

INTENTION TO STAY AND SELF-ACTUALIZATION AS MEDIATORS OF THE INFLUENCE OF COMPENSATION AND PERSONALITY ON THE JOB PERFORMANCE OF NON-FORMAL EARLY CHILDHOOD EDUCATION (PAUD) TEACHERS IN INDRAGIRI HULU***Ziko Fransinatra, Budiyanto and Agustedi**

Sekolah Tinggi Ilmu Ekonomi Indonesia, Surabaya, Indonesia

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Abstract

This study aims to investigate the mediating role of intention to stay and self-actualization in the relationship between compensation and personality on job performance. The sample consisted of 224 non-formal early childhood education (PAUD) teachers in Indragiri Hulu Regency, Riau Province, Indonesia. Data were analyzed using Smart PLS. The findings indicate that compensation has no significant effect on job performance, whereas personality has a significant effect on job performance. Intention to stay mediates the effect of compensation on job performance, while self-actualization mediates the effect of personality on job performance. These results support the Theory of Planned Behavior (TPB) and Social Exchange Theory (SET), suggesting that compensation and personality influence intention to stay and self-actualization, which in turn affect job performance.

Keywords: Job performance, Intention to stay, Self actualization, compensation, Personality, Theory of Planned Behavior, Social Exchange Theory.

INTRODUCTION

Education is a learning process in which students actively develop their potential to foster spiritual-religious values, self-control, personality, intelligence, noble character, and the skills needed for themselves and society (Rahman *et al.*, 2022). The learning journey must begin with quality early childhood education (UNICEF, 2019). Non-formal early childhood education (PAUD) plays a crucial role in laying the developmental foundation for Indonesia's golden generation (Lacre & Quarap, 2023). The quality of non-formal PAUD largely depends on the optimal job performance of its teachers (Solekhah, 2020). Non-formal PAUD teachers with high job performance can create a conducive learning environment, stimulate creativity, and holistically support children's growth and development (Lacre & Quarap, 2023). Their job performance patterns differ from teachers at the elementary, junior high, and senior high school levels. Teachers with strong job performance deliver effective teaching and guidance, which ultimately leads to high-quality learners (Siswadi *et al.*, 2021). Teacher performance is influenced by several factors, such as innate potential, educational qualifications, training, and teaching experience (Anggraini *et al.*, 2025). According to data from the Education Office of Indragiri Hulu Regency, the job performance of non-formal PAUD teachers is predominantly in the "moderate" category, accounting for 40.7%. The "low" category accounts for 13.1%, the "good" category for 24.8%, and only 21.4% fall into the "very good" category. Numerous studies have confirmed a positive relationship between compensation, personality, and job performance. Some of them highlight compensation and personality as key factors influencing job performance. Organizational justice also plays an important role. Individuals who feel they are treated fairly tend to have a stronger intention to stay and to contribute to organizational success.

The core problem in this study lies in the job performance variable. Previous research has examined job performance extensively. Some studies have found that compensation significantly affects job performance (Himani, 2025; Luitel & Humagain, 2025; Nugraha & Indiyati, 2025; Anggraini *et al.*, 2025; Chokkamreddy *et al.*, 2025; Assaf *et al.*, 2025; Qian, 2025; Kim, 2025; Hundal *et al.*, 2025; Onikoyi *et al.*, 2025; Florence & Vincent, 2024; Awoitau *et al.*, 2024), while others have found no such effect (Kafle, 2025; Hidayat, 2020; Efendi & Yusuf, 2021). Similarly, some studies have concluded that personality significantly influences job performance (Hinchman *et al.*, 2025; Tan & Kong, 2025; Babin *et al.*, 2025; Bhattacharjee & Ramkumar, 2025; Sivanandham & Sivasailam, 2025; Nikel, 2025; Thørrisen & Sadeghi, 2025; Sari *et al.*, 2020; Indrastuti, 2021; Fajri *et al.*, 2020), while others have found no effect (Derman, 2025; Aisyah & Yudianto, 2024; Sugma, 2022; Daud *et al.*, 2021). Given the relatively low job performance of non-formal PAUD teachers and the inconsistent findings in prior research regarding the influence of compensation and personality on job performance, this study is necessary. It also aims to contribute to the reinforcement of the Theory of Planned Behavior (TPB) and the Social Exchange Theory (SET).

LITERATURE REVIEW**The Influence of Compensation on Job Performance**

Teachers' job performance can be influenced by various factors such as motivation, socio-economic status, work environment, and compensation. Key supporting factors for achieving optimal job performance among employees include compensation and the work environment, which encompass elements like effectiveness and efficiency, authority and responsibility, as well as discipline and initiative. In the external context of non-formal PAUD teachers in Indragiri Hulu, job performance is shaped when teachers comply with

job demands and, in return, receive their rightful compensation. The provision of compensation based on performance is considered an external factor, where the non-formal PAUD institution, as the organization responsible for the teachers, fulfills its obligations by providing appropriate compensation to its educators. Compensation refers to all earnings received, whether in the form of money or goods, directly or indirectly, and represents a cost incurred by the institution with the expectation of receiving work performance in return. Several previous studies have found that compensation significantly influences job performance (Himani, 2025; Luitel & Humagain, 2025; Nugraha & Indiyati, 2025; Anggraini *et al.*, 2025; Chokkamreddy *et al.*, 2025; Assaf *et al.*, 2025; Qian, 2025; Kim, 2025; Hundal *et al.*, 2025; Onikoyi *et al.*, 2025; Florence & Vincent, 2024; Awoitau *et al.*, 2024). However, other studies such as those by Kafle (2025), Hidayat (2020), and Efendi & Yusuf (2021) found no significant influence of compensation on job performance. Based on this, the first hypothesis proposed in this study is:

H1: Compensation has a significant effect on job performance.

The Influence of Personality on Job Performance

The golden age, defined as ages 0–5 years, falls within the early childhood education phase (Rohmadi *et al.*, 2020). During this crucial period, children need the guidance of dedicated teachers who possess the distinctive personality traits of an educator (Rohmadi *et al.*, 2020). This personality is often considered a natural gift: compassion, sincerity, and deep love encompassing a strong sense of responsibility and calling to nurture and fulfill their duties (Karlsson *et al.*, 2019). It is assumed that non-formal PAUD teachers possess such personalities, which can be linked as a factor influencing their job performance. Several previous studies concluded that personality significantly affects job performance, including research by Hinchman *et al.* (2025), Tan and Kong (2025), Babin *et al.* (2025), Bhattacharjee and Ramkumar (2025), Sivanandham and Sivasailam (2025), Nickel (2025), Thørrisen and Sadeghi (2025), Sari *et al.* (2020), Indrastuti (2021), and Fajri *et al.* (2020). However, other studies such as those by Derman (2025), Aisyah and Yudianto (2024), Sugma (2022), and Daud *et al.* (2021) found no significant relationship between personality and job performance. Based on this, the second hypothesis proposed in this study is:

H2: Personality has a significant effect on the job performance of non-formal PAUD teachers in Indragiri Hulu.

Intention to stay as a mediator between compensation and job performance

Compensation, in a broad sense, refers to any economic exchange between employer and employee for the work performed. It includes all earnings in the form of cash or goods, directly or indirectly, which are costs incurred by an institution in return for employee performance. Prior studies have shown a positive relationship between compensation and job performance (Himani, 2025; Luitel & Humagain, 2025; Nugraha & Indiyati, 2025; Anggraini *et al.*, 2025; Chokkamreddy *et al.*, 2025; Assaf *et al.*, 2025; Qian, 2025; Kim, 2025; Hundal *et al.*, 2025; Onikoyi *et al.*, 2025; Florence & Vincent, 2024; Awoitau *et al.*, 2024). Compensation is not merely about salary; it also includes benefits, incentives,

bonuses, and recognition. Employee satisfaction with compensation significantly influences workforce productivity (Vellingiri, 2025). Therefore, it is assumed that when non-formal PAUD teachers receive compensation, they are more motivated to remain in their roles (intention to stay) and more willing to carry out their responsibilities. This intention to stay is suspected to create momentum that leads to higher job performance compared to those without such intention. This study proposes intention to stay as a mediating variable, filling the research gap between compensation and job performance. Intention to stay is defined as an employee's loyalty and planning to remain within an organization. A unique phenomenon observed in Indragiri Hulu is that, despite low compensation, non-formal PAUD teachers still exhibit a strong intention to stay for extended periods. This contrasts with previous findings that suggest compensation and benefits are the main predictors of intention to stay (Candradewi & Dewi, 2019). Hence, it is hypothesized that compensation, through the mediation of intention to stay, will enhance its influence on job performance. This aligns with Anwar and Ikratullah (2022), who found that compensation and work motivation influence job performance through job satisfaction as a mediating variable. However, the use of intention to stay as a mediator in the relationship between compensation and job performance in non-formal PAUD contexts has not been extensively studied. Thus, the third hypothesis of this study is:

H3: Intention to stay mediates the effect of compensation on the job performance of non-formal PAUD teachers in Indragiri Hulu.

Self-Actualization as a mediator between personality and job performance

Personality is a psychological variable that influences job performance. Therefore, to enhance job performance, management needs to understand employees' personalities (Widiani *et al.*, 2023). Personality refers to relatively stable traits and unique characteristics that are consistent in an individual's behavior. According to Bharat and Gopinath (2020), human motivation is driven by the need for self-actualization and gradual personal growth. During the golden age (0–5 years), children require guidance from exceptional educators with nurturing personalities (Rohmadi *et al.*, 2020). These traits: compassion, sincerity, and love form a sense of purpose and commitment to care for and guide young learners (Karlsson *et al.*, 2019). To date, the researchers have not found studies that specifically identify self-actualization as a mediator between personality and job performance. This study justifies the use of self-actualization as a mediating variable, arguing that in the educational setting, especially in non-formal PAUD, personality may drive individuals to remain in their roles. Integrating self-actualization as a mediator is expected to improve job performance outcomes. A professional and successful teacher is one who has achieved self-actualization, lives a meaningful life, and contributes positively to helping students reach their full potential (Gopinath, 2020). Self-actualization is thus used to fill the research gap in mediating the effect of personality on job performance. Both intention to stay and job performance are key organizational concerns. Moreover, personality as a consistent pattern of feeling, thought, and behavior can influence job performance. Therefore, the study assumes that personality, accompanied by a calling for self-actualization, can significantly improve the job performance of non-formal PAUD teachers in Indragiri Hulu. Hence, the fourth hypothesis is:

Discriminant Validity Test

The results of the discriminant validity test from the research data can be seen in Table 2:

Table2. Discriminant Validity

	Intention to Stay	Job Performance	Compensation	Personality	Self Actualization
IS1	0.800	0.582	0.538	0,405	0.408
IS2	0.710	0.577	0.528	0,168	0.433
IS3	0.819	0.550	0.486	0,428	0.337
IS4	0.798	0.777	0.636	0,340	0.760
JP1	0,572	0.754	0.501	0,379	0.546
JP2	0,576	0.819	0.636	0,422	0.060
JP3	0,568	0.792	0.783	0,400	0.507
JP4	0,482	0.739	0.346	0,343	0.612
KP1	0.627	0.611	0.798	0,319	0.675
KP2	0.358	0,580	0.756	0,409	0.399
KP3	0.430	0,392	0.816	0,424	0.287
KP4	0.417	0,559	0.724	0,424	0.508
PS1	0.455	0,577	0.624	0.830	0.310
PS2	0.598	0,562	0.305	0.708	0.542
PS3	0,503	0,402	0.453	0.768	0.573
PS4	0,539	0,424	0.548	0.853	0.658
SA1	0,548	0,385	0.233	0.698	0.705
SA2	0,414	0,366	0.326	0.628	0.780
SA3	0,428	0,418	0.449	0.768	0.726
SA4	0,398	0,432	0.425	0.771	0.722

Sources: SmarPLS 3.3 Programs

From Table 2 above, the model demonstrates good discriminant validity if each indicator’s loading value on its respective latent variable is greater than its loadings on other correlated variables. The cross-loading values in this study show that each indicator has a higher loading on its own latent variable compared to others. This indicates that each variable has good discriminant validity.

Construct Reliability Test

The Average Variance Extracted (AVE) values are greater than 0.5, and the Composite Reliability (CR) values are greater than 0.7, which means the constructs are well-developed and reliable (Hair *et al.*, 2019). The Construct Reliability results are presented in the following table:

Table 3. Construct Reliability

	Composite Reliability	Average Variance Extracted (AVE)
Intention to stay	0.810	0.654
Job performance	0.821	0.670
Compensation	0.683	0.635
Personality	0.816	0.748
Self actualization	0.741	0.629

Sources: SmarPLS 3.3 Programs

Measurement Model Analysis (Inner Model)

Coefficient of Determination (R2)

The R-Square values in this study can be seen in Table 4:

Table4. R-Square

	R Square	R Square Adjusted
Intention to Stay	0.503	0.459
Job Performance	0.561	0.507
Self Actualization	0.489	0.312

Sources: SmarPLS 3.3 Programs

The R² values of 0.67, 0.33, and 0.19 indicate that the model is classified as “good,” “moderate,” and “weak,” respectively (Hair *et al.*, 2019). Based on Table 3, the adjusted R² value for the job performance variable is 0.507, meaning that 50.7% of the variance in job performance is explained by the variables intention to stay, self-actualization, personality, and compensation. Therefore, the model is categorized as moderate.

Hypothesis Analytics

The results of the hypothesis testing are presented in Table 5:

Table 5. Hypothesis Test Results

Hipotesis	Original Sample (O)	T Statistics (O/STDEV)	P Values	Description
Compensation → Job performance	0.211	1.129	0.174	Hypothesis rejected
Personality → Job performance	0.171	19.674	0.000	Hypothesis accepted
Compensation → Intention to stay → Job performance	0.879	6.385	0.000	Hypothesis accepted
Personality → Self actualization → Job performance	0.767	41.637	0.001	Hypothesis accepted

Sources: SmarPLS 3.3 Programs

The first hypothesis stating that compensation has a positive effect on job performance was rejected because the p-value > 0.05 and the t-statistic value < 1.96, indicating that compensation does not significantly affect the improvement of job performance. According to Social Exchange Theory (SET), compensation creates a sense of reciprocity that motivates employees to work better, while the Theory of Planned Behavior (TPB) suggests that compensation shapes positive attitudes that strengthen the intention to behave productively, which impacts performance. According to SET, compensation fosters reciprocity that drives employees to perform better, thereby enhancing job performance. This finding aligns with the studies by Kafle (2025), Hidayat (2020), and Efendi & Yusuf (2021), which concluded that compensation does not influence job performance. The second hypothesis stating that personality positively affects job performance was accepted because the p-value < 0.05 and the t-statistic > 1.96, meaning personality significantly influences job performance improvement. This result supports the Theory of Planned Behavior (TPB), where personality shapes attitudes and perceived behavioral control that affect the intention to perform optimally, which subsequently impacts job performance. This finding is consistent with the studies by Hinchman et al. (2025); Tan and Kong (2025); Babin et al. (2025); Bhattacharjee and Ramkumar (2025); Sivanandham and Sivasailam (2025); Nikel (2025); Thørrisen and Sadeghi (2025); Sari et al. (2020); Indrastuti (2021); and Fajri et al. (2020), which found that personality positively influences job performance. The third hypothesis stating that compensation affects job performance mediated by intention to stay was accepted because the p-value < 0.05 and the t-statistic > 1.96. This finding strengthens the Theory of Planned Behavior (TPB) and Social Exchange Theory (SET), where compensation and personality influence intention to stay, which then impacts job performance. The fourth hypothesis stating that personality affects job performance mediated by self-actualization was accepted because the p-value < 0.05 and the t-statistic > 1.96. This finding supports the Theory of Planned Behavior (TPB) and Social Exchange Theory (SET), where compensation and personality influence self-actualization, which subsequently affects job performance.

Conclusion

This study aims to develop the Theory of Planned Behavior (TPB) and Social Exchange Theory (SET) through a conceptual model involving the variables of job performance, compensation, personality, intention to stay, and self-actualization. The results indicate that out of the four proposed hypotheses, three were accepted. The most effective pathway in enhancing job performance is the mediating role of self-actualization on the influence of personality toward job performance, as it has the highest path coefficient. It can be concluded that this model strengthens both the Theory of Planned Behavior (TPB) and Social Exchange Theory (SET). TPB explains that performance is not a direct response to compensation. Rather, compensation is one of many factors influencing intention, which is also shaped by attitudes, social norms, and perceived behavioral control. Therefore, if other factors (positive attitudes, social norms, and perceived control) are already strong, the effect of compensation may become insignificant. In other words, TPB does not deny the importance of compensation but situates it within a broader and more complex framework where psychological and social factors may play a more dominant role. The findings reveal

that teachers tend to remain in their positions for a long time despite receiving low compensation or even no payment at all. This is reinforced by the personality of the teachers, who act as unsung heroes with patience and dedication, striving for future results in hopes of gaining official recognition and status from the government as non-formal early childhood education (PAUD) teachers. For future research, it is recommended to further explore the relationship between compensation and job performance in different subject contexts, given that this study found no significant effect of compensation on job performance.

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