

THE EFFECT OF TRANSFORMATIONAL LEADERSHIP AND COMPENSATION ON PERFORMANCE (Empirical Study of Teachers at Mafazah Modern Boarding School)

Mohammad Mahrum^{a*)}, Ismu Hadjar^{a)}, Nancy Yusnita,^{a)}

^{a)}Universitas Pakuan, Bogor, Indonesia

^{*)}Corresponding Author: pelipurl81@gmail.com

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Abstract. This research is motivated by several interviews with the leadership of the Mafazah Modern Islamic Boarding School, several problems regarding the performance of teachers conveyed by the Head of the Pesantren as informants, including, there are still many teachers who are less disciplined with working hours that have been determined by the staffing department, sometimes in the schedule of admission. work is still late and when the time runs out, the teacher always waits for orders and lacks initiative in work, many teachers complain about the leadership of the head of the pesantren in paying attention to teachers personally, the ineffective use of the facilities provided to support work teachers, many complaints about the current compensation system and the reasons for compensation are factors that reduce teacher performance. This study was conducted to determine the effect of transformational leadership and compensation on teacher performance at the Mafazah Modern Islamic Boarding School. The number of samples used in this study were 140 respondents, using simple linear regression analysis and multiple linear regression. The results show that transformational leadership and compensation affect performance partially and simultaneously.

Keywords: transformational leadership; compensation; performance

I. INTRODUCTION

Susanto [1] states that teacher performance is influenced by motivational factors, teacher competence and principal leadership. Another opinion from Seharingsih (in Sobirin, [2]) states that there are 4 teacher performance factors, including the ability and high teacher morale, guidance provided by the principal on a regular basis, the ability of the principal by providing supervision so that he can carry out supervision and control of implementation. learning, and the success of the principal in creating a conducive school climate so that teachers are enthusiastic in carrying out learning activities. Tika [3] someone will always crave respect for the results of their work and expect fair rewards. Based on several theories put forward by experts, a thought was found to conduct research on the effect of transformational leadership and compensation on performance, as well as support from the research results of Alzoraki, Rahman and Mutholib [4], Yeni and Wote [5], Cahyani [6] which revealed that transformational leadership affects performance, the results of research from Wekesa and Nyaroo MA [7], Nursakinah [8], and Ekawati [9] show that compensation has an effect on performance and research from Rismawati and Saluy [10] which shows that transformational leadership and compensation have an effect on performance. Based on the supporting theory and the results of previous research, this research will analyze a) Is there an effect of transformational leadership on performance? b) Is there any effect of compensation on performance? and c) Is there a simultaneous effect of transformational leadership and compensation on performance?.

Performance

Mathis and Jackson [11] argue that performance is what employees do or don't do. Employee performance common to most jobs includes the following elements: quantity of results, quality of results, timeliness and results, attendance and co-operation. Teacher performance appraisal is an assessment designed to identify the ability of teachers to carry out their duties through measuring the mastery of competencies shown in their performance (Priansa, [12]. In measuring performance, Robbins [13] suggests that there are 5 individual performance measurement indicators, namely. a) Quality. Work quality is measured by employees' perceptions of the quality of work produced and the perfection of tasks on employee skills and abilities. b) Quantity, is the amount produced expressed in terms such as the number of units and the number of activity cycles completed. c) Timeliness, is the level of activity that is completed at the beginning of the stated time, seen from the point of view of coordination with the output results and maximizing the time available for other activities. d) Effectiveness, is the level of use of organizational resources (manpower, money, technology, raw materials) maximized with the intention of increasing the results of each unit in the use of resources. e) Independence, is the level of an employee who will later be able to carry out their work functions. The organizational culture as the dominant values supported by the organization [14]. The results of research with the same discussion show that performance is simultaneously influenced by transformational leadership and compensation (Rismawati and Saluy, [10]).

Transformational Leadership

The existence of the kyai as the leader of the pesantren is a unique leadership, because the kyai as the leader of an Islamic education institution does not only serve as a boarding school education designer, but covers all pesantren governance (Purwanto and Muhammad, [15]). In terms of the quality of education, pesantren cannot be separated from the leadership role of the kyai, the quality of the kyai's leadership is a measure of the success of the pesantren in maintaining the quality of education (Suhendar, Soejarwo and Basuki, [16]). Assilahi, Sunaryo and Khoirul [17] that the leadership of the kyai in the pesantren is related to the kyai's way of influencing, inspiring and enabling teachers to work extra with a heart. Bashori [18] kyai's transformational leadership in a pesantren is described as a leadership style or model that can arouse or motivate members of the organization so that they can achieve optimal performance and exceed the expectations of the organization. Umiarso [19] kyai's transformational leadership style includes idealized influence behavior, inspirational motivation, intellectual stimulation, individual consideration and individual spiritual greatness. Kurniawati, Bustanur and Mailani [20], Alzoraki, Rahman and Mutholib [4], Yeni and Wote [5], Lestari [21] and Cahyani [6] stated that the principal's transformational leadership affects teacher performance.

Compensation

Compensation is important for teachers, this is because compensation is a source of income for them and their families and has an impact on the psychological condition of teachers in carrying out their duties as educators (Pitri, [22]). Basically compensation can affect teacher performance (Aprijon, [23]). One of the factors that makes teachers active in carrying out their duties professionally is by providing compensation in accordance with their expectations (Widyati, [24]). Compensation has an effect on teacher performance. Based on research from Aisyah, Sarmidin and Andrizal [25]. Hasibuan [26] argues that the factors that influence the amount of compensation are the supply and demand for labor, the ability and willingness of companies, labor unions or employee organizations, employee work productivity, the government with its laws and presidential decrees, the cost of living or costs. of living, employee positions, employee education and experience, national economic conditions, and the type and nature of work. In measuring compensation, Rivai [27] expresses his opinion on compensation indicators that can measure employee expectations, including: a) Direct financial compensation, which consists of salaries, bonuses and incentives. b) Indirect compensation is additional compensation provided based on company policy to all employees in an effort to improve the welfare of employees consisting of facilities such as insurance, benefits, pension, and others. Research results with the same discussion show that partially compensation affects the performance of Wekesa and Nyaroo MA [7], Ekawati [9] and Nursakinah [8].

II. RESEARCH METHODS

This type of research used in this research is quantitative research. The quantitative research method is one type of research whose specifications are systematic, well-planned and clearly structured from the start to the making of the research design. In this study, data collection techniques were used by distributing questionnaires. This technique is a technique to obtain respondents' answers to each question arranged according to the variables studied, the results of which are a source of quantitative data for research according to the formulation in the study. In this study, an analysis of the effect of transformational leadership and compensation on performance of teachers at the Mafazah Modern Islamic Boarding School will be analyzed with a frame of mind that describes the relationship between variables as below:

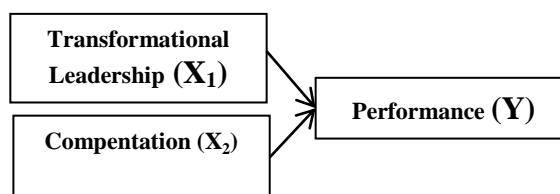


Figure 1. Framework

Based on this framework, the research hypothesis was formed a) Transformational leadership has a positive effect on performance, b) Compensation has a positive effect on performance and c) Transformational leadership and compensation simultaneously have a positive effect on performance. So that each variable can be operated, an operational definition is formed as follows: a) Performance is an assessment of the work of a teacher by the head of the pesantren. In its measurement using a behavior rating scale with a quality value of 1-5 (Always, often, ever, rarely and never, divided into dimensions and indicators of quality, quantity, timeliness, effectiveness and independence. B) Transformational leadership is the behavior of the leader in changing followers are aware of problems by helping them to view old problems in new ways, and they are able to excite, excite, and inspire followers to put extra effort into followers to achieve organizational goals. The measurement uses a quality value of 1 - 5 (Strongly agree, agree, doubt, disagree and strongly disagree, divided into dimensions of idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. C) Compensation is a teacher's assessment of the reward received as remuneration for his work within a certain period of time, in the measurement using a Likert scale of points 1 - 5 (Strongly agree, agree, doubt, disagree and strongly disagree, divided into dimensions of financial compensation and indirect compensation.

III. RESULTS AND DISCUSSION

A. Characteristics of Respondents

Table 1. Characteristics of Respondents

Category	Range	Amount	Percentage
Age	20 – 30 Years old	56	40
	31 – 40 Years old	43	30,71
	41 – 50 Years old	18	12,86
	> 50 Tahun	23	16,43
Gender	Male	77	55
	Female	63	45
Teaching Level	Elementary School	53	37,86
	Junior High School	48	34,89
	Senior High School	39	27,86
Level og Education	D1	0	0
	D2	0	0
	D3	0	0
	S1	97	69,27
	> S1	43	30,71

a) Respondents based on age category with the highest number were in the age range of 20-30 years with a total of 56 people and a percentage of 40%, while the lowest was in the age range of 41-50 years with 18 people and a percentage of 18%. b) In the gender category, the highest respondents were male with a total of 77 people and a percentage of 55%, and the lowest was female respondents with a total of 63 people and a percentage of 45%. c) In the teaching level category, the highest respondent was at the elementary school teaching level with a total of 63 people and a percentage of 37.86%, and the lowest was at the high school teaching level with a total of 39 people and a percentage of 27.86%. d) In the category of education level, the highest was at the S1 education level with a total of 97 and a percentage of 69.27%, while the lowest was at the SMA, D1, D2 and D3 education levels with a total of 0%.

B. Descriptive Statistical Analysis

Table 2. Average Value of Transformational Leadership

Variable	Dimensions	Score	Mean	%
Transformational Leadership	<i>Idealized Influence</i>	4462	3,187	33,26
	<i>Inspirational Motivation</i>	2674	2,729	26,74
	<i>Intellectual Stimuklation</i>	4450	3,179	33,17
	<i>Indivudualized Consideration</i>	1830	3,268	13,65

From table 2 it can be explained that the highest average score is in the individual consideration dimension with an average score of 3.268 and a percentage of 13.65% which is in the good enough category, while the lowest is in the inspirational motivation dimension with an average score of 2.729 and a percentage of 26.74% was in the good enough category.

From table 3 it can be explained that the compensation dimension with the highest average value is in indirect compensation with an average score of 3.391 and a percentage of 78.01% which is in the quite good category

Table 3 Average Value of the Compensation

Variable	Dimension	Score	Mean	%
Compenation	Financial Compenation	3077	3,140	21,99
	Indirect Compenation	10918	3,391	78,01

and the lowest average score is in the financial compensation dimension with a score an average of 3,140 and a percentage of 21.99% are in the quite good category.

Table 4. Average Value of Performance

Variable	Dimensions	Score	Mean	%
Kinerja	Quality	3152	3,216	21,67
	Quantity	2442	3,489	16,79
	Time	4592	3,644	31,58
	Effectiveness	1933	3,452	13,29
	Independence	2424	3,463	16,67

From table 4 it can be explained that the dimension with the highest average score is in the time dimension with an average score of 3.644 and a percentage of 31.68 which is in the good category, while the lowest is in the quality dimension with an average value of 3,216 and a percentage of 21, 67% fall into the fairly good category.

Table 5 Hypothesis Test

Formulation	Regression equation	Correlation Coefficient	Determination of coefficient	Significance test	Consultion
Effect of transformational leadership to performance	$Y = 13,330 + 0,950(X_1)$	0,797	63,5%	$t_{hitung} (15,497) > t_{tabel} 1,656$	H0 Rejected H1 Accepted KT impact to KI
Effect of compensation to performance	$Y = 53,867 + 0,500(X_2)$	0,486	23,6%	$t_{hitung} (6,532) > t_{tabel} (1656)$	H0 Rejected H1 Accepted KO Impact to KI
Effect of transformational leadership and compensation to performance	$Y = 13,065 + 0,944(X_1) + 0,008(X_2)$	0,797	63,5%	$F_{hitung} (119,228) > F_{tabel} (3,91)$	H0 Rejected H1 Accepted KT and KO Impact to KI

C. Hypothesis Testing

Mafazah Modern Islamic Boarding School with a regression coefficient value of 0.950 and a constant of 13.330 with the equation $Y = 13.330 + 0.950 (X_1)$ which means that if the current transformational leadership value is 1 it will produce a performance of 14.28, based on the partial significance test, it is known that tcount is 15.497 > t table 1.656, it can be concluded that transformational leadership has a positive and significant effect on performance. Based on the analysis of determination, it was found that the coefficient of determination was 0.635, which means that transformational leadership contributed 63.5% in shaping performance while the remaining 36.5% was influenced by other factors not examined. This result is in line with Kurniawati, Bustanur and Mailani [20], Alzoraki, Rahman and Mutholib [4], Yeni and Wote [5], Lestari [20] and Cahyani [6] which state that there is a positive and significant influence of transformational leadership on performance. b) The results show that compensation affects the performance of teachers at the Mafazah Modern Islamic

Boarding School with a regression coefficient value of 0.500 and a constant of 53.867, then the regression equation $Y = 53.867 + 0.500 (X_2)$ is obtained, which means that if the current compensation value is 1, then it will affect the performance of 54,367, and the value of $t_{count} 6,532 > t_{table} 1,656$ means that partially compensation affects performance positively and significantly. The results of the analysis of the coefficient of determination found a value of 0.236, which means that compensation has a contribution of 23.6% to the performance of teachers at the Mafazah Modern Islamic Boarding School, while the remaining 76.3% is influenced by other factors not examined. The results of this study are in line with research from Wekesa and Nyaroo MA [7], Ekawati [9] and Nursakinah [8]. which states that compensation affects performance positively and significantly. c) The results of the analysis show that transformational leadership and compensation have an effect on performance simultaneously with the regression coefficient $X_1 = 0.944$ and $X_2 = 0.008$ and a constant value of 13.065, then the equation $Y = 13.065 + 0.944 (X_1) + 0.008 (X_2)$ is found, which means that if the current value of transformational leadership and compensation is 1 then it will affect performance by 14.017, and simultaneously based on the Fcount test it is known that $F_{count} 119.228 > F_{table} 3.91$ then simultaneously transformational leadership and compensation have a positive and significant effect on teacher performance in Mafazah Modern Islamic Boarding School. The coefficient of determination is known as 0.635, which means that transformational leadership and compensation contribute to the performance of teachers at the Mafazah Modern Islamic Boarding School by 63.5%, while the remaining 36.5% is influenced by other factors not examined. The results of this study are in line with Rismawati and Saluy [10] which state that transformational leadership and compensation have a positive and significant impact on performance.

IV. CONCLUSION

Currently the transformational leadership carried out by the leadership of the Mafazah Modern Islamic Boarding School is the lowest in the inspirational motivation dimension with an average value of 2.729, which means that leadership related to the ability to provide motivation and as goal setting is still not enough motivation for teachers to provide maximum performance, so that It is suggested that the leadership of the Islamic boarding school can be even better at providing motivation for teachers so that the performance of teachers at the Mafazah Modern Islamic Boarding School can continue to increase.

Currently based on respondents' responses to the compensation given by Pondok Modern Mafazah to the lowest teacher, what is the financial compensation dimension with an average score of 3,140, where this financial compensation is related to salaries, incentives and bonuses, it is advisable to further improve teacher performance to suit hopefully, boarding school leaders can provide appropriate financial compensation related to

salaries, bonuses and incentives to teachers so that the performance of teachers at the Mafazah Modern Islamic Boarding School can be even better in producing maximum performance

Based on the responses of respondents, currently the dimension of the lowest performance is in the quality dimension related to ability and innovation with an average value of 3,216. This shows that there is still a lack of ability and innovation from the teacher as an educator to achieve more at work. It is suggested that the boarding schools provide training opportunities for teachers so that they are able to develop their abilities as educators and also develop their initiatives in innovation to be even better.

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