers reached the following conclusions:

1. The constant value is 14.746, which means that if the values of the independent variables Leadership (X1) and Compensation (X2) Motivation are 0, then the value of the dependent variable Teacher Performance (Y) is to be 14.746. With this positive value, it can be concluded that the variables Leadership (X1) and Compensation (X2) Motivation (X3) have a positive impact on Teacher Performance (Y).
2. The regression coefficient value for the Leadership (X1) variable is 0.390. This indicates that if the values of other independent variables (free variables) remain constant, and the leadership variable (X1) decreases by 1 unit, it can be concluded that the leadership variable (X1) has a positive impact on Teacher Performance (Y).
3. The regression coefficient value for the Compensation variable (X2) is 0.050. This indicates that if the values of other independent variables remain constant, and the Compensation variable (X2) increases by 1 unit, Teacher Performance (Y) will increase by 0.050. This positive coefficient shows that there is a positive relationship between Compensation (X2) and Teacher Performance (Y), which means that the higher the level of Compensation (X2), the higher the Teacher Performance (Y).
4. The regression coefficient value for the Motivation variable (X3) is 0.429. This indicates that if the values of other independent variables remain constant, and the Motivation variable (X3) increases by 1 unit, then Teacher Performance (Y) will increase by 0.429. This positive coefficient shows that there is a positive relationship between Motivation (X3) and Teacher Performance (Y), which means that the higher the level of Motivation (X3), the higher the Teacher Performance (Y).

HYPOTHESIS TESTING

Hypothesis testing is used to test the hypothesis formulation, namely the extent to which the independent variable affects the dependent variable. The following are the results of the t-test and F-test, which can be seen in Table 4.

TABLE 3 SIGNIFICANCE RESULTS (T-TEST AND F-TEST)

No	Influential Variables	Affected Variables	Test Score	Score Sig.	Description
1	Principal leadership (X_1)	Teacher performance (Y)	3,034	0,003	Influential
2	Compensation (X_2)	Teacher performance (Y)	4,460	0,004	Influential
3	Motivation (X_3)	Teacher performance (Y)	2,722	0,008	Influential
4	Principal leadership (X_1), Compensation (X_2) and Motivation (X_3)	Teacher performance (Y)	42,296	0,000	Simultaneously influential

Source: Processed data (2025)

DETERMINATION COEFFICIENT TEST

Determination coefficient analysis is used to determine the capability of each variable used in the study. From the determination test, the Adjusted R^2 Square value can be seen in Table 5.

Table 4 Determination Coefficient Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.779 ^a	0.606	0.594	5,612

Source: Processed data (2025)

Based on the results of the coefficient of determination test shown in Table 5, the coefficient of determination or Adjusted R Square value obtained was 0.594, meaning that the variables of principal leadership and motivational compensation simultaneously explained 59.4% of the influence on teacher performance, while the remaining 40.6% was explained by other variables outside this study.

DISCUSSION

This study shows that leadership style, compensation, and motivation, both individually and simultaneously, have a positive and significant effect on the performance of vocational school teachers in Bogor City. Teachers need to create a work environment that is conducive to improving performance.

The influence of the principal's leadership style on teacher performance shows a positive and significant effect on teacher performance. Statistical test results prove that effective principal leadership can improve teacher performance, as seen in the t-test results with a value of ($t = 3.034$; $p = 0.003$). This significant value confirms the importance of the principal's role in creating a work environment conducive to performance improvement. Effective leadership is characterized by actions that are open, fair, and supportive of teachers' professional development. This leadership ensures good communication and provides full support for teachers' needs in teaching, which directly impacts the quality of teaching. These findings are supported by recent studies in the education sector. (Saputra 2023) concluded that effective leadership, characterized by good communication and support, is a strong predictor of teacher teaching performance. Furthermore, a study in Asia by (Chen and Huang 2024) showed that school leaders who implement participatory decision-making practices significantly improve organizational commitment and teacher performance.

The effect of compensation on teacher performance shows a positive and significant effect on teacher performance. Statistical test results show that fair and adequate compensation significantly affects teacher performance ($t = 4.460$; $p = 0.004$), indicating that a comprehensive compensation system is very important. The study shows that effective compensation includes professional development, work environment, and recognition of achievements, even though the salary component shows a low level of satisfaction. It is evident that a fair and clear compensation system increases teacher retention and improves their performance. Statistical test results show that fair and adequate compensation significantly affects teacher performance ($t = 4.460$; $p = 0.004$). This value confirms that a fair and

adequate compensation system significantly affects teacher performance. In particular, a comprehensive and effective compensation system not only covers financial aspects (salaries) but also includes professional development, work environment support, and recognition of achievements. Although the survey results show a low level of satisfaction with the salary component (financial component), the overall compensation system (including non-financial components) has been proven to improve teacher retention and performance. These results are reinforced by a study (Sari and Hidayat 2022) which found that financial and non-financial compensation, especially performance-based incentives, have a strong relationship with increased teacher motivation and work outcomes.

The Effect of Motivation on Teacher Performance Teacher motivation has a positive and significant effect on teacher performance. Statistical test results ($t = 2.722$; $p = 0.008$). This positive effect indicates that the higher the level of motivation teachers have, the better their performance. Specifically, teachers who have a strong drive for self-actualization, recognition, and working in a conducive work environment tend to achieve more optimal performance. Intrinsic motivation, particularly as reflected in professional development and learning innovation efforts, has been proven to be a key factor in improving teaching effectiveness, characterized by higher commitment, creativity, and innovation in the educational process. These findings are in line with various previous relevant studies. Among them are studies by (Moyo and Ocran 2020), which concluded that motivational factors affect teacher performance in secondary schools, and (Gupta and Singh 2021), which emphasized the importance of teacher motivation and job satisfaction in the context of secondary education. The consistency of these results reinforces the theoretical argument that motivation is a reliable predictor of performance in the education sector.

The simultaneous test results show that principal leadership, compensation, and motivation together have a significant effect on the performance of vocational school teachers in Bogor City (F value = 42.296; $\text{sig.} = 0.000 < 0.05$). The coefficient of determination (Adjusted R Square) of 0.594 or 59.4% shows that these three variables can explain 59.4% of the variation in teacher performance, while the remaining 40.6% is explained by other factors outside the scope of this study. An Adjusted R Square value of 0.594 can be categorized as “moderate to strong” in the context of educational research. Research conducted by (Gupta and Singh 2025) also found similar findings, emphasizing the importance of synergy between leadership, compensation, and motivation to improve educational performance.

IV. CONCLUSIONS

This study is a quantitative study that aims to determine the relationship between independent variables, namely the influence of leadership style, compensation, and motivation on the dependent variable, namely teacher performance at vocational schools in Bogor City. This study was conducted on 100 respondents who had been selected as samples. Based on the data collected and the tests conducted, this study found that leadership style, compensation, and motivation, both individually and collectively, have a positive and significant effect on the performance of vocational school teachers in Bogor City. Effective leadership style, fair compensation, and high motivation have been proven to improve teacher performance.

LIMITATIONS

This study has several limitations that need to be considered. These limitations will be used as material for evaluation and learning for future studies. One limitation is that this study only involved 100 respondents from five vocational schools. In addition, this study was limited to vocational school teachers in Bogor City, so the results may not be applicable to vocational school teachers in other regions with different economic, cultural, and educational policy contexts. Although it has identified three significant main variables, this study does not consider other factors that may affect performance, such as work environment, teacher competence, job satisfaction, or organizational culture, which could strengthen or weaken the relationship found.

RECOMMENDATIONS

1. Supportive Leadership: Principals should actively provide guidance and direct support to teachers who are experiencing difficulties in the classroom, for example, through mentoring. In addition, implement fair and transparent performance appraisals, and create an open culture where teachers feel free to express their opinions.

2. Fair Compensation: Immediately evaluate and adjust the salary structure, as this is a major source of teacher dissatisfaction. In addition, improve the incentive system to make it clearer and more motivating, and improve facilities that support the learning process.
3. Increased Motivation: Create an innovative and harmonious work environment. Provide welfare programs (counseling) for teachers' mental stability. Provide regular technology-based training and encourage collaboration (senior-junior mentoring) for learning innovation.
4. Competency Improvement: Improve training in innovative teaching methods and provide adequate supporting facilities (workspaces, digital resources). Build a positive culture of collaboration and implement a clear performance monitoring system that involves teachers in evaluations. All of these suggestions must be implemented in an integrated manner, supported by strong leadership, fair compensation, and high work motivation, to achieve overall improvement in teacher performance.

Managerial and Policy Implications

1. Focus on Motivation and Leadership: School management and education agencies need to prioritize training and development programs aimed at increasing teachers' intrinsic motivation, such as through recognition, self-actualization, and innovation. In addition, the leadership skills of school principals also need to be strengthened, especially in terms of providing professional support and ensuring fairness.
2. Compensation System Audit: Given the low salary satisfaction scores, it is essential to conduct a comprehensive audit of the salary and benefits system. This step is necessary to maintain competitiveness and balance. Although the coefficient's influence is small, fundamental compensation issues—with dissatisfaction levels reaching 70-75%—can be a major factor causing demotivation that needs to be addressed immediately.
3. Strengthening Organizational Culture: This study shows that systematic efforts are needed to build a positive, collaborative, and innovative work culture among teachers and leaders. Such a culture will directly support the variables of motivation and leadership that have been proven to be important.

Research Contribution

In practical terms, this study provides Human Resource Budget Guidelines for Foundations or Local Governments to prioritize improvements to the salary system and leadership training for School Principals, as well as serving as a Leadership Performance Evaluation tool so that School Principals can identify weaknesses in their leadership style, particularly in relation to professional support and transparency. In addition, this study recommends efforts to increase teacher motivation by creating a harmonious work environment and supporting mental well-being, while shifting the focus of motivation from financial to professional development. Meanwhile, its social contribution is to encourage the improvement of vocational school graduate quality through improved teacher performance, which in turn will enhance the image of the teaching profession in Bogor City, making it more attractive to the best talent in the vocational education sector thanks to a more equitable compensation and leadership system.

Recommendations for Future Research

Recommendations for researchers who wish to conduct similar research in the future are that they should conduct further studies that examine mediating variables, such as job satisfaction or organizational commitment. This is important in order to understand how these variables affect the relationship between compensation and teacher performance, as well as between leadership style and teacher performance. Researchers should also conduct in-depth qualitative studies. Given the high level of dissatisfaction with compensation (75%), qualitative research through in-depth interviews with teachers and vocational school management can help uncover the reasons behind this dissatisfaction, including perceptions of allowances and transparency. And conduct Cross-Sector Performance Comparisons, conducting comparative studies between public and private vocational schools, or between vocational schools in Bogor City and in other areas. This is useful for determining whether issues related to Leadership, Compensation, and Motivation are local or more general issues.

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