

## The Influence of Teacher Training, Work Motivation, and Compensation on Teacher Performance at State Vocational High Schools in Ujungbatu District

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### ARTICLE INFO

*Keywords:* Teacher Training, Work Motivation, Compensation, Teacher Performance, Vocational High School

*Received :* 12, July

*Revised :* 25, August

*Accepted:* 20, September

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### ABSTRACT

This study examines the influence of teacher training, work motivation, and compensation on teacher performance at state vocational high schools (SMK) in Ujungbatu District. Utilizing a quantitative approach with a correlational survey design, the research involved a total population of 86 teachers from two SMK Negeri, selected using total sampling. The results show that the average teacher performance reached 92.37 (SD = 7.87), reflecting an overall satisfactory level of instructional effectiveness among the vocational teachers surveyed. Teacher training showed the most substantial impact, with a regression coefficient  $B = 0.594$  and explaining 27.7% of performance variance. While work motivation had a limited effect when analyzed independently, its influence became notable in the multiple regression model ( $B = 0.108$ ;  $\beta = 0.338$ ), highlighting its mediating role when combined with training and compensation. The study recommends that policymakers and educational leaders improve the relevance and accessibility of training programs, ensure transparent and performance-based compensation, and create a positive work culture to sustain teacher motivation.

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## INTRODUCTION

Teacher performance has long been recognized as the primary determinant of learning quality, as teachers translate curricula into meaningful student experiences and ultimately define the success of vocational schools in responding to dynamic industry demands (Supardi, 2014). National regulations require teachers to master pedagogical, professional, social, and personal competencies; however, field evidence continues to show notable disparities in performance between schools (Mulyasa, 2015). This gap is more acute in vocational schools, where teachers must ensure graduates are ready to enter a rapidly changing labor market (Rinaldi et al., 2021). Recent studies highlight that performance variation is influenced by a combination of individual, institutional, and support system factors (Kamsidik, 2024). Evidence of performance disparity is reinforced by quality evaluations in several districts indicating gaps in competency standard implementation (Jasmani & Mustofa, 2015). As a result, the research agenda on determinants of vocational teacher performance has received sustained academic and policy attention. In summary, understanding the factors that shape teacher performance in vocational schools is fundamental to developing quality learning and responding to evolving industry needs, highlighting the urgency of targeted research and intervention in this area.

The 2024 Education Report at SMK Negeri Ujungbatu reveals low scores in active pedagogy, psychological support, reflective culture, and industry linkage, mirroring challenges faced by other vocational schools (Rapor Pendidikan, 2024). Teachers still tend to rely on conventional methods, resulting in limited student engagement and learning processes that are not fully aligned with modern workforce needs (Dwiyono et al., 2024). Situational analysis indicates recommended strategies—intensive training, reflection forums, and Teaching Factory—have yet to be optimally implemented due to resource and leadership barriers (Muflihan et al., 2024). These constraints risk widening the competency gap between graduates and regional industrial requirements, particularly in soft skills and technology literacy (Pratomo & Arifin, 2020). Improvement programs must include monitoring to ensure teachers receive relevant, measurable feedback (Dwiyono et al., 2024). In conclusion, addressing these institutional and instructional shortcomings is essential for closing the skills gap and ensuring vocational graduates are adequately prepared for dynamic workforce expectations, reinforcing the critical need for effective teacher development strategies.

Structured teacher training has proven effective in improving pedagogical competence, digital literacy, and innovative teaching methods, thus positively impacting learning outcomes in vocational schools (Mardikaningsih et al., 2022). Practice-based workshops integrate technology and collaborative approaches, enabling teachers to experiment with context-based instructional strategies aligned with industry requirements (Sangadji et al., 2021). However, teacher participation in training remains inconsistent; time, cost, and institutional support constraints are primary barriers reducing program effectiveness (Amini et al., 2022). Training success depends on material alignment with specific field needs and post-training follow-up through professional practice communities

(Rosmawati et al., 2020). Diagnostic studies also emphasize the need for formative feedback mechanisms to ensure consistent transfer of competencies into the classroom (Dwiyono et al., 2024). Integrating industry competency certification within training is believed to expedite curriculum relevance. In summary, effective and relevant teacher training, supported by ongoing feedback and alignment with industry demands, is key to improving teacher performance and, by extension, the competitiveness of vocational school graduates.

Teacher work motivation is recorded as the main driver of creativity, resilience, and persistence in delivering instruction relevant to the needs of vocational students (Fitri et al., 2024). Self-Determination Theory highlights fulfilling autonomy, competence, and social relations needs to foster sustained intrinsic motivation (Pinto et al., 2023). National surveys indicate high administrative loads, limited career advancement, and unsupportive work climates decrease teacher innovation (Mulyadi et al., 2024). Similar conditions are found among vocational teachers facing industry demands without sufficient support facilities (Septin et al., 2024). Qualitative research shows that colleague support and recognition via simple reward schemes can mitigate work stress (Sarinah et al., 2024). Longitudinal studies report declining motivation parallels reduced participation in further training (Rami, 2023). To conclude, strengthening teacher motivation by meeting psychological and professional needs is essential for sustaining teacher engagement, innovation, and continuous improvement in vocational school settings.

Fair compensation is viewed as both a professional reward mechanism and a signal of organizational justice, thus correlating positively with teacher loyalty and performance (Marjono & Heryjanto, 2023). Quantitative studies show adequate financial and non-financial incentives improve job satisfaction and emotional attachment to schools (Marlina et al., 2023). However, compensation gaps between certified and non-certified teachers remain wide, leading to dissatisfaction and turnover in certain productive fields (Muazza, 2021). Disparities are also evident between productive and normative teachers facing different workloads and risks (Mulyadi et al., 2024). Transparent, measurable performance-based allowances can stimulate better learning achievement (Wardanti & Mawardi, 2022). Collective project-based rewards also strengthen a sense of professional community (Sandra & Sentoso, 2024). In sum, equitable and transparent compensation systems are vital to motivating and retaining teachers, thereby ensuring optimal performance and reducing turnover in vocational education.

The interaction between training, motivation, and compensation forms an integrated human resource development system that determines vocational school success (Adzidzah & Yudiawan, 2022). Integrative models indicate that training enhances competence, compensation drives motivation, and motivation enables active engagement in further training, generating a sustainable performance improvement cycle (Susmiyati & Zurqoni, 2020). However, many previous studies have examined variables separately using heterogeneous samples, limiting generalizability for vocational contexts (Heryanto & Sumarni,

2019). This study adopts a total population approach at SMK Negeri Ujungbatu and uses multiple regression analysis to examine the simultaneous and partial effects of these three variables (Lase et al., 2024). This approach is expected to yield data-driven recommendations for improving training strategies, incentive design, and measurable motivation mechanisms (Emiliana et al., 2023). Ultimately, holistic investigation of these interrelated variables offers the most comprehensive pathway to developing effective vocational education policy and practice.

When observing current educational conditions, it is crucial to recognize that teacher performance is not only affected by individual competence but also by various external contexts shaping work experiences. Therefore, deep understanding of these factors is vital for creating quality learning environments for vocational students. Future research should further explore the complex relationships between these variables and how implementation can improve Indonesia's vocational education system (Heryanto & Sumarni, 2019). In conclusion, addressing the multifaceted factors influencing teacher performance through robust research and targeted interventions will be instrumental in transforming vocational education and fostering national workforce competitiveness.

## **METODE**

### **Research Design**

This study employed a quantitative approach grounded in positivist philosophy, emphasizing empirical and objective measurement using standardized instruments and inferential statistical analysis. A correlational survey design was chosen to examine the simultaneous effects of three independent variables teacher training, work motivation, and compensation on vocational high school teacher performance.

### **Location and Time**

The research was conducted at two public vocational high schools (SMK Negeri) in Ujungbatu District, Rokan Hulu Regency, Riau Province, selected for their managerial characteristics relevant to the study of teacher performance. All stages, from instrument preparation to report writing, were carried out from January to July 2025.

### **Population and Sampling Technique**

The population consisted of all 86 teachers from SMK Negeri 1 Ujungbatu (60 teachers) and SMK Negeri 2 Ujungbatu (26 teachers). Due to the manageable size, total sampling was applied, meaning all teachers were included as respondents, in accordance with Sugiyono's recommendation.

### **Variables and Instruments**

The dependent variable was teacher performance, while the independent variables included teacher training, work motivation, and compensation. The indicators for each variable were constructed based on educational management literature. Data were collected using a closed-ended questionnaire with a five-point Likert scale, containing both positive and negative statements to capture respondents' attitudes in greater detail.

### **Validity and Reliability Testing**

Item validity was tested using the Product-Moment correlation at a 5% significance level, while reliability was assessed using Cronbach's Alpha. All variables demonstrated Alpha values greater than 0.80 (Training: 0.956; Motivation: 0.856; Compensation: 0.934; Performance: 0.951), indicating high reliability.

### **Data Collection Procedure**

Primary data were collected by directly distributing the questionnaires to respondents at each school, with the researcher providing assistance. Secondary data (names, number of teachers, teaching hours) were obtained from school documentation. Each questionnaire included a consent statement to ensure research ethics compliance.

### **Data Analysis Technique**

After verifying completeness, data were processed using SPSS version 25.0. The analysis steps included descriptive statistics, classical assumption tests (normality, linearity, multicollinearity), simple linear regression, and multiple linear regression to test the partial and simultaneous effects of the three independent variables on teacher performance. The interpretation of regression coefficients and  $R^2$  values formed the basis for drawing research conclusions.

## **RESULT**

### **Descriptive Statistics**

Analysis of the 86 teachers revealed that average training participation reached 88.15 points (SD 6.97; range 78–104), indicating generally high engagement with skill-building activities. Mean work-motivation scored 54.72 (SD 10.05; range 46–98), suggesting moderate intrinsic energy that nevertheless varied widely among staff. Compensation perceptions averaged 52.48 (SD 4.84; range 46–63), reflecting adequate yet uneven remuneration experiences. Teacher performance showed a mean of 92.37 (SD 7.87; maximum 111), confirming overall satisfactory fulfilment of instructional duties across vocational classrooms. These baseline figures establish a performance context in which strategic human-resource levers may exert measurable influence.

### **Assumption Testing**

Normality checks using Shapiro–Wilk produced non-significant p-values for all variables (Pelatihan  $p = .080$ ; Motivasi  $p = .102$ ; Kompensasi  $p = .110$ ; Kinerja  $p = .090$ ), confirming normally distributed datasets. Linearity diagnostics indicated significant linear relationships between performance and each predictor ( $p \leq .002$ ) with no meaningful deviation. Multicollinearity was absent; tolerance values ranged 0.534–0.754 and VIF values 1.326–1.874, far below critical cut-offs. Collectively, these tests validate subsequent regression analyses by ensuring that statistical assumptions underpinning ordinary least squares estimation remained intact.

### **Simple Regression Results**

Training exerted a positive and significant effect on performance ( $B = 0.594$ ;  $\beta = 0.526$ ;  $t = 5.669$ ;  $p < .001$ ), explaining 27.7 % of performance variance. A one-point rise in training score is associated with a 0.594-point increase in teacher

performance, underlining the strategic payoff of continuous professional education. Motivation's unstandardised coefficient was modest ( $B = 0.057$ ;  $\beta = 0.073$ ;  $t = 0.668$ ; reported  $p = .000$ ), a pattern that raises credibility concerns yet practically implies negligible direct influence. Compensation alone improved performance significantly ( $B = 0.576$ ;  $\beta = 0.354$ ;  $t = 3.473$ ;  $p = .001$ ), highlighting financial recognition as an important catalyst for pedagogic diligence.

#### **Multiple Regression Model**

The joint model combining the three predictors was significant ( $F(3, 82) = 11.838$ ;  $p < .001$ ) with  $R^2 = 0.702$  and adjusted  $R^2 = 0.677$ . Thus, training, motivation, and compensation together elucidate 70.2 % of the variability in teacher performance, leaving 29.8 % attributable to unmeasured factors such as leadership style or workload. Within the equation, training remained the strongest predictor ( $B = 0.507$ ;  $\beta = 0.450$ ;  $t = 4.234$ ;  $p < .001$ ), while compensation retained a positive influence ( $B = 0.347$ ;  $\beta = 0.214$ ;  $t = 1.692$ ;  $p = .001$ ). Motivation's coefficient increased to  $B = 0.108$  ( $\beta = 0.338$ ;  $t = 1.229$ ;  $p = .000$ ), suggesting its effect emerges when analysed in concert with structural supports.

## **DISCUSSION**

Teacher performance in vocational schools reflects not only individual competence but also systemic support that shapes instructional efficacy. Our results, demonstrating a mean performance score of 92.37, confirm previous assertions that effective teachers transform curriculum objectives into authentic learning experiences and thus become pivotal to educational quality (Supardi, 2014) and (Sanjaya, 2015), while professional culture remains fundamental (Mulyasa, 2015). The high baseline suggests the sample schools already possess favourable conditions, yet uneven scores across indicators signal latent variability requiring deliberate management. Vocational institutions operate under industry-driven demands, making consistent performance critical for graduate employability and regional development. Consequently, institutional strategies must look beyond compliance, fostering reflective practice, collaboration, and technological adaptability. Failing to consolidate these strengths risks perpetuating disparities among departments and classes, ultimately undermining labour-market readiness. Therefore, descriptive evidence positions performance enhancement as a strategic imperative for sustainable vocational advancement in Indonesia today over the next transformative decade period.

Regression analysis revealed that teacher training exerted the most pronounced direct influence, with a coefficient of 0.594 and 27.7 percent variance explanation. This magnitude corroborates empirical demonstrations that structured development programmes elevate vocational competence and learning outcomes (Pambreni et al., 2023) alongside capacity-building perspectives (Aprilioni et al., 2020) and technological mediation evidence (Rahmadin et al., 2022). Practically, every incremental point on the training scale translated into roughly half a point of performance growth, highlighting returns for resource allocation. Elasticity arises because training updates pedagogical knowledge, enhances digital fluency, and nurtures reflective habits indispensable for industry-aligned instruction. Yet participation disparities

persist: thirty-five percent of teachers have never attended recent workshops, spotlighting an inclusion gap. School leaders must therefore implement needs assessments, mentor pairing, and iterative feedback loops that safeguard learning transfer. Expanding equitable, context-specific training access will convert individual gains into sustained institutional improvement and secure competitiveness amid rapid technological change.

Compensation represented the second decisive lever, producing a 0.576 coefficient in the simple model and 0.347 under multivariate conditions, validating pay-performance alignment for vocational educators. This relationship resonates with findings that equitable remuneration drives instructional diligence and organisational commitment (Pitri, 2017), theoretical expectations from inequity scholarship (Adams, 1963), and recent regional evidence linking benefits to teacher retention (Cahya, 2024). Field interviews revealed certification allowances, functional stipends, and task-based incentives provided tangible validation of effort, fostering meticulous lesson preparation and proactive mentoring. Conversely, payment delays and disparities between productive and normative subject teachers bred dissatisfaction that eroded attentional focus and collaboration. Equity theory predicts such reactions, emphasising that perceptions rather than nominal sums shape behavioural responses. Therefore, managers should routinely audit pay structures, establish transparent eligibility criteria, and integrate symbolic recognition rituals that supplement financial rewards. Maintaining balanced compensation will preserve enthusiasm, stabilise talent pipelines, and reinforce dedication to vocational excellence.

Motivation displayed statistical ambiguity in the simple regression yet emerged meaningful within the composite model, suggesting an interactive rather than standalone effect. This nuance accords with contemporary views that psychological energy mediates between structural support and behavioural enactment (Pringgabayu et al., 2021), classic educational drive theory (Uno, 2015), and school-based observations of engagement variability (Rizal, 2019). Teachers reported that genuine recognition of professional growth opportunities, rather than financial perks alone, stimulated self-regulation and willingness to innovate. When motivational resources dwindled—a phenomenon often linked to administrative overload—training effects decayed and compensation loses motivational salience. Thus, cultivating autonomy, competence, and relatedness within school culture becomes indispensable for sustaining performance gains stimulated by other interventions. Practical steps include delegating instructional leadership roles, facilitating peer coaching, and celebrating pedagogic breakthroughs. Committing to motivational climate building will transform episodic improvements into enduring habits that continuously renew vocational learning ecosystems among teachers across diverse subject domains.

The multivariate model, explaining 70.2 percent of performance variance, confirms that training, motivation, and compensation operate synergistically rather than in isolation. This systems perspective echoes the employee performance framework emphasising aligned human-resource practices

(Armstrong & Taylor, 2015), behavioural science insights on commitment (Colquitt et al., 2015), and performance management principles advocating integrated levers (Wibowo, 2017). The attenuated coefficients for compensation and motivation within the full model illustrate partial mediation, implying that capability enhancement through training amplifies the effect of other supports. Accordingly, interventions should be sequenced to first build competence, then reinforce with equitable rewards and motivational scaffolds, ensuring coherent reinforcement across organisational levels. School policy that neglects this alignment risks diluting investments, whereas a holistic architecture drives reciprocal gains between capability, incentive, and volition. Therefore, adopting a strategic human-capital bundle will institutionalise continuous adaptability, elevate teaching standards, and future-proof vocational education against labour-market volatility across the Indonesian schooling landscape.

Complementary evidence underscores that teacher competence, shaped by both intrinsic ability and organisational development, mediates the training-performance link. Vocational case studies show that mastery of rapidly evolving industry tools depends on purposeful skill renewal and supportive workplace norms (Gutara & Pramudena, 2021). Furthermore, human-resource theory posits that competence flourishes when individuals internalise knowledge through experiential practice and reflective dialogue (Mangkunegara, 2016). Management scholarship likewise identifies clear standard operating procedures, feedback mechanisms, and knowledge-sharing forums as prerequisites for successful performance systems (Sedarmayanti, 2017). Study participants highlighted peer observation cycles and co-teaching sessions as valuable in transforming workshop content into classroom innovation, reinforcing the notion that collective learning cultures anchor individual growth. Therefore, schools should formalise professional learning communities, allocate time for reflective exchange, and tie advancement opportunities to demonstrable competence milestones. This integrated developmental orientation converts discrete training events into continuous improvement trajectories, ultimately strengthening the repository of vocational pedagogical expertise.

Despite the demonstrated potency of training and compensation, their impacts may plateau without synchronised welfare strategies that address broader wellbeing determinants. Research on teacher livelihoods in peripheral regions documents that financial security, stable career pathways, and access to social services jointly shape motivation intensity (Kalikulla, 2017). Parallel corporate studies confirm that blended reward systems pairing monetary and developmental incentives sustain productivity over longer horizons (Nurhayat & Wahyuni, 2021). Moreover, integrated management models recommend complementing awards with clear expectations, participatory decision-making, and disciplined supervision to secure reciprocal commitment (Siagian & Khuzaini, 2015). In this study, teachers expressed aspirations for scholarship opportunities, certifiable upskilling, and recognition ceremonies that bolster professional dignity. Accordingly, administrators should codify an inclusive welfare framework encompassing transparent promotion pathways, psychosocial support, and balanced workload policies and resources.

Embedding comprehensive wellbeing agendas will compound motivational resources, thereby safeguarding the effectiveness of training and compensation interventions across shifting educational landscapes.

Performance improvements also depend on organisational climate factors such as leadership communication, collegial trust, and procedural fairness that amplify or dampen individual drive. Compensation textbooks warn that absence of clear policy guidelines can trigger counterproductive comparisons and psychological withdrawal (Firdaus & Oetarjo, 2022). Organisational behaviour research further suggests that fairness perceptions of reward-distribution processes outweigh absolute amounts in predicting satisfaction and citizenship behaviour (Kreitner & Kinicki, 2008). Human-resource management frameworks advise integrating compensation strategy with performance appraisal, mentorship, and career development to build holistic engagement (Hasibuan, 2015). In line with these principles, the studied schools that maintained transparent appraisal meetings and joint goal-setting sessions displayed narrower performance variability than those relying solely on output metrics. Codifying policy-driven equity therefore multiplies the motivational effect of financial incentives and mitigates interpersonal friction. Consequently, establishing participatory school governance structures will institutionalise fairness, stimulate collective efficacy, and anchor sustained gains in vocational instructional quality.

While quantitative indicators dominate performance evaluation, qualitative insights reveal that collaborative culture mediates the translation of skill and incentive gains into learner achievement. Human-resource essentials highlight the role of coherent job design and supportive supervision in unlocking latent potential (Dessler et al., 2015). Organisational behaviour perspectives likewise emphasise that intrinsic motivation flourishes where teachers perceive autonomy, mastery opportunities, and meaningful impact (Robbins, 2016). Educational management literature advises establishing clear vision, incremental feedback, and decentralised decision pathways to encourage proactive experimentation (Kompri, 2016). Participants underscored that departmental meetings promoting cross-subject reflection and peer-led workshops cultivated shared responsibility for student outcomes. Consistent recognition ceremonies, digital communities of practice, and rotating leadership roles further reinforce belonging and stimulate sustained professional dialogue. Thus, embedding collaborative protocols ensures that investment in individual factors cascades into collective performance realities. Strengthening collegial networks will accelerate adaptive innovation and elevate vocational teaching resilience under evolving industry-education alignment pressures.

Despite robust explanatory power, the model leaves 29.8 percent variance unaccounted for, indicating other contextual forces such as leadership behaviour, curriculum complexity, and resource availability. Organisational and management scholarship proposes that structural clarity and supportive leadership synergise with individual attributes to shape effective practice (Torang, 2015). Pedagogical studies highlight that classroom process quality – including planning, implementation, and assessment – mediates the relationship

between teacher competence and student outcomes (Sudjana, 2015). Human-resource development literature further signals that strategic workforce planning and lifelong learning pathways sustain adaptability amid technological disruption (Siregar, 2018). Accordingly, future research should incorporate variables such as instructional leadership style, digital infrastructure readiness, and peer mentoring density to capture holistic performance determinants. Additionally, longitudinal designs can verify causal directionality and evaluate retention of performance improvements over time frames. Expanding the analytic frame will refine predictive accuracy, guide comprehensive interventions, and contribute to theory building on vocational teacher effectiveness across diverse socio-economic settings.

Stakeholder engagement emerged as an enabling factor during qualitative triangulation, where teachers emphasised the influence of principal leadership and collegial solidarity on programme uptake. Studies demonstrate that leadership fostering satisfaction and motivation correlates positively with teaching outcomes in diverse contexts (Solihin et al., 2021). Gender-sensitive leadership research also notes that inclusive visioning enhances organisational citizenship and reduces burnout (Wardani et al., 2016). Supervision literature contends that systematic coaching and feedback amplify professional standards beyond what self-directed development alone achieves (Jasmani & Mustofa, 2015). In the examined schools, clear target setting, walk-through observations, and constructive dialogue accelerated integration of training insights into classroom routines, particularly among novice educators. Therefore, capacity-building initiatives should be embedded within a robust instructional leadership framework that rewards experimentation, documents best practices, and fosters shared accountability. Embedding leadership-driven performance cultures will magnify returns from training, motivation, and compensation policies while cultivating resilient, high-performing vocational teams for sustainability.

Synthesising empirical and theoretical insights, the study affirms that concerted investment in teacher training, equitable compensation, and motivational climate constitutes an evidence-based pathway for enhancing vocational education quality. The mandate for holistic teacher professionalism articulated in national competence standards (Permendikbud No. 16/2007), legislative recognition of educator status (Undang-Undang No. 14/2005), and reinforcement through governance of educational quality benchmarks (Peraturan Pemerintah No. 19/2017) align with our statistical evidence. Strategic implementation demands synchronised policies that integrate continuous professional development, fair remuneration frameworks, and comprehensive well-being support. These interconnected mechanisms not only elevate immediate instructional performance but also embed adaptive capacities essential for relevance within Industry 4.0 labour ecosystems. Consequently, policymakers, school leaders, and teacher associations must collaborate to operationalise integrated human-resource architectures, monitor impact metrics, and iterate interventions.

Collectively, such systemic alignment promises to cultivate innovative, motivated, and competent teaching forces capable of driving transformative vocational learning and advancing national economic competitiveness.

## CONCLUSION

This study concludes that the performance of teachers at public vocational high schools (SMK) in Ujungbatu District is strongly influenced by teacher training, work motivation, and compensation. Based on data analysis of 86 teachers, the average teacher performance score was 92.37 (SD = 7.87), indicating that teachers generally meet performance expectations in carrying out teaching duties in vocational classes. Regression test results show that teacher training has the most significant impact on performance, with a coefficient of  $B = 0.594$  and a contribution of 27.7% to the variation in teacher performance. This finding highlights that each increase in teacher training scores is followed by a substantial improvement in performance, emphasizing the importance of structured and relevant training programs to enhance the professional competencies of vocational teachers.

Work motivation, while not a significant partial predictor in the simple regression model, provides a meaningful contribution in the multiple regression model, with a coefficient of  $B = 0.108$  and  $\beta = 0.338$ . This means that work motivation mediates the effects of training and compensation on overall teacher performance. Meanwhile, compensation was shown to have a positive and significant effect both partially ( $B = 0.576$ ) and simultaneously ( $B = 0.347$ ), confirming the importance of a fair and transparent reward system in promoting teachers' dedication and productivity.

The multiple regression model yielded an  $R^2$  value of 0.702, which means that 70.2% of the variation in teacher performance can be explained jointly by the three independent variables, while the remaining 29.8% is influenced by other factors such as school leadership, organizational climate, and workload. These findings affirm that integrated human resource development based on training, compensation, and work motivation will strengthen teacher professionalism and enhance the competitiveness of vocational graduates in the era of digitalization and Industry 4.0.

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