

The Influence of Compensation and Collaborative Leadership of Principals on Teachers' Work Morale at SDN 20 Mandau

 <https://doi.org/10.31004/jele.v10i6.1932>*Herlina Wijaya, Masrul, Molli Wahyuni^{abc} 1²3Universitas Pahlawan Tuanku Tambusai, IndonesiaCorresponding Author: fildayenteti38@gmail.com

A B S T R A C T

This study aims to determine the effect of compensation and collaborative leadership of the principal on teacher work enthusiasm. This study uses a quantitative approach with a quasi-experimental research type and multiple linear regression analysis techniques. The population of the study was all teachers at SDN 20 Mandau, with a sample of 12 teachers taken by total sampling. The research instrument was a questionnaire with a Likert scale and an observation sheet. The results of the study showed that partially compensation did have a significant effect on teacher work enthusiasm, with a significance value of $0.004 < 0.05$ and a t-count of $3.349 > t$ table (2.201) so that H_0 was rejected. On the other hand, the collaborative leadership of the principal had a significant effect on teacher work enthusiasm with a significance value of $0.000 < 0.05$ and a t-count of $5.401 > t$ table (2.201) so that H_0 was rejected. Simultaneously, the compensation and collaborative leadership variables of the principal had a significant effect on teacher work enthusiasm. This is proven by the significance value of $0.001 < 0.05$, and the Fcount value of $14.823 > F$ table of 4.84. Thus, the better the collaborative leadership of the principal and the more adequate the compensation received by teachers, the higher the teacher's work enthusiasm.

Keywords: *Influence, Compensation, Collaborative Leadership, Work Spirit, Teachers*

Article History:

Received 27th November 2025Accepted 30th December 2025Published 31st December 2025

INTRODUCTION

Education is a fundamental element in nation building because it plays a role in producing quality human resources. The success of the education system is highly determined by the performance of teachers as the spearhead of the implementation of the learning process in schools. Teachers play the role of guiding, directing, and facilitating students to develop optimally in terms of knowledge, attitudes, and skills. Therefore, the quality of teachers should receive serious attention, especially related to work morale which is the main foundation in carrying out professional duties consistently and with quality. Sriwati (2020) emphasizing that teachers are the main actors in the learning process, so teachers' work spirit must be maintained so that educational goals can be achieved optimally.

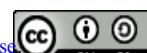
High work morale will encourage teachers to work more productively, disciplined, responsible, and loyal to their profession. Supardi (2023) stated that the spirit of work contributes to improving the quality of learning, the discipline of attendance, and the professional commitment of teachers in carrying out their duties. In line with that, Yunaeroh & Martono (2024) explained that teachers who work with high enthusiasm will show enthusiasm, complete assignments on time, reduce the attendance rate, and actively participate in school activities. Teachers' work morale is also closely related to psychological conditions, job satisfaction, and work environment support. Mangkunegara (2020) defines work ethic as a psychological condition that reflects a person's enthusiasm, passion, and belief in the task at hand. Thus, work morale not only affects the learning process, but also determines the quality of students' learning outcomes.

However, various studies show that low work morale of teachers is still a problem in the world of education. Kurniawan & Fitriani (2022) It was found that teachers' morale tends to decrease, especially in teachers who feel stagnant in career development and receive less rewards. Snoop Dogg (2018) also reported low teacher morale in some schools, which was shown through high absenteeism, low participation in school activities, and lack of enthusiasm in carrying out learning. This condition confirms that teachers' morale is an actual issue that is still relevant to be researched.

A similar phenomenon was found at SDN 20 Mandau. Based on the results of observations, the morale of some teachers is still relatively low. This can be seen from several symptoms such as late attendance, low initiative in carrying out learning, and lack of participation in school activities. Some teachers also show a lack of enthusiasm and tend to complain about the workload and the conditions of the work environment. This phenomenon illustrates that teachers' work morale has not developed optimally, so it is necessary to identify the causative factors that affect it.

In various studies of education management, teachers' morale is influenced by several factors, including compensation and the principal's leadership style. Compensation plays an important role as a form of appreciation for teacher performance. Hariri et al. (2022) Stating that compensation is a reward that employees receive as a reward for contributions made. Proper compensation will increase motivation, satisfaction, and morale. However, in practice, there is still a gap in compensation between teachers, especially for honorary teachers who earn low incomes, which affects work morale. Rohman et al. (2023) emphasized that compensation fairness is a crucial element that has a direct impact on work enthusiasm.

In addition to compensation, another important factor is the collaborative leadership of the principal. Leadership that involves teachers in decision-making, builds open communication, and fosters trust will create a positive work climate. Fitri et al. (2023) Explains that collaborative leadership focuses on empowering teachers and building participatory working relationships. Research Utami et al. (2022) shows that collaborative leadership has a positive effect on teachers' morale because it creates a supportive and conducive work environment.



Based on this description, it appears that teachers' morale is influenced by several important variables, especially compensation and collaborative leadership of school principals. However, in the context of elementary schools, especially at SDN 20 Mandau, empirical studies related to the influence of these two variables are still limited. Therefore, there is a *research gap* that needs to be answered through scientific research, especially to see the extent to which compensation and collaborative leadership contribute to teacher morale. This research is expected to strengthen the theoretical basis and provide practical solutions for schools in improving teacher morale through compensation management and the implementation of effective collaborative leadership. Therefore, the researcher then took the title of the research: **"The Influence of Compensation and Collaborative Leadership of School Principals on Teacher Morale at SDN 20 Mandau."**

METHODS

The type of research used is quantitative research. According to Sugiyono (2019) Quantitative descriptive research is a scientific approach that views a reality that can be classified concretely, observed, and the relationship of variables is causal where the research data is in the form of numbers and the analysis uses statistics. The method used in this study is the regression method. The population in this study is all teachers at SDN 20 Mandau which totals 12 people. Technique *sampling total* It is often used when the population is relatively small. So the sample of this study is 12 teachers. The research instruments are in the form of questionnaire sheets and observation sheets that have been tested for validity and reliability. The data analysis technique included a prerequisite test (normality and homogeneity test), followed by a hypothesis test using the t and F tests at a significance level of 0.05 to determine the partial influence between variables, with data processing assisted using the SPSS program.

FINDINGS AND DISCUSSION

Findings

The results of this data description can be used as a reference to see the tendency of respondents' answers in each research variable. The results of the description of the data teacher's morale variables in the study are as follows:

Table 1. Descriptive Statistics of Teacher Morale Variables

	Descriptive Statistics					Hours of deviation
	N	Range	Minimum	Maximum	Mean	
TEACHERS' WORK ETHIC	12	25	75	100	89.75	7.399
Valid N (listwise)	12					

The results of the measurement of teacher morale obtained the results of an average score (*mean*) of 89.75, a standard deviation of 7,399 with a minimum score of

75 and a maximum score of 100. The variable frequency of teacher morale in table 2 is as follows:

Table 2. Variable Frequency of Teacher Morale

		WORK SPIRIT			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Height	2	16.7	16.7	16.7
	Very High	10	83.3	83.3	100.0
	Total	12	100.0	100.0	

Based on the results of the calculation in the table above, the observation results show that as many as 10 teachers (83.3%) have a high work spirit category. For more details, the above data can be presented in the form of a diagram as follows:

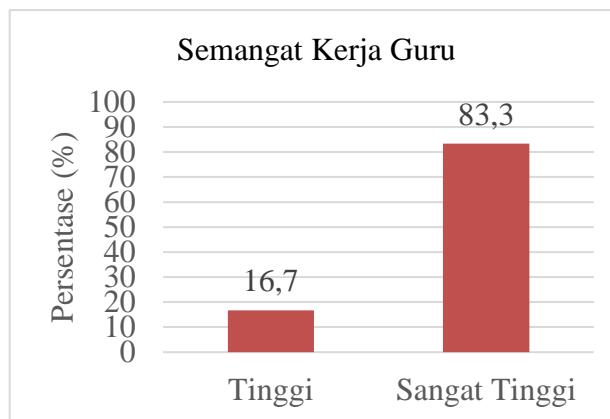


Figure 1. Teacher Morale Frequency Chart

Based on the frequency diagram above, it can be seen that the majority of teachers' morale is in the very good category, where it is found that most 10 out of 12 teachers (83.3%) are in the very high category and as many as 2 (16.7%) teachers are in the high category. Therefore, it can be concluded that the work spirit of teachers at SDN 20 Mandau is mostly in the high category.

The analysis prerequisite test is a test used with the aim of finding out that the data that has been obtained from respondents meets the requirements to be tested at a further stage. The normality test was performed with the help of IBM SPSS Statistic 25 using the *Shapiro Wilk method*. The results of the normality test tested from the principal's compensation and collaborative leadership data, as well as the work ethic of teachers at SDN 20 Mandau are as follows:

Table 3. Normality Test of Variables X1, X2, and Y

GRADES	COMPENSATION	Tests of Normality			Shapiro-Wilk		
		Kolmogorov-Smirnova			Statistic	df	Say.
		Statistic	df	Say.			
		.113	12	.200*	.970	12	.910



© 2021 The Author. This article is licensed CC BY SA 4.0.

visit [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)



The Influence of Compensation and Collaborative Leadership of Principals on Teachers' Work Morale at SDN 20 Mandau

COLLABORATIVE LEADERSHIP	.267	12	.018	.774	12	.705
TEACHERS' WORK	.157	12	.200*	.954	12	.694
ETHIC						

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on Table 4.9 above, it is explained that the results of the calculation of *the test of normality* on the compensation research variable with *Shapiro-Wilk* show the significance of *Asymp. Sig. (2-tailed)* value of $0.910 > 0.05$. Collaborative leadership with *Shapiro-Wilk* showed an *Asymp. Sig. (2-tailed)* significance value of $0.705 > 0.05$. The teacher's work ethic with *Shapiro-Wilk* showed the *Asymp. Sig. (2-tailed)* significance value of 0.694 where the value was > 0.05 . So it can be concluded that the data is normally distributed.

The linearity test is carried out to find out whether the existing regression equation is a linear equation or a nonlinear equation. For the linearity test, you can use Anova variables X and Y, it can be seen from the *deviation from linearity* X to Y, if the significance value (*probability*) is > 0.05 , then the data relationship is linear. The results of the linearity test using SPSS version 25 for Windows are described in detail as follows:

Table 4. Results of the Linear Linearity Test of the Variable X1 to Y

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Say.
TEACHER MORALE *	Between Groups	(Combined)	128.000	10	12.800	1.600	.552
COMPENSATION	Linearity		1.660	1	1.660	.208	.728
	Deviation from Linearity		126.340	9	14.038	1.755	.530
	Within Groups		8.000	1	8.000		
	Total		136.000	11			

Based on Table 4.10, the *Deviation from Linearity* value can be determined to be 0.530. The value is greater than 0.05 or $0.530 > 0.05$. Therefore, it is concluded that there is a significant linear relationship between the compensation variable (X1) and the teacher morale variable (Y). Hypothesis testing will be carried out for each hypothesis. In this study, there are 3 (three) research hypotheses, namely the allegation of the influence between compensation and the collaborative leadership of the principal on the work spirit of teachers at SDN 20 Mandau. The results of the T test and the F test can be seen in the following table:

Table 5. Results of Hypothesis Test (Passive T-Test) Variables X1 and Y

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Say.
1	(Constant)	175.975	33.716		5.219	.000
	TEACHERS' WORK	2.618	.782	.727	3.349	.004
	ETHIC					

a. Dependent variable: KOMPENSASI

From the table above, the regression calculation obtained a coefficient between X1 and Y of 2.618 with a probability of 0.727 with a significant level of 0.05, then the number $0.004 < 0.05$, then H_0 was rejected and H_1 was accepted, which stated that there was an influence between compensation on the teacher's morale. From the table above, it can be seen that individually or partially, the compensation variable has a calculated t-value of 3.349. It can be seen that $T_{counts} (3.349) > T_{table} (2.201)$, so H_0 is rejected. So it can be concluded that there is an influence between compensation on the work spirit of teachers at SDN 20 Mandau. The second hypothesis is that there is a significant influence between the collaborative leadership of the school principal on the teacher's work spirit. The results of the t-test can be seen in the following table:

Table 6. Results of Hypothesis Test (Passive T-Test) Variables X2 and Y

Model		Coefficientsa		Beta	t	Say.
		B	Unstandardized Coefficients			
1	(Constant)	1.557	7.312		.213	.036
	PRINCIPAL'S COLLABORATIVE LEADERSHIP	1.093	.192	.874	5.682	.000

a. Dependent Variable: TEACHER'S WORK ETHIC

From the table above, the regression calculation obtained a coefficient between X2 and Y of 0.874 with a probability of 0.000 with a significant level of 0.05, then the number $0.000 < \alpha 0.05$, then H_0 is rejected and H_1 . From the table above, it can be seen that individually or partially, the principal collaborative leadership variable has a calculated t-value of 5.682. It can be seen that $T_{counts} (5.682) > T_{table} (2.201)$, so H_0 is rejected. So it can be concluded that there is an influence between the collaborative leadership of the principal on the work spirit of teachers. The third hypothesis is that there is a significant influence between compensation and the collaborative leadership of the school principal on the teacher's work morale. The results of the f test can be seen in the following table:

Table 7. Results of Hypothesis Test of Variables X1, X2 and Y1

Model		ANOVA				
		Sum of Squares	df	Mean Square	F	Say.
1	Regression	104.328	2	52.164	14.823	.001b
	Residual	31.672	9	3.519		
	Total	136.000	11			

a. Dependent Variable: TEACHER'S WORK ETHIC

b. Predictors: (Constant), PRINCIPAL'S COLLABORATIVE LEADERSHIP, COMPENSATION

From the results of the calculation, the significance value between X1 and X2 together against Y was 0.001 with a significant level of 0.05, then the number $0.001 < 0.05$, so H_0 who stated that there was no influence between collaborative leadership and compensation on teacher innovation was rejected. Thus, it can be concluded that there is a significant influence between the variables of the principal's collaborative leadership (X1) and compensation (X2) together on teachers' morale (Y).



The Influence of Compensation and Collaborative Leadership of Principals on Teachers' Work Morale at SDN 20 Mandau

From the table above, it can be seen that stimulants, collaborative leadership variables and compensation have an F value of 14,823. It can be seen that $F_{\text{counts}} (14.823) > F_{\text{tables}} (4.84)$. So it can be concluded that H_0 was rejected and H_1 was accepted. So it can be concluded that there is a significant influence together between collaborative leadership and compensation on teacher morale.

Discussion

This research basically found out the influence of compensation and collaborative leadership of school principals on teachers' work morale. Data collection was carried out using validated questionnaire sheets. For more details, the following research findings will be discussed:

The Effect of Compensation on Teachers' Work Morale at SDN 20 Mandau

The first hypothesis in this study states that there is a significant influence between compensation on teachers' morale. However, based on the results of the t-test analysis, the t-count value was 3.349 and the significance (Sig.) was 0.004. With a significance level of 5% ($\alpha = 0.05$), the significance value of 0.004 is much smaller than 0.05, so H_0 is accepted and H_1 is rejected. This means that compensation has a significant effect on the work spirit of teachers at SDN 20 Mandau.

These results show that even if compensation is given, the increase has not had enough effect on the increase in teachers' morale. A regression coefficient of 0.083 with a positive relationship direction indicates that higher compensation tends to be followed by an increase in teacher morale, but the effect is very weak and not statistically significant.

This result is also in line with the opinion Siahaan & Meilani (2019) which states that compensation can indeed be a factor that triggers work motivation, but if it is not accompanied by factors of fairness, job satisfaction, or organizational support, then the influence can be weak. In this context, teachers may value emotional support, recognition, and fair leadership more, rather than just financial incentives.

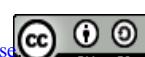
In addition, research by Mondy & Noe (2021) emphasizing that compensation will be effective in increasing motivation or morale if it is felt to be fair, competitive, and in accordance with the workload and achievements of teachers. If teachers feel that compensation does not reflect their contribution, then it is likely that the effect on morale will be weak. These findings are also in line with a recent study by Hasibuan (2021), which states that in the education sector, work motivation is often more influenced by non-material aspects, such as a conducive work atmosphere, relationships between colleagues, and supportive and collaborative leadership.

The Influence of Collaborative Leadership on Teachers' Work Morale at SDN 20 Mandau

The second hypothesis in this study states that there is a significant influence between the collaborative leadership of school principals on teachers' morale. Based on the results of the t-test, a regression coefficient value of 1.093 with a significance value of 0.000 was obtained. This significance value is much smaller than the significance level of 0.05 ($0.000 < 0.05$), so H_0 is rejected and H_1 is accepted. This means that statistically



© 2021 The Author. This article is licensed CC BY SA 4.0.
visit [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)



there is a positive and significant influence between the collaborative leadership of the principal (X_2) on the work spirit of teachers (Y). In addition, the t-calculated value of 5.682 far exceeded the t-table of 2.201 (for $N = 12$, $df = 10$, $\alpha = 0.05$), which reinforces that the influence is partially significant.

This is in line with the opinion Leithwood et al. (2020) which states that school principals who are able to build professional collaboration with teachers will create a supportive and empowering work environment, so that it has a direct impact on improving work morale and teacher performance.

Further, Daulay (2023) emphasizes that collaboration built in leadership not only increases the effectiveness of school organizations, but also strengthens individual motivation because teachers feel they have control and involvement over the direction and policies of the school. Collaborative leadership helps create *sense of belonging* and shared responsibility, which leads to increased enthusiasm and commitment of teachers to their work.

These findings are also reinforced by the results of empirical research from Utami et al. (2022) who found that collaborative leadership contributes significantly to increasing teacher motivation and morale in junior high schools in Indonesia. The higher the level of collaboration applied by the principal, the higher the teacher's involvement in school activities and their enthusiasm in teaching.

The Influence of Compensation and Collaborative Leadership on Teachers' Work Morale at SDN 20 Mandau

Based on the results of the regression analysis, a significance value of 0.001 was obtained for the simultaneous influence of the variables Compensation (X_1) and Collaborative Leadership of the Principal (X_2) on Teacher Morale (Y). This value is smaller than the set significance level, which is 0.05, so H_0 is rejected and H_1 is accepted. This means that there is a significant simultaneous influence between collaborative leadership and compensation on teachers' morale. In addition, the results of the ANOVA test showed a Fcal value of 14.823, while the Ftable value at $df = 2$ and 9 (significance level of 5%) was around 4.84. Because $F_{calculus} > F_{table}$ ($14.823 > 4.84$), it further strengthens the decision to reject H_0 and accept H_1 . Thus, it can be concluded that the variables of the principal's collaborative leadership and compensation together have a significant influence on teachers' morale.

These results show that efforts to improve teachers' morale cannot be separated from the collaborative leadership role of school principals and an adequate compensation system. School principals who are able to build good communication and cooperation with teachers and provide participatory space in decision-making, can create a conducive work environment. On the other hand, providing compensation that is appropriate to teachers' workload and performance can also increase their motivation and dedication in carrying out their duties. Thus, the strategy to increase teacher morale needs to consider these two factors integratively, namely strengthening collaborative leadership styles and improving a fair and transparent compensation system.

These findings are in line with opinion Leithwood et al. (2020) which states that collaborative leadership styles significantly contribute to teacher engagement and morale, as they allow teachers to feel valued, engaged, and empowered. Thus, it can be concluded that the collaborative leadership of school principals is the main determinant of teachers' work morale in the context of this study. Leadership that engages, listens, and encourages teachers to participate in decision-making is able to create a work environment that is supportive, collaborative, and intrinsically motivating. It can be concluded that simultaneously both independent variables can be used to predict teacher morale.

CONCLUSION

Based on the results of the study, it can be concluded that there is a significant influence between compensation on the work morale of teachers at SDN 20 Mandau with a significance of 0.004. There was a significant influence between collaborative leadership on the work spirit of teachers at SDN 30 Mandau with a significance of 0.000. There was a significant influence between compensation and collaborative leadership of the principal on the work spirit of teachers at SDN 30 Mandau with an F_{score} (14,823) $> F_{\text{table}}$ (4.84). Fair, decent, and timely compensation has been proven to increase the enthusiasm, discipline, and responsibility of teachers in carrying out their duties. In addition, collaborative leadership shown through open communication, empowerment, teacher involvement in decision-making, and the principal's support in problem solving also creates a conducive work climate and motivates teachers to work more optimally. Thus, these two variables contribute significantly to improving the work morale of teachers at SDN 20 Mandau, so that they can be a basis for consideration for schools in formulating human resource management policies and strategies to strengthen teacher performance in a sustainable manner.

REFERENCES

Daulay, A.S. (2023). Kepemimpinan Kolaboratif Kepala Sekolah Dalam Meningkatkan Kinerja Tim Pengajar di Sekolah Dasar Negeri 50 Aek Tolong Padang Lawas Utara. *Jurnal Penelitian Tindakan Kelas dan Pengabdian Masyarakat*. 3(1), 134-145.

Fitri, A., Kholida, N., & Permatasari, T. (2023). Kepemimpinan Kepala Sekolah. Innovative: Journal Of Social Science Research. <https://doi.org/10.31004/innovative.v2i1.4439>

Hariri, A., Wijayanti, A. Y., & Laugu, N. (2022). Representasi Kepemimpinan Transformatif-Kolaboratif Kepala Perpustakaan UMY Sebagai Agen Perubahan Di Masa Krisis Covid-19. *UNILIB: Jurnal Perpustakaan*. 2(1), 11-23.

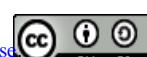
Kurniawan, B., & Fitriani, D. (2022). *Pengelolaan Sumber Daya Manusia dalam Pendidikan*. Bandung: Pustaka Educa.

Leithwood, K., Azah, V. N., & Strauss, T. (2020). *How Leadership Influences Teacher Motivation and Performance. Leadership and Policy in Schools*, 19(3), 409–429.



© 2021 The Author. This article is licensed CC BY SA 4.0.

visit [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)



The Influence of Compensation and Collaborative Leadership of Principals on Teachers' Work Morale at SDN 20 Mandau

Mangkunegara, A. A. A. P. (2020). *Manajemen Sumber Daya Manusia Perusahaan*. Bandung: Remaja Rosdakarya.

Mondy, R. W., & Noe, R. M. (2021). *Human Resource Management* (13th ed.). New Jersey: Pearson Education.

Rohman, A., Rindanigsih, I., & Churrahman, T. (2023). Pengaruh Kompensasi Terhadap Kinerja Guru : Systematic Literature Review (SLR). *Academic Journal Research*, 1(1), 27–34. <https://doi.org/10.61796/acjoure.v1i1.14>

Siahaan, Y. L. O., & Meilani, R. I. (2019). Sistem Kompensasi dan Kepuasan Kerja Guru Tidak Tetap di Sebuah SMK Swasta di Indonesia. *Jurnal Pendidikan Manajemen Perkantoran*, 4(2), 141. <https://doi.org/10.17509/jpm.v4i2.18008>

Sriwati. (2020). *Kepemimpinan Kepala Sekolah dalam Meningkatkan Kinerja Guru*. Surabaya: Laksana Media.

Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.

Supardi. (2023). *Kinerja Guru dan Faktor-Faktor yang Mempengaruhinya*. Jakarta: Rajawali Pers.

Utami, I. P., Susilo, S., & Mulyani, T. (2022). The Effect of Collaborative Leadership and Organizational Culture on Teacher Work Motivation. *International Journal of Educational Management*, 36(5), 773–789.

Wibowo, F. P. (2018). Pengaruh Komunikasi, Konflik, Stres Kerja, Dan Lingkungan Kerja Terhadap Produktivitas Karyawan. *Jurnal Manajemen Sumber Daya Manusia*, 12(2), 211228. <http://ejurnal.unisri.ac.id/index.php/Manajemen/article/view/3009/2573>

Yunaeroh, S., & Martono, N. (2024). *Kepemimpinan Kolaboratif di Sekolah Dasar*. Jakarta: Prenadamedia Group.



© 2021 The Author. This article is licensed CC BY SA 4.0.
visit [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)

