

## Transformational Leadership Impact and Compensation toward Implementation of Work Motivation on XYZ Vocational School Teacher Performance

Fina Fridayanti<sup>1</sup>, Ngadino Surip DipoSumarto<sup>1</sup>, Satrio Wibowo Edi<sup>1</sup>

<sup>1</sup>Study Program Management, Economy and Business Faculty, Universitas Mercu Buana  
finafridayanti@gmail.com, dinosurip@yahoo.com, satriowibowoedi88@gmail.com

**Abstract** – *The This study aims to discuss about transformational leadership impact and compensation toward implementation of work motivation on XYZ Vocational School teacher performance. This object are XYZ Vocational School teacher of 60 respondents that have different work experience and educational background. This study used SEM data analysis techniques and used Smart PLS 3.2.7. Versions. The population used all XYZ Vocational School teachers of 60 respondents. The results of data examination and calculation, is acquired the output from the positive and significant impact of leadership toward teacher motivation and performance, and a motivation as endogenous variable that makes positive and significant impact on teacher performance. Exogenous variables (transformational leadership and compensation) toward motivation that is acquired by result R-square (R<sup>2</sup>) = 0.760. Then exogenous variables (transformational leadership and compensation) toward work performance teacher that is acquired by result R-square (R<sup>2</sup>) = 0.839. Base on this explains that determination of exogenous variable (transformational leadership and compensation) on endogenous variable (motivation and work performance) are moderately high..*

**Keywords:** *transformational leadership; compensation; motivation; teacher performance*

### INTRODUCTION

In general, every country has schools with varying levels of education and methods. Vocational High School is a part of the national education system which is an alternative educational institution that can elaborate on two substances of science-based education and prepare students to be ready to enter jobs with capable skills in their fields so they can compete and develop their careers. In concerning to the competency as according to the objectives of XYZ Vocational School, the role of the teacher continues to strive to be better at achieving the goals. Generally, the influence factors are personal problems, the distance of residence with work place, work environment, school facilities, compensation, and the leaders influence, have a large tendency in influencing teacher motivation and performance. The problems that occur in XYZ Vocational School focuses on the influence of leadership and compensation on teacher's work motivation, which the motivation is implemented on how well the teacher's performance. The following is the teacher's performance on XYZ Vocational School during the last three years as in Table 1.

**Table 1. Teacher Performance of XYZ Vocational School**

No	Description	Years 2015 (%)	Years 2016 (%)	Years 2017 (%)
1	Carry out the learning process	80	78	75
2	Target accomplishment MGP (minimum graduation criteria)	75	70	70
3	Actively involved in development activities and school activities	78	78	76
4	Administrative document completeness (ex: RPP, syllabus, student grade recap, and others)	75	75	65
5	Teacher productivity in KBM (teaching and learning activities)	78	76	75
6	Conselling to the students	78	80	78
7	Involving all the theacher in handling the students	78	75	70
8	Actively unholding student's discipline	80	78	78

Source: Human resource data of XYZ Vocational School Jakarta

The table above shows that the performance of teachers in XYZ Vocational School has decreased gradually, which shows that the work motivation has degradation as well. So, the implementation of skills and knowledge of teachers towards performance is less.

Data obtained from school management related to this performance problem is the degradation in the amount of graduation each year. This degradation is influenced by the provision of compensation that is not in accordance with the workload and influences the work motivation of the teacher then impacts on the implementation of performance which then influences the success of student learning. The following data is from the last three years in Table 2.

**Table 2. The Score of XYZ Vocational School Graduation**

Test Score	School Year		
	2015	2016	2017
Average	333.86	239.37	199.49
Lowest	322	167.7	142.4
Highest	358	298.4	277.9
Devisation Standard	8.65	23.53	21.78

Source: XYZ Vocational School Jakarta, 2017

## LITERATURE REVIEW

**Leadership.** Bass and Avolio (in Suwatno and Priansa, 2011) states that there are four dimensions of transformational leadership, namely: (1) Idealized influence, leaders must be good examples, which can be followed by employees, so that they will generate respect and trust; (2) Inspirational motivation, a leader who seeks to inspire his followers to achieve unimaginable possibilities to achieve high standards by providing motivation, and clear targets to be achieved by his employees; (3) Intellectual simulation, leaders must be able to give stimulus to subordinates to come up with new idea and concept, to train the skills in solving the problems, and (4) Individualized considerations, leaders are expected to improve employee performance by motivating and stimulating creative idea, care to the employees and be able to be protective leader and someone who can be respected by all of his employees.

**Compensation.** Compensation includes all forms of payments given to the employee and arises from their employment relationship (Dessler, 2015: 417). Employee compensation has two main components, namely direct financial payments (wages, salaries, incentives, commissions and bonuses) and indirect financial payment (financial benefits such as insurance and entertainment paid by the employer). It can be concluded that compensation is a remuneration provided by the company or organization from the service which provided by the employee for the company. The remuneration from the company or organization is in the form of financial and nonfinancial compensation. This financial compensation is in the form of money and goods to meet the needs of employees while non-financial compensation is in the form of remuneration provided by the company such as promotions, the addition of a work assignment or in the form of awards for employees who loyal to the company.

**Motivation.** Work motivation is providing driving force that creates the excitement of someone's work so that they will cooperate, work effectively, and be integrated with all their efforts to achieve the satisfaction (Hasibuan, 2013: 143). Then, motivation includes a dimension of perseverance. So it was concluded that motivation is an encouragement in the form of positive energy that can create a comfortable environment, motivating work passion such as; achievement needs, powerful needs and discussion needs. Work motivation has two methods where direct motivation and indirect motivation, both of these methods are explained in Hasibuan (2013: 149) as follows:

- Direct motivation is a motivation (material and non-material) given directly to individual employee to fulfill their needs and satisfaction. So it's special such as praise, awards, holiday allowance, bonus, and service star.
- Indirect motivation is the motivation given is only facilities that supporting and providing work passion or work continuity, so that the employee may feels at home and are passionate about work.

**Teacher Performance.** Performance is defined as the work of quality and quantity achieved by an employee in carrying out his duty in accordance with the responsibilities given to him, so that performance can be interpreted as the result of a job that can be measured quantitatively using a certain measuring instrument (Mangkunegara, 2011: 67).

Barnawi and Arifin (2012) explain that teacher performance does not materialize on its own, but is influenced by internal and external factors. Internal factor are the factor that originate from within the teacher itself, such as ability, skills, personality, perception, motivation to be a teacher, field experience and family background. While external factor are the factor that comes from the outside such as salary, facility and infrastructure, physical work environment and leadership.

Regarding the explanation of teacher performance, the researcher concluded that teacher performance is influenced by many factors including intrinsic and extrinsic factor. Both of these factors are interrelated in influencing teacher performance. The research hypothesis is formulated as follows: (H<sub>1</sub>): Leadership affectss the motivation of XYZ SMK teachers. (H<sub>2</sub>): Compensation affects teacher motivation at XYZ Vocational School. (H<sub>3</sub>): Leadership and compensation jointly affect teachers at XYZ Vocational School. (H<sub>4</sub>): Leadership influences teacher performance at XYZ Vocational School. (H<sub>5</sub>): Compensation has an effect on teacher performance at XYZ Vocational School. (H<sub>6</sub>): Motivation influences teacher performance at XYZ Vocational School. (H<sub>7</sub>): Leadership, compensation, and motivation together have the same effect on teacher performance at XYZ Vocational School. Following is the hypothesis framework in Figure 1.

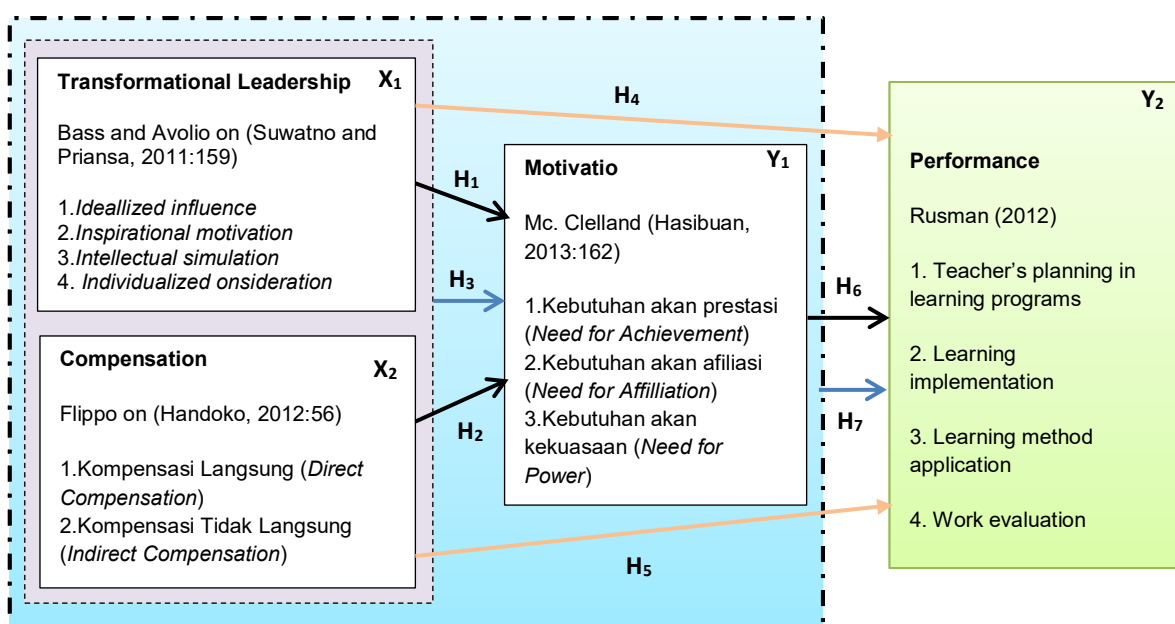


Figure 1. Research Model

## METHODS

Research design uses descriptive (quantitative). To obtain the data that is relevant and complementary, the authors are guided by primary and secondary data through observation and interviewed by giving a questionnaire to the relevant respondents. The Population sample are all teachers of XYZ Vocational School with a total of 60 respondents who have worked more than 3 years. Related to population sampling techniques using saturated sample, which means all members of the population are used as samples. Saturated sample, is the technique of determining the sample by taking all members of the population as respondents or samples (Sugiyono, 2017: 217).

## RESULTS and DISCUSSION

The convergent validity test is conducted to know that is valid or not of questionnaire/convergent validity which is used for this research. The Evaluation of convergent validity from reliability individual items test may be seen through the standardisef loading factor assessment which describes substantial correlation between each items measurement (indicators) to its construction. Loading factor is used for this study namely is > 0.5 so, if loading factor assessment < 0.5 on the results of calculation model measurement (outer model) is declared that is not valid. Convergent Validity test is

calculated through smartPLS version 3.2.7, that the results will be explained in this following discussion:

Based on data processing that uses SmartPLS, has generated the output through algorithm calculation. The description of the all variable indicators of transformational leadership, compensation, motivation, and performance have loading factor value (LF) > 0.5, indicates that fifteen indicators of leadership are valid. So, it is used for this model. More detailed of description is on Figure 2, Figure 3, Figure 4, and Figure 5.

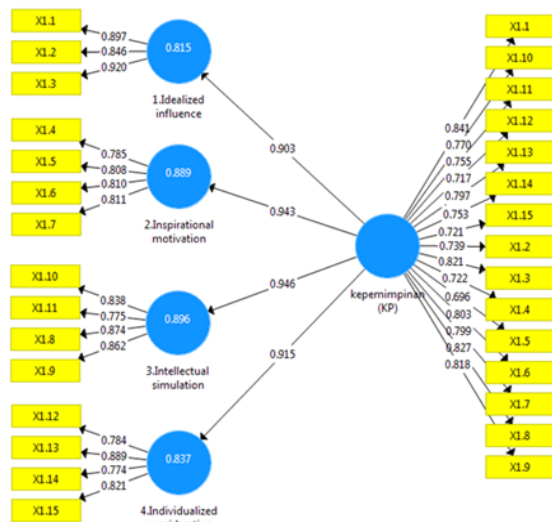


Figure 2. Transformational Leadership

Source: (smartPLS versi 3.2.7, 2018)

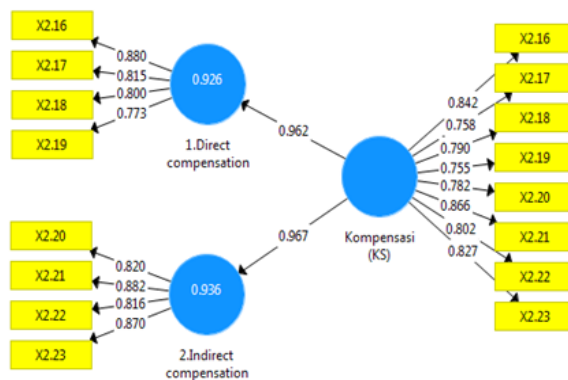


Figure 3. Compensation

Source: (smartPLS versi 3.2.7, 2018)

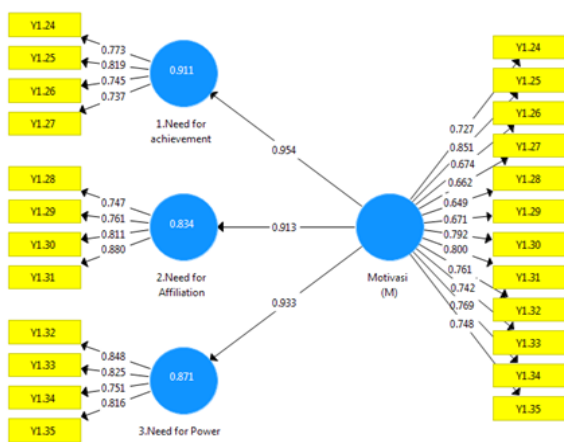


Figure 4. Motivation

Source: (smartPLS versi 3.2.7, 2018)

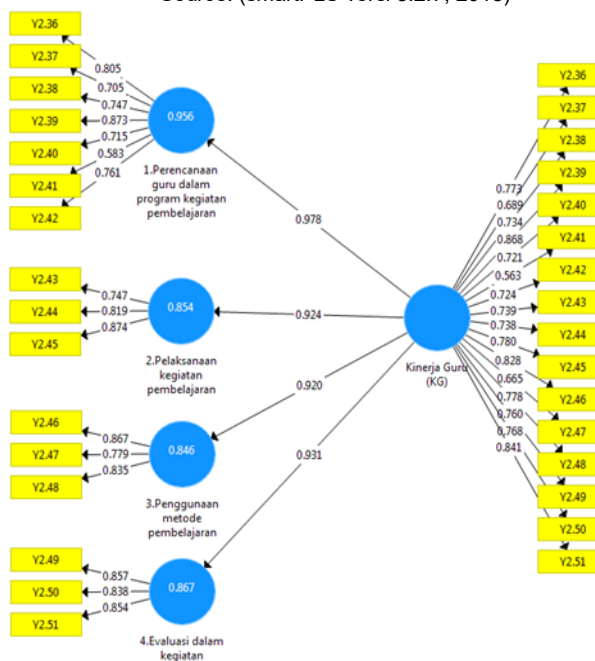
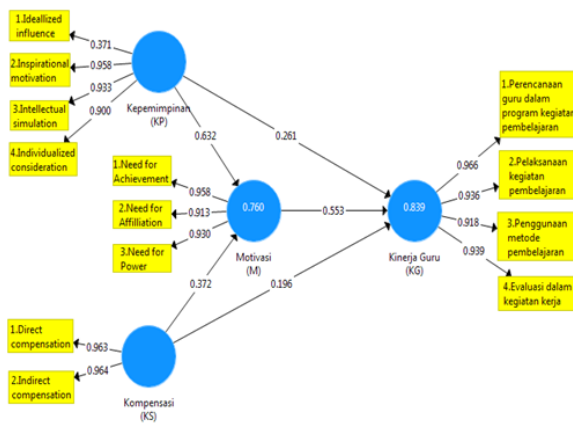


Figure 5. Teacher Work Performance

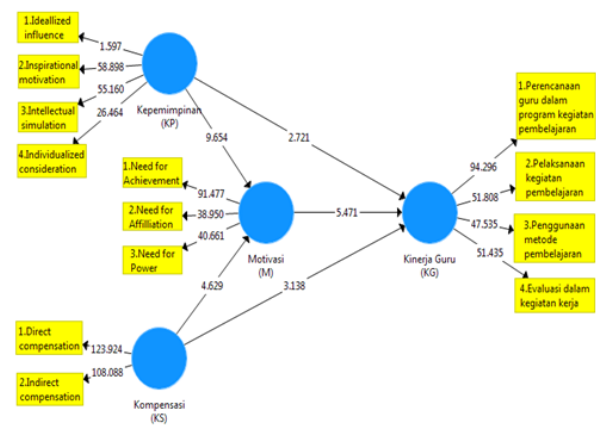
Source: (smartPLS versi 3.2.7, 2018)

### Structural Model Evaluation (Inner Model) or Hypothesis Testing

Inner model evaluation is a research test by analyzing the relationship between exogenous and endogenous variables that have been conceptually described. Stages in inner model evaluation are by evaluating path coefficient, evaluating R-Square value ( $R^2$ ), measuring effect size  $f^2$ , evaluating structural models thoroughly through predictive relevance ( $Q^2$ ) and goodness of fit index (GoF) test. The value of the inner model is through calculating SmartPLS version 3.2.7 bootstrapping. So that the coefficient path is obtained by describing the strength of the relationship between construct and variable. The following is a more complete explanation:



**Figure 6. Path Coefficient Value**  
 Source: (smartPLS versi 3.2.7. 2018)



**Figure 7. t Statistical Value**  
 Source: (smartPLS versi 3.2.7, 2018)

**Tabel 3. Coefficient Path Result**

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	t-Statistics (O/STDEV)	P Values
Transformational Leadership (X <sub>1</sub> ) → Motivation (Y <sub>1</sub> )	0.632	0.649	0.065	9.654	0
Transformational Leadership(X <sub>1</sub> ) → Teacher Performance (Y <sub>2</sub> )	0.261	0.268	0.096	2.721	0.007
Compensation (X <sub>2</sub> ) → Motivation (Y <sub>1</sub> )	0.372	0.354	0.080	4.629	0
Compensation (X <sub>2</sub> ) → Teacher Performance (Y <sub>2</sub> )	0.196	0.199	0.062	3.138	0.002
Motivation(Y <sub>1</sub> ) → Teacher Performance (Y <sub>2</sub> )	0.553	0.543	0.101	5.471	0

Source: Data processed, 2018

Based on Table 3 which is indicated above, may be concluded that the result of t statistics are large than t table, so indicated positive and significant value.

**R<sup>2</sup> Value Evaluation**

Based on the calculation results using *calculate smartPLS version 3.2.7 algorithm*, R<sup>2</sup> value is 0.760 for motivation variable, and R<sup>2</sup> 0.839 for performance variable. R<sup>2</sup> value explains that the level of determination of exogenous variables (transformational leadership and compensation) on endogenous variables (motivation and performance) is quite high. Simultaneous effects of exogenous variables (leadership and compensation) on motivation (M) can be done by calculating f-counts (f-statistics) using the following formula and calculation;

$$f \text{ count} = \frac{R^2 / (k-1)}{1 - R^2 / (n-k)} = \frac{0.760 / (4-1)}{1 - 0.760 / (60-4)} = 63.25$$

While for the simultaneous effect of exogenous variables (transformational leadership and compensation) on teacher performance (KG) the results of f-count (f-statistics) are

$$f \text{ count} = \frac{R^2 / (k-1)}{1 - R^2 / (n-k)} = \frac{0.839 / (4-1)}{1 - 0.839 / (60-4)} = 93.33$$

Overall, the f-count values obtained in this study were 63.25 and 93.33, while the F-table value at alpha 0.05 was 2.53 that f-count > f-table. So, it is concluded that H<sub>3</sub> and H<sub>7</sub> were accepted and H<sub>0</sub> was rejected.

**Measuring Effect Size f<sup>2</sup>**

Measurement of effect size f<sup>2</sup> aims to see the size of the effect of exogenous latent variables on endogenous latent variables or to see the goodness of the model. The value of 0.02 means that it has a weak effect, 0.15 means that it has moderate (moderate), and 0.35 means strong influence.

**Validate of The Whole Structural Model With Goodness of Fit Index (GoF)**

Validation test the goodness of fit index (GoF) or validate the composition performance between measurement model (outer model) and structural model (inner model) which is generated by 0.740 > 0.

Means 74.0% variation on variables teacher performance is described by variables are used to possess predictive relevance value. The following calculation:

$$GoF = \sqrt{AVE \times R^2} = \sqrt{0.842 \times 0.319} = 0.518$$

Description: AVE (average AVE all variables) = 0.842  
 R square =  $(0.760 \times 839) / 2 = 0.319$

**Predictive Relevance (Q<sup>2</sup>) Testing**

Test predictive relevance testing (Q<sup>2</sup>) or which is to validate model. The following calculations:  $Q^2 = 1 - (1 - R12)(1 - R22) = 1 - (1 - 0.839)(1 - 0.760) = 0.962$ . The model of this study is latent endogenous variables which has a predictive relevance value 0.962 (Q<sup>2</sup>) > 0 (zero). It is concluded that latent exogenous variables as descriptor to predict endogenous variables (motivation and performance) or may be also prove that this model is assessed that holds the good predictive relevance.

**Table 4. Independence Variable Impact in Partially to Dependence Variable**

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	t-Statistics (O/STDEV)	P Values	Conclusion
Transformational Leadership (X <sub>1</sub> ) → Motivation(Y <sub>1</sub> )	0.632	0.649	0.065	9.654	0	t <sub>Count</sub> > t <sub>Table</sub> , p value < alpha (H <sub>1</sub> accepted H <sub>0</sub> rejected)
Transformational Leadership (X <sub>1</sub> ) → Teacher Performance (Y <sub>2</sub> )	0.261	0.268	0.096	2.721	0.007	t <sub>Count</sub> > t <sub>Table</sub> , p value < alpha (H <sub>2</sub> accepted H <sub>0</sub> rejected)
Compensation(X <sub>2</sub> ) → Motivation (Y <sub>1</sub> )	0.372	0.354	0.080	4.629	0	t <sub>Count</sub> > t <sub>Table</sub> , p value < alpha (H <sub>4</sub> accepted H <sub>0</sub> rejected)
Compensation (X <sub>2</sub> ) → Teacher Performance (Y <sub>2</sub> )	0.196	0.199	0.062	3.138	0.002	t <sub>Count</sub> > t <sub>Table</sub> p value < alpha (H <sub>5</sub> accepted H <sub>0</sub> rejected)
Motivation (Y <sub>1</sub> ) → Teacher Performance (Y <sub>2</sub> )	0.553	0.543	0.101	5.471	0	t <sub>Count</sub> > t <sub>Table</sub> p value < alpha (H <sub>6</sub> accepted H <sub>0</sub> rejected)

Source: Data processed, 2018

**Table 5. Independence Variable Impact to Dependence Variable Simultaneous**

	R-Square	f-statistic	f-table	Alpha	Conclusion
Transformational Leadership (X <sub>1</sub> ) and Compensation (X <sub>2</sub> ) → Motivation (Y <sub>2</sub> )	0.760	63.25	2.53	0.05	f <sub>Count</sub> > f <sub>Table</sub> H <sub>3</sub> accepted H <sub>0</sub> rejected
Transformational Leadership (X <sub>1</sub> ), Compensation (X <sub>2</sub> ), Motivation (Y <sub>1</sub> ) → Work Teacher Performance (Y <sub>2</sub> )	0.839	93.33	2.53	0.05	f <sub>Count</sub> > f <sub>Table</sub> H <sub>7</sub> accepted H <sub>0</sub> rejected

Source: Data processed, 2018

Based on smartPLS version 3.2.7 of bootstrapping on Tables 4 and 5, is generated for structural model which referred to hypothesis which is submitted on previous discussion. Details of description output on path coefficient and may be used for research hypothesis review.

1. Hypothesis 1; transformational leadership impact work motivation

Obtained path coefficients with a value of 0.632, t-statistic 9,654 value, t-table at alpha 0.05 with a value of 1.96, and p-values 0 (zero) value. Therefore, t-statistic (9,654) > t-table (1.96), and p-value of 0 < 0.05 value. It may be concluded which H<sub>1</sub> has accepted and H<sub>0</sub> has rejected, then leadership has a significant impact on motivation.

2. Hypothesis 2; compensation impact work motivation.

Obtained path coefficients with a value of 0.372, t-statistic 4,629 value, t-table on alpha 0.05 by a value of 1.96, and p-values 0 (zero) value. Therefore, t-statistic (4,629) > t-table (1.96), and the p-values of 0 < 0.05. It may be concluded H<sub>2</sub> has accepted and H<sub>0</sub> has rejected, then the compensation has a significant impact on motivation.

3. Hypothesis 3; transformational leadership and compensation impact work motivation

The leadership and compensation variables have R<sup>2</sup> 0.760 value by f-statistic 63.25 and f-table on alpha 0.05, that is 2.53. Therefore f-statistic (63.25) > f-table (2.53). It may be concluded that H<sub>3</sub> has accepted and H<sub>0</sub> has rejected, meaning that the variables of transformational leadership and compensation simultaneously have a positive and significant impact on motivation.

4. Hypothesis 4; transformational leadership impact teacher work performance

Obtained path coefficients of 0.261 value, t-statistic 2.721 value, t-table on alpha 0.05 by 1.96 value, and the p-values of 0.007 value. Therefore t-statistic (2.721) > t-table (1.96), and p-values of 0.007 < 0.05. It may be concluded that H<sub>4</sub> has accepted and H<sub>0</sub> has rejected, then leadership has a significant impact on teacher work performance.

5. Hypothesis 5; compensation impact teacher work performance.

Obtained path coefficient of 0.196 value, t-statistic 3.138 value, t-table on alpha 0.05 by a value of 1.96, and the p-values of 0.002 value. Therefore, t-statistic (3.138) > t-table (1.96), and p-values 0.007 < 0.05. It may be concluded that H<sub>5</sub> has accepted and H<sub>0</sub> has rejected, then compensation has a significant impact on teacher work performance.

6. Hypothesis 6; motivation impact teacher work performance.

Obtained path coefficients of 0.553 value, t-statistic 5.471 value, t-table on alpha 0.05 with a value of 1.96, and p-values 0 (zero). Therefore, t-statistic (5.471) > t-table (1.96), and p-values of 0 < 0.05. It may be concluded that H<sub>6</sub> has accepted and H<sub>0</sub> has rejected, then motivation has a significant impact on teacher work performance.

7. Hypothesis 7; transformational leadership, compensation, and motivation impact simultaneously to teacher work performance

Transformational leadership, compensation, and motivation variables have R<sup>2</sup> of 0.839 value with f-statistics 93.33 value and f-tables on alpha 0.05 equal 2.53. Therefore, f-statistic (93.33) > f-table (2.53). It may be concluded that H<sub>7</sub> is acceptable and H<sub>0</sub> is rejected, means that transformational leadership, compensation and motivation variables have a positive and significant impact to teacher work performance simultaneously.

8. Hypothesis 8; Motivation to mediate leadership and compensation against teacher performance.

The direct transformational leadership impact ⇒ performance > 0.261 of path coefficient value of transformational leadership ⇒ motivation ⇒ teacher work performance 0.251 means that transformational leadership is not mediated by motivation that implementation to teacher work performance. Whereas compensation ⇒ teacher work performance has value < 0.196 of path coefficient value, compensation ⇒ motivation ⇒ teacher work performance 0.243, means that motivation to mediate between compensation against teacher work performance.

**Interdimensional Correlation Analysis**

The analysis of correlation matrix between dimensions is intended to determine the dimension of independent variables (transformational leadership and compensation) which have the highest correlation value with the dimensions of the dependent variable Y<sub>1</sub> (motivation) and the dependent variable Y<sub>2</sub> (teacher performance), and to determine the dimensions of the dependent variable Y<sub>1</sub> (motivation) which has the highest correlation value with the dimension of the dependent variable Y<sub>2</sub> (teacher performance). The following are explained in detail in Table 6 and Table 7.

**Table 6. Results of the Correlation Matrix Between Independent Variable Dimensions and Dependent Variables**

Variables	Dimension	Y <sub>1</sub> (Motivation)			Y <sub>2</sub> (Teacher Performance)			
		Y <sub>1.1</sub>	Y <sub>1.2</sub>	Y <sub>1.3</sub>	Y <sub>2.1</sub>	Y <sub>2.2</sub>	Y <sub>2.3</sub>	Y <sub>2.4</sub>
Leadership	X <sub>1.1</sub>	0.301	0.256*	0.481	0.242	0.357	0.128*	0.327
	X <sub>1.2</sub>	0.768	0.620	0.732	0.749	0.696	0.708	0.741
	X <sub>1.3</sub>	0.772**	0.727	0.720	0.798	0.709	0.818**	0.715
	X <sub>1.4</sub>	0.646	0.619	0.589	0.629	0.586	0.592	0.630
Compensation	X <sub>2.1</sub>	0.627	0.631	0.487*	0.642	0.659**	0.564*	0.659**
	X <sub>2.2</sub>	0.642	0.689**	0.539	0.638	0.618	0.599	0.616

Source: Data processed, 2018

**Table 7. Results of the Correlation Matrix Between dependent Variable Dimensions and Dependent Variables**

Variables	Dimension	Y1 (Motivation)			Y2 (Teacher Performance)			
		Y <sub>1.1</sub>	Y <sub>1.2</sub>	Y <sub>1.3</sub>	Y <sub>2.1</sub>	Y <sub>2.2</sub>	Y <sub>2.3</sub>	Y <sub>2.4</sub>
Motivation	Y <sub>1.1</sub>	1.000**	0.815	0.862	0.842	0.864**	0.772	0.851
	Y <sub>1.2</sub>	0.815	1.000	0.745*	0.759	0.750	0.727	0.791
	Y <sub>1.3</sub>	0.862	0.745	1.000**	0.789	0.782	0.680*	0.797

Source: Data processed, 2018

Referring to Tables 6 and 7 the description of the explanation is given in the following discussion:

1. In the leadership variable on motivation, the highest correlation between dimensions is dimension X<sub>1.3</sub> to Y<sub>1.1</sub> with a value of 0.772. The lowest correlation between dimensions in this variable is between the dimension X<sub>1.1</sub> to Y<sub>1.2</sub> with a value of 0.256.
2. In the leadership variable on teacher performance, the highest correlation between dimensions is the dimension X<sub>1.3</sub> to Y<sub>2.3</sub> with a value of 0.818. The lowest correlation between dimensions in this variable is between dimensions X<sub>1.1</sub> to Y<sub>2.3</sub> with a value of 0.128.
3. In the compensation variable on motivation, the highest correlation between dimensions is dimension X<sub>2.3</sub> to Y<sub>1.2</sub> with a value of 0.689. The lowest correlation between dimensions in this variable is between dimensions X<sub>2.1</sub> to Y<sub>1.3</sub> with a value of 0.487.
4. In the variable compensation on performance, the highest correlation between dimensions is the dimension X<sub>3.1</sub> against X<sub>2.1</sub> and X<sub>2.4</sub> with the same value of 0.659. The lowest correlation between dimensions in this variable is between dimensions X<sub>2.1</sub> to X<sub>2.3</sub> with a value of 0.564.
5. In the motivation variable on teacher performance, the highest correlation between dimensions is the dimension Y<sub>1.1</sub> to Y<sub>2.2</sub> with a value of 0.864. The lowest correlation between dimensions in this variable is between dimensions Y<sub>1.3</sub> to Y<sub>2.3</sub> with a value of 0.680.

The results of the correlation between these dimensions were obtained from the calculation of smartPLS version 3.2.7 through the algorithm calculation, the results of which are found in the latent variable item (latent correlation variable). Overall, it can be concluded that leadership and compensation together are quite influential and significant towards work motivation on XYZ Vocational teachers. While for leadership and compensation simultaneously have a positive and significant effect on motivation. As well as leadership, compensation and motivation simultaneously have a positive and significant effect on the performance of XYZ Vocational teachers. From leadership, compensation and motivation variables, which are the focus of attention in teacher performance at XYZ Vocational School are leadership and compensation variables which are quite important in supporting teacher performance as well as for organizational development.

#### **Transformational Leadership Impact Against Motivation**

The study output indicates that transformational leaderships have significant impact against motivation. On previous study of Anum Reknowati Ningsih (2016) declared that leaderships have impact on work motivation as well as have positive correlation against work motivation with reliable data gathered. This innovation is assured by previous study of Ganjar Strio N. and Havidz Aima (2018) who declared that transformational leadership will be positive and significant impact against work motivation. This opinion of course may assure that transformational leaderships variable has been moderately proper to be applied at the time of leadership that has been studied because of the study output also generates transformational leadership which is fairly significant impact against work motivation. This matter, of course to provide the opportunity for the next researcher.

#### **Compensation Impact Against Work Motivation**

The result of study is acquired that compensation have significant impact against work motivation. This innovation in line with previous study of Mokhamad Yanuar Pradita (2016) which declared that compensation have positive significant impact against work motivation. Similar innovation is assured by the result study of Ganjar Satrio Nugroho and M Havidz Aima (2018) who declared that compensation simultaneously will be positive and significant impact against work motivation. Regarding to above description, profoundly work motivation impact on XYZ Vocational School's teacher not only influenced by substantial compensation was provided, but also other few factors that cause of teaching performance has been decreased every year.

#### **Transformational Leadership and Compensation Impact Simultaneously Work Motivation**

The result of study that indicates transformational leadership and compensation will be positive and significant impact simultaneously against teacher motivation of XYZ Vocational School's teacher. This innovation in line with previous study of Mokhamad Yanuar Pradita (2016), declared that compensation or leadership will be positive and significant impact against motivation. It is assured by previous innovation study of Ganjar Satrio N. and Havidz Aima (2018), who declares that transformational leadership and compensation have positive and significant impact against work motivation simultaneously. That of this declaration may be concluded that compensation and



leadership may be able to influence the work motivation at staffs or also educators at company institution or school.

### **Transformational Leadership Impact Against Teacher Work Performance**

The result of the study indicates that transformational leadership have significant impact against teacher performance at XYZ Vocational School. There is innovation in line with Noora Fithriana and Agung Nugroho Adi result (2017) who declares that leaderships have significant impact against work performance. Similar innovation is assured by the result of the study of Ganjar Satrio Nugroho and M. Havidz Aima (2018) who declares that transformational leadership have positive and significant impact against employee's performance. Then, of such description it is proved that there is relevance correlation between transformational leaderships impact against work performance.

### **Compensation Impact Against Work Performance**

The result of the study indicates that compensation have significant impact against teacher of XYZ Vocational School work performance. This innovation is different from previous study result of Ganjar Satrio Nugroho, M Havidz Aima (2018), who declares that compensation will not be significant impact against employee's work performance variable. Izaak Hendrik Wenno innovation (2017), also declares that for compensation and performance also have high correlation with managerial leadership and compensation which have high correlation with work performance simultaneously. It is assured by innovation of Rizky Pratama study, M. Havidz Aima (2018) who declares that compensation and employee's involvement will be significant impact against employee's work performance. Then of this above declaration, this result of the study will reprove that compensation have many rules to influence performance. The existing problem on XYZ Vocational School is not easy to improve quickly. By the time of conditional, that there is significant impact between compensation against work performance, XYZ Vocational School management need to perform a strategy in order to compensation has been determined for teachers will not be able to role too much to influence teacher work performance.

### **Motivation Impact Against Work Performance**

The result of the study indicates that motivation has significant impact against teacher of XYZ Vocational School work performance. This result in line with Sara Ghaffari result study, Dr. Ishak Mad Shah, et al (2017) also declares that the same thing that motivation factor have significant impact against work performance as one of the responsibility, and other remaining is influenced by work allowance as second significant factor. Other different innovation from the result of the study of Ganjar Satrio Nugroho, M. Havidz Aima (2016), who declares that motivation have not significant impact against employee's work performance. It is different opinion of respondents who provides data that the real compensation which is important role on good or bad motivation work performance. The substantial of teacher motivation is influenced by some factors, it is such teacher needs against position, as of honorer teacher to contract teacher. Thus it is required the training for teachers to improve soft skill to deliver material lesson to the student.

### **Transformational Leadership, Compensation, and Motivation Impact Against Work Performance Simultaneously**

The result shows that leadership, compensation, and motivation simultaneously had a positive and significant effect on the performance of XYZ Vocational School teachers. The result of the study are in line with previous research are from the findings of the research of Ganjar Satrio Nugroho and M. Havidz Aima (2018) that transformational leadership, compensation and motivation simultaneously have a positive and significant effect on employee performance. Reinforced by the finding of Taufik Ismail (2017), arguing that teacher teaching performance, compensation, teacher work motivation, and principals' leadership are highly correlated. According to Taufik (2017), direct leadership only has a slight direct effect through teacher teaching performance and indirectly has a moderate effect on teacher teaching performance. In the compensation result states that a little indirect influence on performance. The same is also on teacher motivation which is quite small at 23.6% of its influence in influencing teacher performance and the rest is influenced by other variables.

From the explanation above, these finding means that leadership and compensation does not always have the most dominant influence on performance, this can happen if school management has played a good role for the employees. But in motivational factors there is a big influence on teacher

performance, other causes can come from within individuals and from other environments, individuals who play a lot in influencing their performance. So from the problems that exists in this study, produce the finding that leadership, compensation, and motivation play an important role in good or bad of a performance.

### **Motivation is to Mediate Transformational Leadership and Compensation Against Work Performance.**

The direct transformational leadership impact against work performance  $> 0.261$  of path coefficient value of transformational leadership against work motivation implementation teacher of work performance 0.251 that means that transformational leadership is not mediated by work motivation who is implemented against teacher work performance. Whereas, for compensation against teacher work performance who has value  $< 0.196$  of path coefficient value of compensation against work motivation of teacher work performance implementation of 0.240, means that work motivation is to mediate between compensation against work teacher performance.

### **CONCLUSION**

The conclusion from the results of research and discussion of the effect of transformational leadership and compensation toward the implementation in teacher performance of XYZ vocational school as follows: 1) Leadership has a significant effect on the motivation of XYZ Vocational teachers; 2) Compensation has a significant effect on XYZ Vocational School teachers; 3) Leadership and compensation simultaneously have a positive and significant effect on the motivation of XYZ Vocational School teachers; 4) Influential leadership has a significant effect on the performance of XYZ Vocational teachers; 5) Compensation has a significant effect on the performance of XYZ Vocational teachers; 6) Motivation has a significant effect on the performance of XYZ Vocational teachers; 7) Leadership, compensation, and motivation simultaneously have a positive and significant effect on the performance of XYZ Vocational teachers.

From this such declaration, means that compensation factor is substantial impact against teacher work performance, other factor may be able to come from individual or also other individual environment that have some roles to influence work performance. Then the result of the study is that motivation to mediate path coefficient with teacher work performance. If there is unexpected compensation on each individual who have good motivation to educate so compensation will not be function roles to influence teacher work performance.

### **RECOMMENDATION**

Based on the previous explanation, here are some suggestions that can be implemented into the XYZ Vocational School so that the existing problems can be resolved and becoming better. Here are some suggestions from the researcher:

- 1) This research produces conclusions from leadership that there are findings that have a positive and significant influence on motivation. From these findings, future expectations of leadership can evaluate the working way of carrying out the mandate as leaders.
- 2) On compensation variable with influential results tend to be positive and significant to motivation. Compensation is a considerable supporter in increasing the motivation of XYZ Vocational teachers. Based on the results of interviews with informants from XYZ Vocational teachers, the compensation provided was not fully good. Then the results of this study can be a reference for evaluation.
- 3) The results of the study found the findings that leadership and compensation both together influence motivation. Then from the influence of leadership and sufficient compensation have an impact on the work motivation of XYZ Vocational teachers. It can be concluded that if the leadership style is good, then the compensation that has been given at present will more or less increase the work motivation of XYZ Vocational School teachers. The researcher hope, in the future the management of XYZ Vocational School will reevaluate the existing leadership style and compensation for teacher. Specifically related to the attitude of leaders to subordinates, and workloads that are not in accordance with the compensation given.

Although teaching profession does not contain a lot of risks, however there must be an endorsement from both the school and the compensation provided. If the teacher's motivation in

teaching decreases, it will have an impact on to lesson delivery to students which can lead to the degradation of learning achievement as well. The expected improvement is to ensure that the workload and work time are balanced with compensation. School superiors, both school principals and other related to the superiors, embrace the teachers by providing motivation that comes not only in financial terms. It is expecting that it can provide motivation by holding training activities in the hope of improving soft skills in teaching, also having close bond to subordinates, giving awards both in the form of promotions and bonuses. To reduce the work degradation, the school management supervises the work of the teacher by evaluating each scheduled period.

## REFERENCES

- Adeoye, Abayomi O. 2014, December. The Influence of Compensation Management on Employee's Leadership Role in Insurance Sector: Nigeria Experience. *Mediterranean Journal of Social Sciences*. Vol 5 No 27. December 2014. ISSN 2039-2117.
- Akintaro, A., Shonubi A.O., et al. 2016. The Effect of Compensation Administration on Employee Productivity. *Arabian Journal of Business and Management Review*. Oman s.Vol. 5, No.8.
- Arikunto, S. 2013. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT.Rineka Cipta.
- Bangun, Wilson. 2012. *Manajemen Sumber Daya Manusia*. Jakarta: Erlangga.
- Dewi, Desi R. 2017. "Hubungan Antara Gaya Kepemimpinan Ketua Umum dengan Kinerja Karyawan Koperasi". Fakultas Peternakan. Universita Padjadjaran.
- Fitriana, N., Adi, A.N. 2017, December. Dominant Effect Between Compensation, Leadership and Organizational Culture on Employee Performance Improvement. *Journal of Applied Management (JAM)*. Vol 15 No 4.
- George, J. M., Jones, G. R. 2012. *Understanding and Managing Organizational Behavior*. Sixth Edition. New Jersey: Prentice Hall.
- Ghaffari, Sara Shalleh J. R. 2017, March. The Influence of Motivation on Job Performance: A Case Study at Universiti Teknologi Malaysia. *Australian Journal of Basic and Applied Sciences*. Vol 11. No4.
- Griffin, Ricky W., Gregory, Moorhead. 2014. *Organizational Behavior Managing People and Organization*. South Western Cengage Learning. Canada.
- Griffin, Moorhead. 2013. *Perilaku Organisasi ( manajemen sumber daya manusia dan organisasi)*. Edisi 9. Salemba empat.
- Hair., et al. 2010. *Multivariate Data Analysis*. Seventh Edition. Pearson Prentice Hall.
- Hamzah, B. Uno., Satria, Koni. 2012. *Assessment Pembelajaran*. Jakarta: Bumi Aksara.
- Handoko, T. Hani. 2012. *Manajemen Personalia dan Sumber Daya Manusia*. Yogyakarta: BPFE.
- Hasibuan, Malayu. 2012. *Manajemen Sumber Daya Manusia*. PT. Bumi Aksara. Jakarta.
- Hasibuan, Malayu. 2013. *Manajemen Sumber Daya Manusia*. Cetakan Ketujuh Belas. PT. Bumi Aksara. Jakarta.
- Harahap, Rizna. 2010. *Pengaruh Budaya Kerja Dan Motivasi Kerja Terhadap Komitmen Kerja Karyawan*. Skripsi Fakultas Ekonomi. Universitas Sumatera Utara. Medan.
- Haryono, Siswoyo. 2017. *Metode SEM Untuk Penelitian Manajemen Dengan AMOS LISREL PLS*. Luxima Metro Media.
- Havidz, M. Aima., Rizky, P. 2018. The Effect of Compensation and Employee Engagement on Organizational Commitments and Its Implementation toward Employee's Performance of PT XYZ Jakarta. *IJSRP*. Vol 8. Issue 12. ISSN 2250-3153.
- Havidz, M. Aima., Satrio, Ganjar N. 2018. The Influences of Transformational Leadership and Compensation to Employee Performance on Their Motivation and The Implementation at X Institution. *IJSRP*. Vol 8. Issue 12. ISSN 2250-3153.
- Hidayat, Afrizal F., Wardhana, Aditya. 2017, April. Pengaruh Gaya Kepemimpinan Direktur Utama Terhadap Motivasi Kerja Karyawan PT. Karya Kita Bandung. *Jurnal Proceeding of Management*. Vol 4. Page 831.
- Pradita, M Yanuar. 2016. *Pengaruh Kompensasi, Gaya Kepemimpinan dan Karakteristik Tenaga Pemasar Terhadap Motivasi dan Kinerja Tenaga Pemasar Pada PT. Bank Rakyat Indonesia (Persero) Tbk. Cabang Jombang Ekonomika-Bisnis*. Vol. 07 No 2. Hal 95-104.
- Husein, Umar. 2013. *Metode Penelitian untuk Skripsi dan Tesis*. Jakarta: Rajawali
- Mangkunegara, A. P. 2011. *Manajemen Sumber Daya Manusia Perusahaan*. Cetak Kesepuluh. PT Remaja Rosda Karya. Bandung.

- Mangkuprawira, S. 2014. *Manajemen Sumber Daya Manusia Strategik*. Cet. 2 Ed. 2. Penerbit Ghalia Indonesia. Jakarta.
- Miftah, Thoha. 2012. *Perilaku Organisasi Konsep Dasar dan Implikasinya*. Jakarta: PT. Raja Grafindo Persada.
- Moesharino. 2009. *Pengukuran Kinerja Berbasis Kompetensi*. Ghalia Indonesia. Bogor.
- Moorhead., Griffin, M. 2013. *Perilaku Organisasi*. Jakarta: Salemba Empat.
- Mulyasa, E. 2013. *Uji Kopetensi dan Penilaian Kinerja Guru*. Rosda Karya. Bandung.
- Mulyasa, E. 2013. *Evaluasi Kinerja SDM*. Refika Aditama. Bandung.
- M, Yahya., Hakim, Arif Rakhman. 2014, Juni. Analisis Pengaruh Gaya Kepemimpinan, Motivasi Kerja, dan Kompensasi Terhadap Kinerja Guru, Studi Kasus di SMA PPMI Assalam Surakarta. *Jurnal Pendidikan Ilmu Sosial*. Vol 24. No 1.
- Rahardjo, Mukti. 2017. The Effects of Compensation on Work Motivation: Evidence from Universities in Jakarta. *International Journal of Economic Perspectives*. Volume 11, Issue 1, 1651-1662.
- Rivai, Veithzal., Ella, Sagala. 2013. *Manajemen Sumber Daya Manusia untuk Perusahaan*. PT. Rajawali Pers. Jakarta.
- Rizal, Muhamad., Idrus, M Syafiiie., et al. 2014, February. *Effect of Compensation on Motivation, Organizational Commitment and Employee Performance (Studies at Local Revenue Management in Kendari City)*.
- Robbins, S.P., Mary, Coulter. 2010. *Manajemen*. Terjemahan Bob Sabran dan Devri Barnadi P. Erlangga. Jakarta.
- Rusman. 2012. *Model-model Pembelajaran: Mengembangkan Profesionalisme Guru*. Raja Grafindo Persada, Jakarta.
- Sangadji., Mamang., Sopiah. 2010. *Metodologi Penelitian Pendekatan Praktis dalam Penelitian*. Yogyakarta.
- Satori, D., Komariah, A. 2011. *Metodologi Penelitian Kuantitatif*. Cetak Ketiga. Bandung Alfabeta.
- Siagian., Sondang. 2011. *Manajemen Sumber Daya Manusia*. Jakarta: Bumi Aksara.
- Sougui, Ali O., Abdul, Talib B., et.al. 2015, April. The Impact of Leadership Styles on Employees' Performance in Telecom Engineering companies. *Australian Journal of Basic and Applied Sciences*. Vol 8. Page x-x.
- Sugiyono. 2017. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Cetak Kedua Puluh Lima. Alfabeta. Bandung.
- Suwatno., Priansa, D. 2011. *Manajemen SDM dalam organisasi Publik dan Bisnis*. Bandung: Alfabeta.
- Swasto., Bambang. 2011. *Manajemen Sumberdaya Manusia*. Cetak Pertama. Malang: UB Press.
- Suryadharma, Adi., Riana, I Gede., dkk. 2016. Pengaruh Kepemimpinan dan Kompensasi Terhadap Kepuasan Kerja dan Kinerja Karyawan (Studi pada PT. BPR Sri Artha Lestari Denpasar. *Jurnal Penelitian Ekonomi dan Bisnis Udayana*. 5.2, ISSN 2337-3067.
- Thoha., Mifta. 2012. *Perilaku Organisasi: Konsep Dasar dan Aplikasinya*. Rajawali Pers. Jakarta.
- Thoha, Mifta. 2014. *Perilaku Organisasi: Konsep Dasar dan Aplikasinya*. Rajawali Pers. Jakarta.
- Valianto, Yofi Dwi Hari., Yuniati, Tri. 2015, Agustus. Pengaruh Kepemimpinan, Motivasi Kerja Dan Kompensasi Terhadap Kinerja. *Jurnal Ilmu dan Riset Manajemen*. Vol 4. No 8.
- Wibowo. 2016. *Manajemen Kinerja*. Cetak Kesepuluh. Rajagrafindo Persada. Depok.
- Wirawan. 2009. *Evaluasi Kinerja Sumber Daya Manusia*. Salemba Empat. Jakarta
- Wenno, Izaak H. 2017. Effect of Principal Managerial Leadership and Compensation towards Physics Teacher Performance in Senior High School in Baguala District-Ambon. *Canadian Center of Science and Education*. Vol 10. No 1.
- Yukl, Garry. 2010. *Kepemimpinan dalam Organisasi*. Edisi Kelima. Jakarta: PT. Indeks.