

THE ROLE OF WORK MOTIVATION IN MEDIATING COMPENSATION AND TRANSFORMATIONAL LEADERSHIP ON TEACHER PERFORMANCE AT AL BAITUL AMIEN EDUCATIONAL INSTITUTION, JEMBER

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Abstract

This study aims to determine the effect of compensation and transformational leadership on teacher performance through motivation as an intervening variable at the Al Baitul Amien Education Institute, Jember. The population in this study were all teachers at the Al Baitul Amien educational institution, while the sample was taken by proportional sampling. The analytical method used is path analysis (Path Analysis) and also the Sobel test to see the role of the motivational variable as an intervening variable. The results of the study show that there is a direct effect of compensation and transformational leadership on teacher work motivation and performance. Work motivation affects performance.

Keywords: Teacher Performance, Work Motivation, Compensation, Transformational Leadership

INTRODUCTION

The younger generation has an important role in the future of a nation. Qualified young people who have competence are expected to contribute to increasing the nation's competitiveness. To realize a qualified and competent young generation, participation in the world of education is needed, starting from elementary, secondary and tertiary education. Quality education following what has been mandated by Law number 20 of 2003 concerning the National Education System can be realized with the participation of various parties starting from the central government, regional governments, school principals, teachers, the community, parents and students who have duties and authority different according to each portion. Teachers hold a larger portion of the educational process in schools than others.

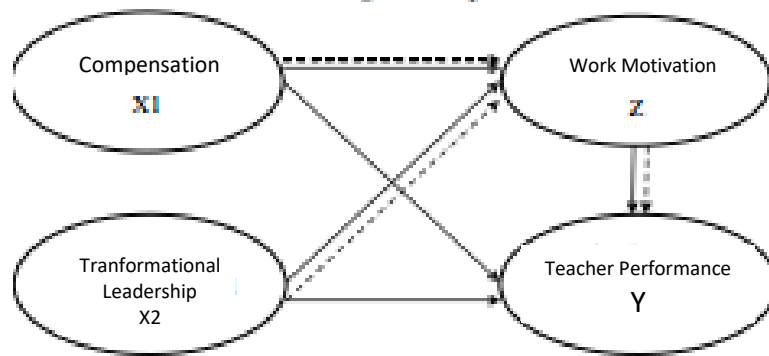
To realize a competitive young generation, it also requires teachers who are well-performing or professional. Following Law no. 14 of 2005 teachers are professional educators in their field who have the main task of educating, teaching, guiding, giving directions, giving training, giving assessments, conducting evaluations of their students. Teachers are required to be able to meet competency standards and basic competencies set by the government in carrying out their duties and obligations, known as teacher performance. Performance according to Kasmir (2016) is the result of work and work behavior that has been achieved in completing the tasks and responsibilities given in a certain period. Teacher performance means a series of tasks and obligations that must be carried out by a teacher in a certain period. Theoretically, several variables that effect employee performance include compensation, transformational leadership and work motivation. Compensation according to Hasibuan (2016) is all income in the form of money, direct or indirect goods received by employees as compensation for services provided to the company. Compensation received and enjoyed by employees will provide satisfaction to employees and will ultimately affect employee motivation and performance. goods directly or indirectly received by employees as compensation for services provided to the company. Compensation received and enjoyed by employees will provide satisfaction to employees and will ultimately affect employee motivation and performance. goods directly or indirectly received by employees as compensation for services provided to the company. Compensation received and enjoyed by employees will provide satisfaction to employees and will ultimately affect employee motivation and performance.

Several studies conducted by Pitri (2017), Priyanto (2016), Saputra (2017) conclude that compensation affects employee performance. Another variable that also influences performance is transformational leadership. Transformational leadership will be able to encourage employee performance to be more than expected. According to Bradshaw, et al (2015) transformational leadership is a leader who is able to create more significant organizational change and act as a change agent, encourage higher levels of motivation and more loyalty, look towards the future and make a commitment to achieve a better direction. . Work motivation is also a variable that can affect performance. Motivation according to Robbin and Judge (2015) is a process of encouragement, strength, direction, and persistence of a person in achieving goals. Employee motivation is a driving force for employees to work better. Several studies related to the effect of work motivation on performance and provide conclusions

indicating that there is influence has been carried out by several previous researchers such as Adjei et al (2016), Kwapong et al (2015) Meindinyo and Ikurite (2017), Fahmi Hariasih (2016). This research was conducted at the Al Baitul Amien educational institution, Jember. The purpose of this research is to find out and analyze the effect of compensation variables, transformational leadership on teacher performance both directly and with work motivation variables as intervening variables.

RESEARCH METHODS

This type of research based on science is basic research, based on the explanatory nature of science is causality research and based on scientific discovery methods is quantitative research. Quantitative research according to Sugiyono (2017) is research that is based on the philosophy of positivism, used to examine certain populations or samples, where data collection uses research instruments, data analysis is quantitative with the aim of testing the hypotheses that have been set. The population in this study came from all teachers at the Al Baitul Amien educational institution, totaling 187. While the sample was taken as many as 48 teachers. Sampling method is done by proportional sampling technique. Researchers determine the number of samples from each sample group from the existing population. From each group determined or taken 25% of the number of each group. The total sample taken was finally determined to be 48 teachers. The data analysis method used in this study uses path analysis. The variables used in this study are compensation (X1), transformational leadership (X2), work motivation (Z) and teacher performance (Y). An image of the relationship between variables can be shown in the image below: Work motivation (Z) and teacher performance (Y). An image of the relationship between variables can be shown in the image below: Work motivation (Z) and teacher performance (Y). An image of the relationship between variables can be shown in the image below:



Keterangan :

- effect directly
- - - - -→ effect indirectly

Figure 1 Conceptual Framework

RESULT AND DISCUSSION

Respondent Characteristics

Respondents from this study were 48 teachers, 12 were male and 36 female. Judging from the age interval, 19 people were 21-30 years old, 21 people were 31-40 years old, 41-50 were 8 people. In terms of education, the majority of Bachelor's degrees were 44, and Masters were 2 people, SMA and equivalent were 2 people. Judging from the status of employees, 37 people are permanent employees, while 11 people are honorary workers.

Description or description of research variables

Compensation Variables

Table 1. Respondents' answers to compensation variables

Pernyataan	Jawaban Responden										Total
	5	%	4	%	3	%	2	%	1	%	
X1.1	9	18,8	25	52,1	14	29,2	-	-	-	-	48
X1.2	3	6,3	33	68,8	8	16,7	4	8,3	-	-	48
X1.3	8	16,7	30	62,5	8	16,7	2	4,2	-	-	48
X1.4	3	6,3	19	39,6	20	41,7	3	6,3	3	6,3	48
Rata-Rata	5,75	12,025	26,75	55,75	12,5	26,075	3	6,27	3	6,3	48

From the distribution of answers given in each indicator most answered in the good category, this indicates that most have the same opinion and it can be concluded that the salary given is in accordance with the work done, the institution has provided incentives other than

salary and wages, the institution has provided several allowances and has provided several facilities.

Transformational Leadership Variables

Table 2 Respondents' answers to transformational leadership variables

Pernyataan	Jawaban Responden										Total
	5	%	4	%	3	%	2	%	1	%	
X2.1	13	27,1	31	64,6	4	8,3	-	-	-	-	48
X2.2	17	35,4	29	60,4	2	4,2	-	-	-	-	48
X2.3	17	35,4	31	64,6	-	-	-	-	-	-	48
X2.4	9	18,8	37	77,1	2	4,2	-	-	-	-	48
Rata-Rata	14	29,175	32	66,675	2,67	5,57	-	-	-	-	48

From the distribution of the answers given in each indicator the most answered in the good category, this indicates that most have the same opinion and it can be concluded that the leader is able to be an example (role model), the leader is able to provide motivation, the leader is able to provide support and encouragement, and the leader understands and listens to the teacher's complaints.

Work Motivation Variable

Table 3 Respondents' answers to work motivation variables

Pernyataan	Jawaban Responden										Total
	5	%	4	%	3	%	2	%	1	%	
Z.1	8	16,7	31	64,6	9	18,8	-	-	-	-	48
Z.2	18	37,5	25	52,1	5	10,4	-	-	-	-	48
Z.3	15	31,3	31	64,6	2	4,2	-	-	-	-	48
Z.4	14	29,2	32	66,7	2	4,2	-	-	-	-	48
Rata-Rata	13,75	28,675	29,75	62	4,5	9,4	-	-	-	-	48

From the distribution of answers given by respondents to the work motivation variable, it can be seen that the most alternative answers are in the good category. This indicates that most of the respondents have the same opinion regarding the indicators in work motivation, that salary, awards, recognition of existing achievements can motivate teachers' work.

Performance Variables

Table 4 Respondents' answers to performance variables

Pernyataan	Jawaban Responden										Total
	5	%	4	%	3	%	2	%	1	%	
Y.1	6	12,5	42	87,5	-	-	-	-	-	-	48
Y.2	11	22,9	37	77,1	-	-	-	-	-	-	48
Y.3	11	22,9	36	75,0	1	2,1	-	-	-	-	48
Y.4	16	33,3	31	64,6	1	2,1	-	-	-	-	48
Rata-Rata	11	22,9	36,5	76,05	1	2,1	-	-	-	-	48

From the distribution of answers given by respondents to the performance variable, it can be seen that the most alternative answers are in the good category. This indicates that most of the respondents have the same opinion regarding performance indicators, that the teacher has completed the job well, according to the allotted time.

The Results Of The Validity Test And Reliability Test

The validity and reliability tests show that the existing questionnaires are valid and reliable. The test results will appear in the table below

Table 5 validity test results

Variable	Indicator	r-count	r-table	Information
Compensation (X1)	X1.1	0,530	0,284	Valid
	X1.2	0,560	0,284	Valid
	X1.3	0,442	0,284	Valid
	X1.4	0,621	0,284	Valid
Transformational Leadership (X2)	X2.1	0,622	0,284	Valid
	X2.2	0,678	0,284	Valid
	X2.3	0,688	0,284	Valid
	X2.4	0,761	0,284	Valid
Work Motivation (Z)	Z1.	0,402	0,284	Valid
	Z2	0,501	0,284	Valid
	Z3	0,540	0,284	Valid
	Z4	0,377	0,284	Valid
Performance (Y)	Y1	0.460	0,284	Valid
	Y2	0,668	0,284	Valid

Variable	Indicator	r-count	r-table	Information
	Y3	0,595	0,284	Valid
	Y4	0,670	0,284	Valid

From the table above it can be seen that the overall calculated r value is greater than the r table, so it can be concluded that all variables are valid

Table 6 Reliability test results

Variable	Cronbach Alpha	Standard	Information
Compensation (X1)	0,739	0,60	Reliable
Transformational Leadership (X2)	0,845	0,60	Reliable
Work Motivation (X3)	0,670	0,60	Reliable
Teacher Performance (Y)	0,784	0,60	Reliable

From the table above it can be seen that the value of Cronbach's alpha is greater than the standard reliability value of 0.60, so it can be concluded that the results are reliable for all variables. For the classic assumption test that was carried out there were the following results: For the normality test, from the normality test results an Asymp sig value of 0.058 was obtained and this value was greater than 0.05 still in the normal distribution category. For heteroscedasticity, heteroscedasticity does not occur because the probability value is greater than 0.05. For multicollinearity, multicollinearity does not occur because the tolerance value is above 0.10 and the VIF value is less than 10. To test the hypothesis, the results are as follows:

Table 7 Results of hypothesis testing Direct effect

Variabel	Sig	t count	t table	Information
X1 has an effect on Z Compensation For Work Motivation	0,000	4,171	1,678	significant
X2 has an effect on Z Transformational Leadership On Work Motivation	0,008	2,785	1,678	significant
X1 has an effect on Y Compensation For Teacher Performance	0,000	4,156	1,678	significant
X2 has an effect on Y	0,001	3,517	1,678	significant

Variabel	Sig	t count	t table	Information
Transformational Leadership On Teacher Performance				
Z has an effect on Y Work Motivation On Performance	0,001	3,470	1,678	significant

From the results of the analysis above can be explained as follows:

1. The Effect Of Compensation (X1) on Teacher Work Motivation

Based on the results of the analysis it can be concluded that there is a significant effect of compensation on the work motivation of teachers at the Al Baitul Amien Jember educational institution. This conclusion can be seen from the significant value of the effect of the compensation variable on work motivation of 0.000 and can also be seen from the t-value of 4.171 which is greater than the t-table of 1.678. This can be interpreted that the compensation received in the form of salaries, incentives, allowances and facilities provided by the Al Baitul Amien Jember educational institution provides a sense of satisfaction so that it can motivate teachers to work better. This is in accordance with research conducted by Sukaningsih (2016), Syamra (2016), Priyanto (2016) Saputra (2017), Abd Latih, et al (2021),

2. The effect of Transformational Leadership on Teacher Work Motivation

Based on the results of the analysis it can be concluded that there is a significant effect between transformational leadership on the work motivation of teachers at the Al Baitul Amien Jember educational institution. This conclusion can be seen from the significant value of the effect of the Transformational Leadership variable on work motivation of 0.008 and can also be seen from the t-value of 2.875 which is greater than the t-table of 1.678 Transformational leadership is carried out by leaders such as giving an example or being a role model. for teachers, being able to provide direction, encouragement, inspiration and being willing to listen to complaints and understand teacher needs, giving teachers opportunities to develop themselves is able to be a driving force for teachers. These results are in accordance with research conducted by Sukaningsih (2016),

3. The Effect Of Compensation on Teacher Performance

From the results of the analysis it can be seen that the significant value of the effect of compensation on performance is 0.000 and the t count is 4.156 greater than t table 1.678. It can be concluded that compensation has a significant effect on performance. Compensation provided by the Al Baitul Amien educational institution in the form of salaries, incentives, allowances and facilities gives satisfaction to teachers and is able to motivate or encourage teachers to perform well in accordance with established rules and regulations. These results are in accordance with the results of research from Pitri (2017), Rika and Suci (2022) which concluded that compensation affects performance.

4. The Effect of Transformational Leadership on Teacher Performance

From the results of the analysis it can be seen that the significant value of the effect of compensation on performance is 0.000 and the t count is 4.156 greater than t table 1.678. It can be concluded that the leadership style applied is a transformational leadership style which is characterized by the leader giving an example, the leader as a role model, the leader giving encouragement, direction being able to make teachers work properly according to existing standard rules and regulations. These results are consistent with research from Cahyani (2017), Rahmadani (2019), Jintar (2022), which concludes that transformational leadership has an effect on performance

5. The Effect Of Motivation on Teacher Performance

From the results of the analysis it can be seen that the significant value of the effect of compensation on performance is 0.001 and the t count is 3.470 greater than t table 1.678. It can be concluded that motivation has an effect on teacher performance. The motivation of teachers at the Al Amien educational institution is able to encourage teachers to work even better. These results are consistent with research by Ayu, et al (2021), Harland, et al (2021), Jintar (2022), which concluded that motivation has an effect performance.

6. The Effect Of Compensation on Teacher Performance Through Work Motivation

From the results of the sobel test, the value of the t sobel test was 2.6281. This value > t table value is 1.678. The conclusion that can be obtained is that the variable of work motivation can act as an intervening variable that mediates the effect of compensation on performance. The compensation that teachers get at the Al Amien Educational Institution is able to motivate teachers and then encourage teachers to perform well. Teachers work according to existing

standards, rules and regulations. These results are consistent with research from Sukaningsih (2016), Saputra (2016) who concluded that motivational variables can act as intervening variables or mediate the effect of compensation on performance.

7. The Effect of Transformational Leadership on Teacher Performance through Work Motivation

From the results of the sobel test, the value of the t sobel test was 2.1224. This value $>$ t table value is 1.678. The conclusion that can be obtained is that the variable of work motivation can act as an intervening variable that mediates the effect of transformational leadership on performance. The leadership style applied at the Al Amien Educational Institution is able to motivate teachers and then encourage teachers to perform well. Existing leaders have provided examples, directions, encouragement, so it becomes a commitment and moral responsibility for teachers to work according to existing standards, rules and regulations. These results are in accordance with research from Priyanto (2016),

CONCLUSION

The conclusions of this study are:

1. Compensation has a direct effect on work motivation
2. Leadership has a direct effect on work motivation
3. Compensation has a direct effect on performance
4. Leadership has a direct effect on performance
5. Work motivation can act as an intervening or mediating variable in the effect of compensation on teacher performance
6. Work motivation can act as an intervening or mediating variable from the effect of transformational leadership on performance

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