

## Compensation and Work Facilities as Determinants of Lecturer Performance: The Mediating Role of Work Motivation

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This study is motivated by the declining performance of lecturers at the Denpasar Islamic Religious College, particularly reflected in limited research activities. The purpose is to examine the influence of compensation and work facilities on lecturer performance, with work motivation as a mediating variable. A quantitative approach was applied, collecting data through questionnaires from 30 permanent lecturers using the census technique. Data were analyzed with Partial Least Squares (PLS), a structural equation modeling (SEM) method for assessing direct and indirect relationships. The findings show that compensation ( $p = 0.736$ ;  $t = 0.337$ ) and work facilities ( $p = 0.995$ ;  $t = 0.007$ ) have no significant direct effect on lecturer performance. However, compensation ( $p = 0.000$ ;  $t = 4.141$ ) and work facilities ( $p = 0.027$ ;  $t = 2.128$ ) significantly influence work motivation, which in turn positively impacts performance ( $p = 0.030$ ;  $t = 3.009$ ). Mediation analysis confirms that work motivation fully mediates the relationship between compensation, work facilities, and performance. The study concludes that strengthening lecturer motivation is essential for enhancing performance, emphasizing the importance of better compensation systems and adequate work facilities.

**Keywords:** Compensation; Lecturer Performance; SEM-PLS; Work Motivation; Work Facilities

## INTRODUCTION

In higher education, lecturers are bound by the rules set by the university, particularly regarding work obligations, performance standards, and professional ethics. Universities are obliged to monitor the performance of their lecturers. The success and overall performance of the institution are strongly correlated with lecturer performance. High-performing lecturers can make a positive contribution to the goals and outcomes of the institution.

Performance represents individual work achievements demonstrated through behavior in accordance with roles in the organization. Expectations for employees to give their best to drive the company's progress often lead to work pressure. As a result, this pressure can actually reduce the effectiveness of performance itself. Therefore, organizations are required to develop approaches that can achieve strategic goals without having a detrimental impact on their employees (Zuama et al., 2023).

The tridharma of higher education—research, education, and community service—is used to evaluate the effectiveness of lecturers in higher education. Based on tridharma data in the research field, it was found that in the last two years, out of a total of 30 lecturers employed, only 12 conducted research, while 18 did not. The causes of this low research participation include: first, most research is carried out at the expense of individual lecturers; second, there is no institutional support for lecturer research; and third, assistance from external institutions has a limited quota, so not all lecturers can receive research support.

There are various factors that must be considered by universities in maintaining lecturer performance. These factors include compensation and work facilities, which in turn affect work motivation and performance. These factors not only influence the motivation and performance of lecturers as employees but also impact the success of the institution in facing global competition. According to studies conducted by Lukito et al. (2025), components such as motivation and compensation are the elements that most affect employee performance. Similarly, research by Rizki et al. (2023) shows that work facilities and work motivation influence performance.

One element that is closely linked to lecturer performance is work motivation. Good performance results from lecturers being highly motivated to work successfully and efficiently. According to Andriansyah et al. (2023), work motivation is the internal drive and encouragement that employees have to fulfill their obligations. The current phenomenon shows a decline in work motivation. The number of research articles is minimal, and only a few lecturers have conducted research in the last two years. Some lecturers were also found to be absent from several face-to-face teaching sessions, teaching activities, and other campus events. These findings indicate that lecturers are less motivated to fulfill their employment obligations. Strong work motivation among lecturers is essential to create a positive and productive academic environment.

Compensation is another element that influences lecturers' performance in addition to their motivation. Compensation refers to any form of remuneration or reward given to an individual in return for services rendered or losses incurred. Providing compensation to employees must be fair and appropriate. To improve employee performance, fair and reasonable compensation should be based on the level of responsibility and risk associated with each position and should sufficiently cover employees' basic needs (Cahya et al., 2021). Currently, there is a trend of dissatisfaction among lecturers regarding the compensation system. They feel that the workload they bear, including administrative, research, and teaching duties, is not proportional to the compensation

they receive. Salaries and incentives that remain below the minimum wage, along with delays in payment, contribute to this dissatisfaction.

Another factor influencing work motivation and, consequently, lecturer performance is work facilities. Work facilities include various resources, spaces, or services provided by an organization to support the work activities and well-being of lecturers in their work environment. According to [Ginting and Indrawan \(2023\)](#), work facilities are tools and resources that employees utilize to make their daily tasks easier. However, it was found that lecturers were dissatisfied with the current work facilities. They reported that the lack of equipment and uncomfortable workspaces hindered their ability to produce quality research and deliver effective teaching. Adequate work facilities and a comfortable work environment can enhance lecturers' productivity and performance and positively influence the quality of instruction provided.

The Islamic Higher Education Institution (*Sekolah Tinggi Agama Islam* or STAI) Denpasar is the only Islamic religious college in the city of Denpasar, currently managed by the Al-Maruf Denpasar Foundation. Established in 2008, the institution currently employs around 30 lecturers. However, the current phenomenon at STAI Denpasar is a decline in lecturer performance, which has affected the teaching process, student services, and the implementation of the Tridharma of Higher Education.

This study employs work motivation as a mediating variable to examine how compensation and work facilities influence lecturer performance. Both theoretical and practical contributions are expected from this study. The practical contribution lies in providing evaluation material for offering fair and adequate compensation and work facilities to lecturers, thus helping the institution improve lecturer motivation and performance. The theoretical contribution is to provide insights into how compensation and work facilities affect motivation and productivity. It is also expected that educators and education practitioners with similar characteristics will find this research a valuable reference and source of information.

## **LITERATURE REVIEW**

### **Performance**

Performance is a type of employee behavior in achieving job results in accordance with their position ([Zuama et al., 2023](#)). Companies expect optimal contributions from each employee for organizational progress; however, the pressure generated by these expectations has the potential to reduce performance. Therefore, businesses must develop strategies to achieve objectives without placing excessive strain on their employees.

Performance refers to the fulfillment of an individual's or group's authority and responsibilities within an organization, as demonstrated by work outcomes, in order to achieve company objectives in a legal, moral, ethical, and compliant manner ([Riwukore et al., 2021](#)). Employee performance is essentially the result of an assessment of their job accomplishments over a specific period, determined by comparing actual results with predetermined standards, goals, or established criteria. The essential components of employee performance include the quality of work performed, regular attendance and punctuality, initiative, relevant skills, and interpersonal and communication abilities ([Puspitawati & Atmaja, 2021](#)). [Suprihatiningsih et al. \(2021\)](#) further explain that several key performance indicators include quality, quantity, work performance, and responsibility.

### **Work Motivation**

An internal and external drive that can influence an individual to achieve specific goals at work is called work motivation. This motivation encourages individuals to behave and work hard to achieve organizational or personal objectives. [Lukito et al. \(2025\)](#) explain that fostering effective performance largely depends on employee motivation. Motivated employees tend to be more satisfied and perform better in their roles. Motivation arises from both internal and external factors, and each employee's motivation varies depending on their background. Fundamentally, motivation affects both employee performance and productivity ([Astuti et al., 2020](#)).

[Diputra et al. \(2021\)](#) argue that motivation is an internal drive within individuals, which can be nurtured internally or influenced externally. Motivation is closely related to incentives, both tangible and intangible, which can ultimately have a positive or negative effect on an individual's performance. Whether an employee is motivated to perform their tasks depends on the strength of the motives influencing them.

[Zuama et al. \(2023\)](#) emphasize the importance for managers to understand the concept of motivation. Motivated employees are a crucial component of every successful organization, as they will strive to maximize the organization's success and profitability. [Maryani et al. \(2021\)](#) state that there are two essential factors in motivating employees: intrinsic and extrinsic motivation. Intrinsic motivation includes achievement, recognition, the nature of the work itself, responsibility, and opportunities for development. Extrinsic motivation includes policies and administration, quality of supervision, interpersonal relationships, working conditions, and wages.

### **Compensation**

Income in the form of cash or merchandise that employees receive, either directly or indirectly, in return for their contributions to the organization is known as compensation. A key component of human resource management is developing a fair and efficient compensation plan, as it helps attract and retain skilled employees ([Wasif, 2021](#)). [Handoko \(2017\)](#) explains that compensation is a reward or incentive given to employees as long as they contribute, remain loyal, and continuously innovate to advance the company.

One aspect of industrial relations that frequently causes issues in labor market relations is salary. Government officials, workers, and organizational management are consistently concerned about salary matters, particularly wages ([Yamin, 2023](#)). Compensation is a reward offered by companies as a token of appreciation to employees for their dedication and service during their employment. [Suprihatiningsih et al. \(2021\)](#) argue that there are several indicators of compensation, including salary, incentives, bonuses, wages, premiums, benefits, and insurance.

### **Work Facilities**

Work facilities are a crucial factor in supporting employee performance levels. These include all equipment and materials used, work environment conditions, application of work methods, and work governance, both individual and collective. [Harahap and Ferine \(2023\)](#) state that anything that can accelerate and simplify company processes, whether in the form of money or goods, is considered a facility. Facilities are tangible resources that must be available before services can be delivered to customers.

Work facilities are primarily focused on office or company operations that support various activities and ensure work runs smoothly. To achieve this, adequate work facilities are essential. Any physical resource that supports company activities and can be utilized in the normal course of business is considered a work facility. Work facilities play a vital

role in enhancing employee performance by encompassing all equipment and materials used, work environment conditions, application of work methods, and governance, both individually and collectively (Jamaluddin & Hartawati, 2024). Ginting and Indrawan (2023) identify workplace facility indicators as including spatial layout, safety and comfort, and other supporting equipment and facilities.

## **Hypotheses Development**

### ***The Influence of Compensation on Performance***

Every employee in a company has high expectations for fair compensation, and the company's pay must be comparable to that of other businesses. Handoko (2017) explains that compensation is a reward or benefit given to employees as long as they contribute, remain loyal, and continuously innovate to advance the company. Compensation is an essential program that organizations must implement to retain their human resources. Research conducted by Yamin (2023) shows that employee performance is significantly and positively influenced by compensation. Employee performance increases when compensation is fair and appropriate. Suprihatiningsih et al. (2021) and Wasif (2021) also demonstrate that compensation has a positive impact on employee performance.

H1: Compensation has a significant impact on performance.

### ***The Influence of Work Facilities on Performance***

Work facilities refer to various facilities, spaces, or services provided by an organization or company to support employee work activities and well-being in the workplace. Work facilities are described as the equipment and infrastructure that enable employees to perform their duties more efficiently and improve their performance. Research by Ginting and Indrawan (2023) indicates that work facilities have a significant and positive effect on performance. Similarly, Jamaluddin and Hartawati (2024) show that work facilities exert a favorable and notable influence on performance.

H2: Work facilities have a significant impact on performance.

### ***The Influence of Compensation on Work Motivation***

Compensation has a significant impact on work motivation and serves as a form of reward for employees' contributions. According to Laras et al. (2021), compensation is perceived by employees as a monetary reward for the effort they contribute to the company. Research by Haposan and Supartha (2023) shows that compensation significantly and positively affects employees' work motivation. This suggests that higher earnings can enhance employees' motivation levels. Wolor et al. (2019) also found that compensation has a significant effect on employees' motivation at work.

H3: Compensation has a significant impact on work motivation.

### ***The Influence of Work Facilities on Work Motivation***

Adequate work facilities positively affect employee motivation by fostering a comfortable working environment and enhancing productivity. Edizal et al. (2022) emphasize that work facilities must be considered to help employees maintain enthusiasm in their work, as high enthusiasm leads to increased productivity. Studies by Lubis et al. (2023) indicate that work facilities significantly and positively influence employees' motivation to perform their tasks. Similarly, Rizki et al. (2023) found that work facilities have a positive effect on work motivation.

H4: Work facilities have a significant impact on work motivation.



### ***The Influence of Work Motivation on Performance***

Work motivation significantly impacts employee performance and serves as a key driver in achieving company targets or goals. Highly motivated employees typically demonstrate enthusiasm, initiative, and strong focus in completing assigned tasks effectively. [Aliyyah et al. \(2021\)](#) define motivation as a condition that drives a person to work in order to accomplish their objectives. Employees with high work motivation tend to deliver excellent results. Studies by [Astuti et al. \(2020\)](#) show that performance is significantly and positively influenced by work motivation. Similarly, [Anwar & Abrar \(2023\)](#) and [Suswati \(2021\)](#) also found that work motivation affects employee performance.

H5: Work motivation has a significant impact on performance.

### ***The Influence of Compensation on Performance Through Work Motivation***

Compensation can influence employee performance through work motivation as a mediating variable. Fair compensation provided by companies—both financial (such as wages, salaries, and incentives) and non-financial (such as allowances)—can enhance employee motivation. [Syamsuddin et al. \(2021\)](#) explain that compensation indirectly influences performance through motivation; every increase in compensation boosts motivation, which, in turn, improves performance. Studies by [Wolor et al. \(2019\)](#) demonstrate how compensation impacts performance by motivating employees to deliver their best work. Similarly, research by [Laras et al. \(2021\)](#) and [Syamsuddin et al. \(2021\)](#) shows that the effect of compensation on employee performance is mediated by work motivation.

H6: Compensation has a significant impact on performance through work motivation.

### ***The Influence of Work Facilities on Performance Through Work Motivation***

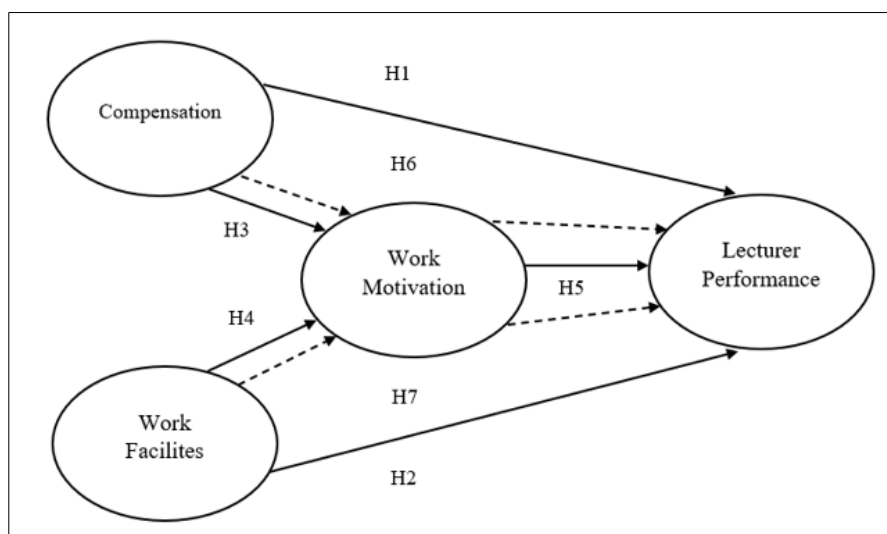
Using work motivation as a mediating variable, adequate work facilities can influence employee performance. [Anna and Sukoco \(2024\)](#) define good work facilities provided by companies as those that enhance work motivation and positively impact employees, enabling them to perform at their best. Studies by [Edizal et al. \(2022\)](#) show that work facilities, when mediated by work motivation, significantly influence performance. Furthermore, research by [Mustaqimah et al. \(2022\)](#) demonstrates that employee performance is positively and significantly affected by work facilities through work motivation.

H7: Work facilities have a significant impact on performance through work motivation.

### **Conceptual Framework**

The study framework model is depicted in [Figure 1](#).

**Figure 1.** Conceptual Model



—————> : Direct  
 - - - - -> : Indirect

## RESEARCH METHOD

This research employs a quantitative methodology. The formulated hypotheses are tested using the quantitative approach. Four variables: compensation, work facilities, work motivation, and lecturer performance were identified in the study based on the assumptions. Following sample selection and questionnaire-based data collection, these factors serve as the foundation for the creation of the study instrument. PLS analysis methods were then used to process the data.

### Population and Sample

The research population is made up of all research objects, including humans, animals, plants, air, phenomena, values, events, attitudes, and so on. Thus, these objects can be sources of research data. The total population in this study was 30 lecturers at STAI Denpasar. This study's sample was a saturated sample (census), with a total of 30 lecturers participating in the study.

### Instrument Test

Validity testing indicates the degree to which a measurement device can perform its task accurately and precisely. Validity testing is conducted by correlating construct scores with total scores. This criterion must be met if  $r > 0.30$ , in which case the items are deemed valid. If  $r < 0.30$ , the items are deemed invalid.

The degree to which a measurement can yield consistent findings when repeated on comparable phenomena is demonstrated by reliability testing of measuring devices. The Cronbach's alpha statistical test is used in this study's reliability test. If the value of Cronbach's alpha exceeds 0.60, it is regarded as dependable.

### Data Analysis Techniques

The use of descriptive analysis methods to provide an overview of the demographics of research respondents (age, gender) and descriptive information about research variables. Descriptive analysis aims to describe respondents' perceptions of the indicators of each research variable, based on the characteristics of respondents' responses to research instruments.

The empirical and theoretical models put forward in this work were tested using inferential analysis techniques. Partial Least Squares (PLS), a model of Structural Equation Modeling (SEM), is the analysis method employed. Since the empirical model in this study has two independent variables and two dependent variables, PLS is a popular technique for estimating route models that include latent variables with multiple indicators. This is the rationale behind the adoption of PLS in this study.

## RESULTS

### Validity Test

The validity testing can be accomplished by determining the correlation coefficient of each question score item with the total instrument score. The indicator is deemed reliable if the correlation coefficient value shows a positive number greater than 0.3 with a significance level of alpha of 0.05. Based on the statistical data from the Pearson correlation calculations for each indicator, it was found that all indicator items for the variable had a calculated r value (Pearson correlation) > 0.3, thus they can be considered valid.

### Reliability Test

The application of Cronbach's alpha in reliability assessment, and a research instrument is deemed reliable if each variable has a Cronbach's alpha value greater than 0.7. It may be concluded that every variable in this study model is reliable since, according to the statistical data from the reliability test, every variable has a Cronbach's alpha value > 0.7.

### Outer Model

#### ***Convergent Validity***

The relationship between each indicator's score and the construct score can be used to evaluate convergent validity in a measuring model that includes reflective indicators. If an indicator's correlation value is more than 0.70, it is regarded as having strong dependability.

**Table 1.** Outer Loading Calculation Results

No.	Variables	Indicators	Outer Loading	Description
1	Compensation (X1)	X1.1	0.828	Valid
		X1.2	0.776	Valid
		X1.3	0.786	Valid
		X1.4	0.759	Valid
		X1.5	0.735	Valid
		X1.6	0.847	Valid
		X1.7	0.753	Valid
2	Work Facilities (X2)	X2.1	0.794	Valid
		X2.2	0.766	Valid
		X2.3	0.887	Valid
3	Work Motivation (Y1)	Y1.1	0.752	Valid
		Y1.2	0.713	Valid
		Y1.3	0.796	Valid
		Y1.4	0.785	Valid
		Y1.5	0.773	Valid
		Y1.6	0.826	Valid
		Y1.7	0.877	Valid
		Y1.8	0.808	Valid
4	Lecturer performance (Y2)	Y1.9	0.743	Valid
		Y2.1	0.781	Valid



No.	Variables	Indicators	Outer Loading	Description
		Y2.2	0.919	Valid
		Y2.3	0.879	Valid
		Y2.4	0.846	Valid

The outcomes of each indicator's outer loading computation in Table 1 demonstrate that the outer loading coefficient for each indicator is higher than 0.70. As a result, every research indication that makes up the research variables is legitimate, and every indicator is capable of measuring the variables.

### **Discriminant Validity**

Comparing the association with the square root of the Average Variance Extracted ( $\sqrt{\text{AVE}}$ ) for each build value between that construct and the other model constructs is another way to evaluate discriminant validity. If each construct's when the model's  $\sqrt{\text{AVE}}$  value exceeds the correlation between the other constructs, it is seen as having appropriate discriminant validity.

**Table 2.** AVE Calculation Results and Inter-Variable Correlation Values

Variables	Compensation	Work Facilities	Work Motivation	Lecturer Performance
Compensation	0.784			
Work Facilities	0.657	0.818		
Work Motivation	0.775	0.646	0.787	
Lecturer Performance	0.612	0.490	0.752	0.858

The correlation values between variables range from 0.612 to 0.775, and the  $\sqrt{\text{AVE}}$  values range from 0.784 to 0.858. These results, shown in Table 2, show that the correlation values between the variables are less than the  $\sqrt{\text{AVE}}$  values. The variables in this study model are legitimate according to the criterion that a variable is deemed valid if its  $\sqrt{\text{AVE}}$  value exceeds the variable correlation coefficient. Additionally, the AVE values satisfy the suggested threshold of being higher than 0.50.

### **Composite Reliability**

In the context of structural models examined using the PLS-based method of SEM, composite reliability is a metric used to assess the degree of internal consistency of several indicators in reflecting a latent construct.

**Table 3.** Composite Reliability Test Results

Variables	Composite Reliability	Description
Compensation	0.899	Reliable
Work Facilities	0.814	Reliable
Work Motivation	0.928	Reliable
Lecturer Performance	0.903	Reliable

If the value of composite reliability exceeds 0.60, the construct is regarded as reliable. Based on statistical data from reliability tests using the composite reliability method in Table 3, the composite reliability values of each variable are greater than 0.6. This means that the variables in this study are reliable.

### **Inner Model**

#### **R Square ( $R^2$ )**

The endogenous construct's coefficient of determination is represented by the  $R^2$  value. (Hair Jr et al., 2021) state that the interpretation of the  $R^2$  value is contextual, and the  $R^2$

value can be categorized as follows: 1)  $R^2$  greater than or equal to 0.75 (strong); 2)  $R^2$  around 0.50 (moderate); 3)  $R^2$  around 0.25 (weak).

**Table 4.** R-Square Calculation Results

Variables	R-Square	R-Square Adjusted
Work Motivation (Y1)	0.664	0.638
Lecturer Performance (Y2)	0.568	0.518

Based on [Table 4](#), the  $R^2$  value for compensation and work facilities on work motivation is 0.664. This value is inside the moderate model, which indicates that compensation and work facilities account for 66.4% of work motivation, with other factors outside the study model accounting for the remaining 33.6%. Meanwhile, the  $R^2$  value for the relationship between compensation, work facilities, and work motivation on faculty performance is 0.568. This value falls within the moderate model category, meaning that 56.8% of faculty performance is affected by compensation, work facilities, and work motivation. The remaining 43.2% is affected by variables not included in the study model.

#### **Estimate for Path Coefficients**

Path coefficient estimates are values that indicate the direction and intensity of the connections between latent variables in a structural model (inner model).

**Table 5.** Calculation Results: Estimate for Path Coefficients

	Y1	Y2
X1	0.603	0.074
X2	0.304	-0.002
Y1		0.696
Y2		

According to [Table 5](#), the compensation variable has a greater influence on work motivation than on lecturer performance. This outcome is supported by the fact that the path coefficient value of 0.603 between compensation and work motivation is higher than the path coefficient value of 0.074 between compensation and lecturer performance. Lecturer performance is less affected by the work facilities variable than by work motivation. This is demonstrated by the fact that the route coefficient value between work facilities and motivation is 0.304, which is higher than the path coefficient value between lecturer performance and work facilities, which is -0.002. Additionally, there is a 0.696 correlation between lecturer performance and work motivation.

#### **Prediction Relevance ( $Q^2$ )**

Prediction relevance ( $Q^2$ ), or known as Stone-Geisser's  $Q^2$ , is a measure used to assess the predictive ability of a model for endogenous constructs, using the blindfolding technique. The model's ability to reconstruct the observed data is indicated by the  $Q^2$  value. A number of 0.02 denotes low prediction ability, 0.15 denotes moderate predictive ability, and 0.35 denotes strong predictive ability. This test can only be applied to endogenous constructs measured using reflective indicators. The formula for obtaining the Prediction relevance coefficient ( $Q^2$ ) is:

$$Q^2 = (1 - [(1 - R_1^2) (1 - R_2^2)])$$

$$Q^2 = (1 - [(1 - 0,664) (1 - 0,568)])$$

$$Q^2 = 1 - (0,336) (0,432) = 0,885$$

through the interactions between the variables in the research model, with other factors outside the research model accounting for the remaining 11.5%.

## Hypothesis Testing

### **Direct Effects**

Hypothesis testing was performed using a t-test at a significance level (alpha) of 0.05. If the significance value (Sig. t) is less than 0.05, the test results are considered significant, meaning that there is a statistically significant relationship or effect. Conversely, if the Sig. t-value is greater than 0.05, the test results are deemed insignificant, meaning there is insufficient evidence to indicate the presence of an effect or relationship within the model.

**Table 6.** Direct Relationship Between Variables

Variables	T Statistics	P Values	Description
Compensation (X1) -> Lecturer performance (Y2)	0.337	0.736	Not significant
Work facilities (X2) -> Lecturer performance (Y2)	0.007	0.995	Not significant
Compensation (X1) -> Work motivation (Y1)	4.141	0.000	Significant
Work facilities (X2) -> Work motivation (Y1)	2.128	0.027	Significant
Work motivation (Y1) -> Lecturer performance (Y2)	3.009	0.003	Significant

Based on [Table 6](#), the test results show that compensation has no significant effect on lecturer performance, with a p-value of 0.736 ( $> 0.05$ ) and a t-statistic of 0.337 ( $< 1.960$ ), leading to the rejection of H1. Similarly, work facilities also do not significantly influence lecturer performance, as indicated by a p-value of 0.995 ( $> 0.05$ ) and a t-statistic of 0.007 ( $< 1.960$ ), resulting in the rejection of H2. In contrast, compensation has a significant effect on work motivation, with a p-value of 0.000 ( $< 0.05$ ) and a t-statistic of 4.141 ( $> 1.960$ ), thereby supporting H3. Work facilities also significantly affect work motivation, as shown by a p-value of 0.027 ( $< 0.05$ ) and a t-statistic of 2.128 ( $> 1.960$ ), confirming H4. Finally, work motivation has a significant effect on lecturer performance, with a p-value of 0.030 ( $< 0.05$ ) and a t-statistic of 3.009 ( $> 1.960$ ), leading to the acceptance of H5.

### **Indirect Effects**

The hypothesis test for indirect effects was conducted using the Sig. t test with an alpha level of 0.05. If the Sig t value is  $< 0.05$ , then the test results are significant. If the result is significant, it can be interpreted that work motivation acts as a mediator. Conversely, if  $\text{Sig } t > 0.05$ , the test is not significant, and if it is not significant, it can be concluded that work motivation does not act as a mediator.

**Table 7.** Indirect Effect Test Results

Variables	T Statistics	P Values	Description
Compensation (X1) -> Work motivation (Y1) -> Lecturer performance (Y2)	3.471	0.001	Significant
Work facilities (X2) -> Work motivation (Y1) -> Lecturer performance (Y2)	2.801	0.005	Significant

Based on [Table 7](#), the test results show that compensation has a significant indirect effect on lecturer performance through work motivation, with a p-value of 0.001 ( $< 0.05$ ) and a t-statistic of 3.471 ( $> 1.960$ ), leading to the acceptance of H6. Similarly, work facilities also possess a substantial indirect effect on lecturer performance through work motivation, as indicated by a p-value of 0.005 ( $< 0.05$ ) and a t-statistic of 2.801 ( $> 1.960$ ), confirming H7. Furthermore, the indirect effect of compensation (X1) on lecturer performance (Y2) through work motivation (Y1) is significant, while its direct effect on

lecturer performance is insignificant. This indicates that the mediation model of work motivation (Y1) functions as a full mediation. Likewise, the indirect effect of work facilities (X2) on lecturer performance (Y2) through work motivation (Y1) is significant, whereas the direct effect is insignificant, leading to the conclusion that work motivation (Y1) also serves as a full mediating variable in this relationship.

## **DISCUSSION**

### **The Influence of Compensation on Lecturer Performance at STAI Denpasar**

The findings revealed that compensation did not have a significant effect on the performance of lecturers at STAI Denpasar. This suggests that lecturer performance is not solely determined by the amount of compensation received. In the context of higher education—particularly in value-based or religious institutions—factors such as dedication to the profession, academic commitment, and intrinsic satisfaction in fulfilling the educator's role appear to have a stronger influence on performance.

However, the wage indicator was recorded as the lowest-scoring component within the compensation variable. This indicates that, although wages do not directly impact performance, lecturers are dissatisfied with the remuneration they receive. Such dissatisfaction may indirectly affect critical aspects of job performance, including teaching consistency, participation in academic activities, and contributions to institutional development. In other words, disproportionate compensation can undermine morale and weaken commitment to delivering high-quality performance.

These findings provide valuable input for higher education management. Although compensation was not statistically proven to influence performance, it should not be disregarded. Institutions need to review their compensation policies—particularly salary structures—as a form of appreciation for lecturers' contributions. Enhancing compensation systems can foster a fairer and more supportive work environment, enabling lecturers to perform their duties more effectively and sustainably.

This study aligns with [Fendik and Hakim \(2024\)](#), who found that compensation-related factors had no significant impact on performance. Nevertheless, it also suggests the presence of intermediary factors that may shape how compensation influences performance. Conversely, this finding contrasts with the research of [Wasif \(2021\)](#) and [Yamin \(2023\)](#), which reported that compensation has a significant and positive effect on performance.

### **The Influence of Work Facilities on Lecturer Performance at STAI Denpasar**

These findings indicate that in the context of higher education institutions, particularly those grounded in values or religion, external factors such as physical facilities are not the primary determinants of lecturer performance. This aligns with the contingency theory perspective proposed by [Sain et al. \(2025\)](#), which emphasizes that the effectiveness of any factor is highly dependent on organizational context and individual characteristics. Elements such as academic autonomy, collegial support, and job satisfaction may exert a stronger influence on lecturers' performance.

The space layout indicator was identified as the lowest-scoring aspect of the work facilities variable. This highlights an opportunity for improvement, especially regarding ergonomics and overall workspace comfort. Inadequate physical conditions, including insufficient lighting, poor ventilation, and inefficient furniture arrangement, can create discomfort that affects the working atmosphere and the well-being of lecturers. Although the influence of physical workspace on performance may be indirect, the quality of the work environment still plays a significant role in shaping daily work experiences.

These findings provide important insights for higher education management. Enhancing work facilities, particularly through improved spatial layouts, should be considered as part of broader strategies to create a supportive and productive work environment. While such improvements may not directly increase performance, they can enhance productivity, reduce stress, and improve job satisfaction. Consequently, management should consider long-term investments in ergonomic and functional workspace designs as a key step toward building a healthy and sustainable academic ecosystem.

This study supports the findings of [Anna and Sukoco \(2024\)](#), who also observed that work facilities exert limited influence on performance. This suggests that other factors may play a more decisive role, or that improving facilities alone is insufficient to enhance performance. Conversely, the findings differ from those of [Ginting & Indrawan \(2023\)](#) and [Mustaqimah et al. \(2022\)](#), who reported that work facilities have a significant positive effect on performance.

### **The Influence of Compensation on Work Motivation at STAI Denpasar**

The findings of this study indicate that compensation has a significant influence on lecturers' work motivation. This suggests that adequate and equitable compensation contributes to higher levels of motivation among lecturers, as they are more inclined to exert effort when their remuneration aligns with their workload and responsibilities.

These results provide theoretical reinforcement for motivation theories such as Maslow's hierarchy of needs ([Nurjanah & Suherman, 2022](#)) and Herzberg's two-factor theory ([Anwar, 2020](#)), both of which emphasize security and rewards as essential drivers of intrinsic motivation. Compensation, particularly in the form of insurance, not only fulfills the fundamental need for security but also represents recognition of lecturers' contributions to their institutions.

From a managerial perspective, these findings highlight the importance of designing a strategic compensation system that supports faculty welfare. The prominence of insurance as the most influential indicator underscores the value lecturers place on long-term protection. Institutions can leverage this insight to improve faculty retention and productivity by implementing compensation policies that prioritize sustainable well-being rather than short-term financial incentives.

Conversely, discrepancies between compensation and workload can reduce motivation, which may negatively affect teaching quality and hinder institutional objectives. Compensation should therefore be regarded not merely as a financial tool but as a strategic mechanism to foster a motivated, productive, and enduring academic workforce.

This study is consistent with the findings of [Wolor et al. \(2019\)](#), who reported a positive effect of compensation on work motivation. It is also in agreement with [Haposan & Supartha \(2023\)](#) and [Laras et al. \(2021\)](#), who concluded that compensation exerts a significant and positive influence on motivation.

### **The Influence of Work Facilities on Work Motivation at STAI Denpasar**

The study's findings suggest that work facilities have a major impact on lecturer performance. These findings imply that work facilities contribute to increased lecturer motivation. This suggests that the better the work facilities provided to lecturers, the more motivated they will be.



This finding supports the work environment approach in motivation theories, such as Herzberg's two-factor theory (Anwar, 2020), which places working conditions as an important hygiene factor in preventing dissatisfaction and creating psychological comfort. Adequate work facilities act as an external element that allows lecturers to focus on achieving academic tasks without environmental distractions.

Indicators such as security, comfort, and support facilities have proven to be key components in shaping positive perceptions of the work environment. Safety and comfort create a sense of security and emotional stability, while supporting facilities such as technology and access to information serve as catalysts in improving work efficiency, which directly impacts productivity and job satisfaction.

The findings provide strategic recommendations for higher education management to invest resources in the development of work facilities. Providing ergonomic workspaces, state-of-the-art learning technologies, and stable internet access not only increases comfort but also strengthens lecturers' commitment to the institution. When lecturers feel supported in terms of facilities, they tend to show higher enthusiasm, deeper engagement, and greater dedication towards achieving academic goals.

On the other hand, a lack of facilities can lead to frustration, decreased motivation, and ultimately a negative impact on the quality of teaching and research. Therefore, work facilities are not just a supporting element but an integral part of the strategy to improve the performance of human resources in higher education.

This research supports the study conducted by Lubis et al. (2023), which claims that work facilities have a positive and significant impact on work motivation. Additionally, it aligns with the studies conducted by Edizal et al. (2022) and Rizki et al. (2023), which state that work facilities have a positive and significant impact on work motivation.

### **The Influence of Work Motivation on the Performance of Lecturers at STAI Denpasar**

The results of the research indicate that work motivation has a significant impact on lecturer performance. These findings imply that work motivation contributes to improved lecturer performance. This demonstrates that lecturers will perform better if they are provided with greater work motivation.

The results of this research show that lecturer performance is greatly affected by work motivation. Theoretically, these results corroborate classic motivation theories such as Self-Determination Theory (Deci & Ryan in Ryan & Deci, 2020) and Herzberg's Two-Factor Theory (Anwar, 2020), which emphasize that intrinsic motivations—such as achievement and interpersonal relationships—play an important role in driving optimal performance. When lecturers feel internally motivated, they tend to show higher commitment to academic and institutional tasks.

Motivational indicators such as achievement, interpersonal relationships, and working conditions reflect basic psychological needs that, when met, can increase engagement and productivity. Achievement encourages lecturers to set and accomplish professional targets, while positive interpersonal relationships create a work environment that supports collaboration and emotional well-being. Favorable working conditions reinforce focus and efficiency, directly impacting the quality of teaching and research.

The management of higher education will be significantly impacted by these findings. Institutions need to design human resource management strategies that focus on increasing work motivation, such as recognizing lecturers' achievements, fostering a



collaborative work culture, and providing a comfortable and supportive work environment. These efforts not only improve individual performance but also strengthen the competitiveness of the institution as a whole.

Conversely, if lecturers' work motivation is neglected, it can lower morale, reduce productivity, and negatively affect the achievement of academic goals. Therefore, work motivation is not just a psychological factor but a strategic component in the performance management of higher education institutions.

This study supports the investigation conducted by [Anwar and Abrar \(2023\)](#), which claims that performance is greatly and positively influenced by work motivation. It also aligns with the studies conducted by [Arifuddin et al. \(2023\)](#) and [Suswati \(2021\)](#), which state that work motivation has a positive and significant impact on performance.

### **The Effect of Compensation on Lecturer Performance Through Work Motivation at STAI Denpasar**

Considering the results of the study, work motivation serves as a mediating variable in the indirect relationship between compensation and lecturer performance, demonstrating that work motivation significantly influences lecturer performance. These findings suggest that the relationship between compensation and lecturer performance is mediated, in part, by work motivation.

The study findings show that compensation does not directly have a significant impact on lecturer performance but has a strong indirect effect through work motivation as a mediating variable. Theoretically, this result supports the approach in Self-Determination Theory (Deci and Ryan in [Ryan & Deci, 2020](#)), which emphasizes that intrinsic motivation is the main driver of behavior and performance. Fair compensation does not necessarily improve performance but serves as a trigger for internal motivation, which then drives performance improvement.

The insignificance of the direct impacts of compensation and work facilities on performance suggests that these external factors are insufficient to drive performance without a psychological drive from within the lecturer. In this context, work motivation acts as a psychological bridge that transforms perceptions of compensation into productive energy. When lecturers feel valued through appropriate compensation, they experience increased motivation, which is then reflected in the quality of teaching, research, and academic services.

These findings provide important insights for higher education management. Instead of focusing solely on improving compensation or physical facilities, institutions need to design policies that generate and sustain faculty motivation. Strategies such as recognition of achievements, transparency in incentive systems, and support for professional development can enhance the impact of compensation on motivation, which in turn influences performance.

Thus, work motivation is not only a mediating variable but also a strategic element in human resource management. Without strong motivation, compensation, and work facilities tend to lose their impact on performance. Therefore, higher education management needs to place work motivation at the center of lecturer performance improvement policies.

This study supports the investigation conducted by [Syamsuddin et al. \(2021\)](#), which claims that performance is positively and significantly impacted by indirect compensation through work motivation. Additionally, it aligns with the findings of [Fendik & Hakim \(2024\)](#)

and [Laras et al. \(2021\)](#), which state that work motivation mediates the effect of compensation on performance.

### **The Effect of Work Facilities on Lecturer Performance Through Work Motivation at STAI Denpasar**

The findings indicate that lecturer performance is not significantly impacted directly by work facilities but has a strong indirect effect through work motivation as a mediating variable. This suggests that work facilities function as a supporting factor that enhances lecturers' internal motivation, which then drives performance improvement. Theoretically, this aligns with Herzberg's Two-Factor Theory (as cited in [Anwar, 2020](#)), where work facilities are categorized as hygiene factors that do not directly motivate but can prevent dissatisfaction and create conditions conducive to motivation.

The insignificance of the direct effect of work facilities on performance implies that the presence of adequate physical and administrative facilities alone is insufficient to encourage optimal performance without accompanying psychological stimulation. Work motivation acts as a catalyst that transforms the perception of facilities into commitment and enthusiasm in carrying out academic tasks. Lecturers who feel supported by adequate facilities are more motivated to teach, conduct research, and provide high-quality academic services.

These results have significant implications for higher education management. Investments in work facilities should be accompanied by strategies that foster work motivation, such as providing autonomy, recognizing achievements, and offering career development opportunities. It is not enough for institutions to provide physical resources; they must also cultivate a work environment that supports lecturers' psychological engagement.

Thus, work motivation is not merely a mediating variable but a strategic element in human resource management. The effect of work facilities on performance will only be optimal if institutions are able to activate work motivation as the key link. These findings emphasize the importance of a holistic approach to improving lecturer performance, integrating both structural and psychological aspects simultaneously.

This study supports the research conducted by [Anna & Sukoco \(2024\)](#) and [Edizal et al. \(2022\)](#), which states that work facilities, when mediated by work motivation, have an indirect but significant impact on performance.

## **CONCLUSION**

The aim of this research is to examine how lecturer performance at STAI Denpasar is influenced by compensation and work facilities, both directly and indirectly through work motivation as a mediating variable. The results reveal that neither compensation nor work facilities exert a significant direct impact on lecturer performance. This finding underscores that enhancing lecturer performance at STAI Denpasar cannot be achieved solely by improving extrinsic factors. However, compensation and work facilities demonstrate a noteworthy and positive influence on lecturers' work motivation. Compensation—particularly through key indicators such as insurance—and work facilities—represented by elements such as security, comfort, and supporting infrastructure—play a critical role in fostering internal motivation among lecturers.

Work motivation itself has a significant and positive direct effect on lecturer performance. These intrinsic and psychological factors serve as primary drivers of superior performance. Importantly, work motivation emerges as a pivotal mediating factor, demonstrating that the influence of compensation and work facilities on performance operates indirectly through heightened internal motivation. In other words, adequate compensation and supportive facilities contribute to improved performance only when they effectively succeed in stimulating lecturers' intrinsic motivation.

This study reinforces and contextualizes Herzberg's Two-Factor Theory within the setting of religious higher education in Indonesia by positioning compensation and work facilities as hygiene factors that impact performance indirectly through motivation. Furthermore, the findings support Self-Determination Theory, highlighting that intrinsic motivation—activated by appropriate extrinsic conditions—is the fundamental mechanism driving lecturer performance, rather than extrinsic factors acting in isolation. This research contributes a significant perspective, suggesting that in value-based organizations, non-material factors often exert a more complex and profound influence on employee outcomes.

For institutional leaders, these findings emphasize the need to redesign compensation systems to be not only fair and competitive—particularly in key aspects such as salary and insurance—but also transparent and aligned with recognition of achievement. Similarly, improvements to work facilities should focus on cultivating a positive working experience through ergonomic designs, safety and comfort measures, and adequate technological support that enhances efficiency. Beyond physical provisions, management must implement strategies that sustain and strengthen intrinsic motivation, such as granting academic autonomy, offering career development pathways, and fostering a collaborative, supportive, and rewarding work environment.

Future Research Directions: To enhance the generalizability of these findings, future studies could extend the scope to include a larger sample of similar faith- or value-based universities across different regions. Additionally, subsequent research could incorporate other potential mediating or moderating variables, such as job satisfaction, organizational commitment, organizational culture, or work spirituality, to develop a more comprehensive understanding of lecturer performance drivers. Employing qualitative methods, such as interviews or focus group discussions (FGDs), or adopting mixed-methods approaches would provide deeper insights into lecturers' perceptions of compensation, facilities, and the underlying sources of motivation.

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