

The Impact of Transformational Leadership Style and Compensation on Teacher Performance at Madrasah Aliyah

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ABSTRACT

Building a motivating environment can be an organization's most significant challenge because a motivated, satisfied, and committed workforce is harder to find and create. It keeps leaders in an organization evaluating, experimenting, and adapting to different people, including their behaviours, attitudes, personalities and cultures, traditions, habits, and experiences. This study aims to determine and analyze the effect of transformational leadership style and compensation on teacher performance through work motivation at a private madrasah Aliyah in Buru Regency. The descriptive and verification method with a quantitative research approach is used—sampling using the purposive sampling technique, with a sample of 41 teachers. Sources of data used in the study are primary data and secondary data. The study's results indicate that transformational leadership influences work motivation and teacher performance. Likewise, compensation directly influences the motivation and performance of Madrasah Aliyah Alhilaal Namlea Buru Regency teachers. The results of the Sobel test calculator calculation show an indirect effect of transformational leadership on teacher performance through work motivation. Likewise, compensation also has an indirect impact on teacher performance through work motivation. So it can be concluded that work motivation can mediate the relationship between balance and teacher performance at Madrasah Aliyah in Buru Regency. The results of this study can also be used for researchers and further researchers as well as parties who need it as a source of reference and valuable information in adding to the reader's insight

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1. INTRODUCTION

The second decade of the 21st century has been revolutionary in many aspects, requiring adaptation and a new approach to people and methods of doing business. Building a motivating environment can be an organization's biggest challenge because a motivated, satisfied, and committed workforce is harder to find and create (Skopak & Hadzaihmetovic, 2022). It keeps leaders in an organization evaluating, experimenting, and adapting to different people, including their behaviours, attitudes, personalities and cultures, traditions, habits, and experiences. Hence there are many different approaches to leadership through the type and style of leading, which can be an important and important value for employee satisfaction and good work performance and results.

Some experts state that we can improve employee performance by implementing good leadership (Buil et al., 2019; Osborne & Hammoud, 2017). A good leader can manage the company efficiently by demonstrating flexibility and adaptability in new situations (Rohman, 2018). One form of leadership that specifically emphasizes the relationship between leaders and employees is transformational leadership (Khan et al., 2020). Transformational leadership has gradually begun to shift the concept of instructional leadership as the hope of the world of education for principals to present visionary types of leadership in organizations (Asbari et al., 2022), a difficult mandate for instructional leaders to fulfil. Transformational leadership is the most researched concept of leadership to date, closely related to the desired outcome for employees and the company.

In addition, one of the factors that can improve performance is compensation. Lie et al. (2022). Influential compensation has a significant effect on teacher performance. Compensation strongly encourages high performance (Rumukaun et al., 2019). Organizations aim to improve competence and employability (Ainanur & Tirtayasa, 2018). Fair compensation will provide many benefits, especially for teachers' performance. Compensation given correctly will make teachers more satisfied and motivated to achieve organizational goals (Sumiaty, 2020). The better the Compensation received by the teacher, the better the teacher's performance. It can stimulate teachers to continue improving achievement in teaching so that it impacts improving performance in teaching. Compensation should be given to teachers with good achievements in teaching and guiding their students based on totality and loyalty in teaching.

As an administrative client of the instructor, the school must encourage and cultivate the supportive nature of taking good exercises from teachers so that the school has results according to local assumptions. Training for instructors is very diverse, ranging from taking courses providing grants to educators to continuing to the level of further education. It must be admitted that the teacher is the main component in the learning cycle. A complete and complex teaching office supported by qualified educators will encourage a decent teaching and learning process. However, although the teaching and learning process has been well defined, the results are not ideal. It is because many things affect student learning outcomes, one of which is students only. One way to mobilize educators to perform their obligations expertly effectively is to provide salaries or compensation to the administration.

Educators with a teaching spirit can work on their presentations in teaching and educating students easily. Qualified instructors are expert educators, including highly paid instructors. Work remuneration is a condition in the individual that drives the desire to perform the exercises to achieve authoritative goals. The motivation behind providing remuneration is an encouragement for teachers to work ideally and be able to give the best presentation to the association. The remuneration of teacher work is very important because it will greatly affect the improvement of educator implementation. The salary earned by the instructor is also one of the variables that the school must consider to build a salary. The Mamasa District Government is consistent in its efforts to improve the quality of education,

especially secondary education, through programs to increase teacher competence and basic education facilities and infrastructure, including improving the quality and quantity of teacher personnel. Although these various programs have been implemented, the core problem is that teacher performance needs to be improved (Bukhari, 2022).

Some studies state that transformational leadership is important for companies to achieve better employee performance. Previous research by Hariadi & Muafi (2022); Kusumah et al. (2021) (2021) find that transformational leadership positively affects performance. Furthermore, Lie et al. (2022) research found a significant influence between compensation and teacher performance. Furthermore, in the research of Novitasari et al. (2021), (2021), compensation significantly affects teacher performance. It means that an increase in financial compensation will boost teacher performance, and a decrease in financial compensation will decrease teacher performance.

In contrast to Sari's research (2019), the study found that compensation negatively affects teacher performance. Effective compensation can help attract and retain competent and talented individuals who have assisted the organization in realizing its mission and goals. This study uses work motivation as an intervening variable, another aspect that needs to be considered.

2. METHODS

The methods used are descriptive and verifiable methods with a quantitative research approach. The method for determining the number of samples in this study used a purposive sampling technique. This method obtained a sample of 41 teachers at Madrasah Aliyah Alhilaal Namlea, Buru Regency. The data sources used in the study are primary data and secondary data. Primary data is obtained from the results of questionnaire distribution, while secondary data is obtained from journals, books, and previous studies. Data analysis and processing in this study used descriptive analysis and *path analysis*.

Table 1. Variables / Item Measurement

| Variables | Code | Item/Construct | Major Reference |
|----------------------------------|-------|--|---|
| Transformational Leadership (X1) | • KT1 | • Charisma, | Saparwati (2022) |
| | • KT2 | • Inspirational compensation, | |
| | • KT3 | • Intellectual stimulation, | |
| | • KT4 | • Individualized attention. | |
| Compensation (X2) | • K1 | • Salary | Adawiah & Afdhal, (2022) (2022); Arifudin (2019) (2019) |
| | • K2 | • Allowances | |
| | • K3 | • Incentive | |
| | • K4 | • Bonus | |
| Work Motivation (Z) | • MK1 | • Job Satisfaction (Hygiene Factor) | Victor & Hoole (2021); Mustapa (2020) |
| | • MK2 | • Satisfier Factor | |
| Teacher Performance (Y) | • KG1 | • Personality and dedication, | Angrainy et al. (2020) (2020); Winarno & Mundilarno (2018) (2018) |
| | • KG2 | • Professional Development, | |
| | • KG3 | • Teaching ability, | |
| | • KG4 | • Between relationships and communication, | |
| | • KG5 | • Relations with the community, | |
| | • KG6 | • Discipline | |
| | • KG7 | • Welfare | |
| | • KG8 | • Working climate. | |

3. FINDINGS AND DISCUSSION

3.1. Sub-structure Path Analysis 1

Testing in path analysis, initiated by conducting simultaneous testing, means testing the relationship of the variable as a whole to the bound variable.

3.1.1. Simultaneous Testing (Overall) Sub-structure 1

Table 2. Simultaneous Test Results

| ANOVA ^a | | | | | | |
|--------------------|------------|----------------|----|-------------|--------|-------------------|
| Type | | Sum of Squares | Df | Mean Square | F | Sig. |
| 1 | Regression | 405.401 | 3 | 182.300 | 36.124 | .000 ^b |
| | Residual | 391.099 | 39 | 3.672 | | |
| | Total | 796.500 | 41 | | | |

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Compensation, Transformational Leadership,

Source: SPSS 26 output

Based on the results of simultaneous tests in the Anova table above, it can be seen that the Transformational and Compensation Leadership Force Variables have a significance value of 0.000, so it can be concluded that the transformational and compensatory leadership styles have a simultaneous and significant influence on work motivation (Y). Thus, individual testing can be carried out. Furthermore, to determine the influence of variable determination of transformational leadership style and compensation on work motivation can be known through the following Model Summary table:

Table 3. Statistical Test Results

| Model Summary Substructure 1 | | | | | |
|------------------------------|-------------------|----------|-----------------|---|----------------------------|
| Type | R | R Square | Adjusted Square | R | Std. Error of the Estimate |
| 1 | .704 ^a | .462 | .483 | | 2.173 |

a. Predictors: (Constant), Compensation, Transformational leadership

Source: SPSS 26 output

Based on the summary model in table 5, we can explain that the value of R square is 0.462, which means that the contribution of X1 and X2 to Y is 46.2%, and the remaining 53.8% is influenced by other variables not included in this study. Meanwhile, from these results, the value of e1 is obtained using the formula $\sqrt{1 - R^2}$ (Ghozali & Ratmono, 2017), so that the value of $e1 = \sqrt{1 - 0,462} = 0,538$.

3.1.2. Partial Testing

Table 4. Coefficients Sub-Structure 1

| Coefficients | | | | | | |
|--------------|-----------------------------------|-----------------------------|------------|---------------------------|-------|------|
| Type | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | .519 | 1.416 | | 5.174 | .000 |
| | Transformational Leadership Style | .417 | .014 | .209 | 3.139 | .000 |
| | Compensation | .420 | .175 | .416 | 4.147 | .000 |

a. Dependent Variable: Work Motivation

Source: SPSS 26 output

Based on the path analysis, the result was obtained that the Transformational leadership force variable (X1) 's significant value is $0.000 < 0.05$, this proves that the transformational leadership k style variable (X1) has a positive and significant effect on the Work Motivation variable (Y). Furthermore, regarding the influence of the Compensation variable (X2) on Work Motivation (Y), based on regression analysis, the result was obtained that the Compensation Variable (X2) significant value was $0.000 < 0.05$, this proves that the Compensation Variable (X2) has a positive and significant effect on the Work Motivation variable (Y).

Table 5. Sub-structure Line Coefficient Result Summary 1

| Influence Between Variables | Path Coefficient (Beta) | Sig Value | Test Results | Coefficient of Determination | Coefficients of Other Variables |
|-----------------------------|-------------------------|-------------|---|------------------------------|---------------------------------|
| X1 to Y | .417 | .000 | Transformational leadership styles have a significant positive effect | .462 = 46,2% | 0,538 |
| X2 Against Y | .420 | .000 | Significant positive work motivation | | |

Source: 2021 Data Processing Results.

Based on the results of these values, a path diagram for Sub-Structure 1 is obtained as follows:

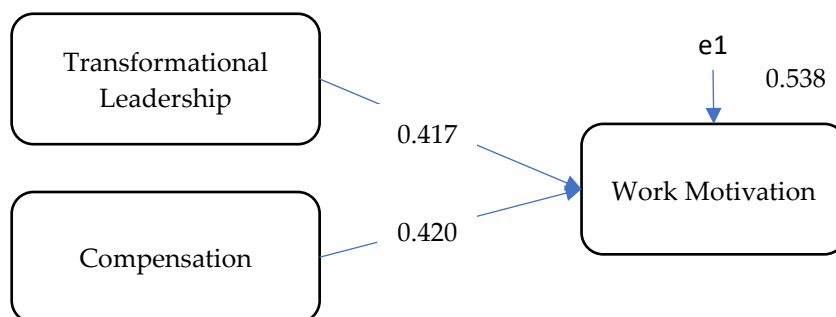


Figure 1. Sub-structure Path Diagram 1

It can be obtained the structural equation for sub-structure one as follows:

$$Y = \gamma_1 X_1 + \gamma_2 X_2 + \epsilon_1$$

$$Y = 0.417X_1 + 0.420X_2 + 0.538$$

Where $R^2 = 0.462$

Based on the structural equation of sub-structure 1, it can be interpreted that:

- 1) Work Motivation (Y) was influenced by transformational Leadership (X1) and Work compensation (X2) simultaneously and significantly by 46.2%, and other variables outside this study influenced the remaining 53.8%.
- 2) The value of the path coefficient X1 to Y is 0.417, meaning that if transformational Leadership increases by one unit, then Work motivation will increase by 0.417, assuming that other free variables are fixed. The relationship between both variables is positive and unidirectional. It means that the better the transformational leadership received and perceived by teachers, the more work motivation will increase, and vice versa. If transformational leadership is bad,

then work motivation will also decrease.

- 3) The value of the line coefficient X2 to Y is 0.420, which means that if the compensation increases by one unit, then the Work motivation will increase by 0.420, assuming that other free variables are fixed. The relationship between the two variables is positive and unidirectional, meaning that the higher the Compensation (X2) received and felt by the teachers, the better the Work Motivation (Y) can be said to be. Vice versa, the worse the work compensation (X2) received and perceived by the teacher, the more work motivation (Y) decreases.

3.2. Sub-structure Path Analysis 2

3.2.1. Simultaneous Testing (Overall) Sub-structure 2

Table 6. Simultaneous Test Results of Sub-Structure 2

| ANOVA ^a | | | | | | |
|--------------------|------------|----------------|----|-------------|--------|-------------------|
| Type | | Sum of Squares | Df | Mean Square | F | Sig. |
| 1 | Regression | 584.512 | 3 | 194.837 | 47.551 | ,000 ^b |
| | Residual | 319.598 | 78 | 4.097 | | |
| | Total | 904.110 | 81 | | | |

a. Dependent Variable: Teacher performance

b. Predictors: (Constant), Work Motivation, Transformational leadership, Work motivation

Source: SPSS 26 output

From the results of the regression analysis test, the results were obtained that the transformational Leadership Variables (X1), Compensation (X2), and Work Motivation (Y) had a significant influence on the variables Teacher performance (Z), so individual testing could be carried out.

Table 7. Model Summary Sub Structure 2

| Model Summary | | | | |
|---------------|-------------------|----------|-------------------|----------------------------|
| Type | R | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1 | .616 ^a | .402 | .414 | 2.104 |

a. Predictors: (Constant), Transformational leadership, Compensation, Work Motivation

Source: SPSS output,26

The magnitude of the square R-value is 0.402. It shows that the contribution of the transformational leadership style variables (X1), Compensation (X2), and Work Motivation (Y) to teacher performance (Z) was 40.20%, while the remaining 59.80% was influenced by other variables that were not included in this study. To obtain the value of $e2 = \sqrt{1 - 0,402} = 0,598$

3.2.2. Partial Testing

Table 8. Substructure Partial Test Results 2

| Coefficients | | | | | | |
|--------------|-----------------------------------|-----------------------------|------------|---------------------------|-------|------|
| Type | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | ,571 | ,416 | | 3,138 | ,162 |
| | Transformational Leadership Style | ,369 | ,086 | .478 | 4,316 | ,000 |
| | Compensation | ,128 | ,054 | .482 | 2,738 | ,034 |
| | Work Motivation | ,264 | ,076 | .563 | 2,524 | ,029 |

a. Dependent Variable: Teacher performance

Source: SPSS output, 26

Based on the table of structural partial test results 2, where it is seen that the significance value of the transformational leadership k force variable (X1) to the teacher's performance (Y) is $0.000 < 0.05$, so it can be concluded that the transformational leadership k style has a positive and significant influence on teacher performance (Y). Furthermore, for the compensation variable (X2) to teacher performance (Y), the magnitude of the significance value is $0.034 < 0.05$, so it can be concluded that compensation has a positive and significant influence on teacher performance.

For the variable Work Motivation (Z) on teacher performance, the signification value is $0.029 < 0.005$, so it can be concluded that Work Motivation has a positive and significant influence on teacher performance.

Table 9. Summary of Sub-structure Path Coefficient Results 2

| | | | | | |
|--------------|------|------|---|---------------------|--------------|
| X1 to Y | .369 | .000 | Transformational leadership has a significant positive effect | .402 = 40,20% | 0.598 |
| X2 Against Y | .128 | .034 | Compensation has a significant positive effect | | |
| Z to Y | .264 | .029 | Work Motivation Has a Significant Positive Effect | | |

Source: Data Processing Results 2022

Based on the results of these values, a path diagram for Sub-Structure 2 is obtained as follows:

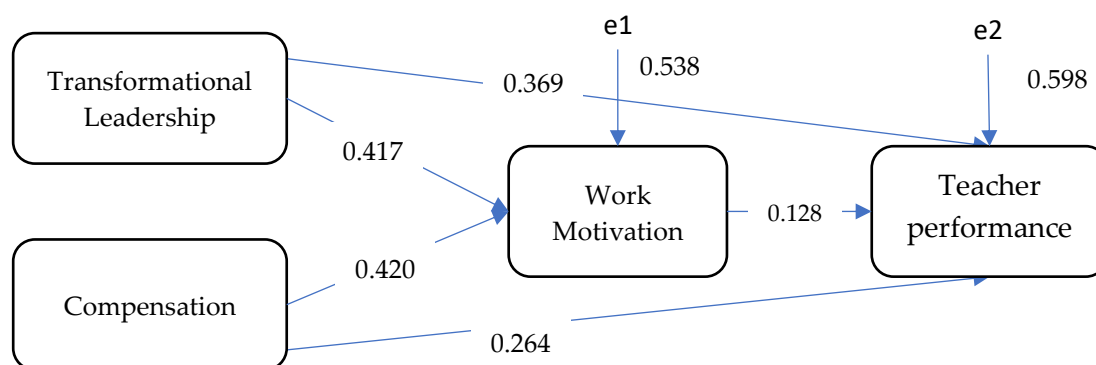


Figure 2. Overall Path Diagram of the Research Structure

It can be obtained the structural equation for sub-structure two as follows:

$$Z = \rho_{ZX1} + \rho_{ZX2} + \rho_{ZY} + \epsilon_2$$

$$Z = 0.369X1 + 0.128X2 + 0.264Y + 0.598$$

Where $R^2 = 0.402$

Based on the structural equation of sub-structure 2, it can be interpreted that Teacher performance (Y) is influenced by transformational leadership forces (X1), Compensation (X2), and Work Motivation (Z) simultaneously and significantly by 40.20% and the remaining 59.80% is influenced by other variables not included in this study.

Based on the linear regression analysis results, the value of the path coefficient X1 to Y is 0.369, which means that if transformational Leadership increases by one unit, teacher performance will increase by 0.369, assuming that other free variables are of a fixed value. The relationship between both variables is positive and unidirectional. It means that the better the transformational leadership (X1) employees feel, the better the teacher performance (Z) will be. Vice versa, the worse the transformational leadership (X1) employees feel, the lower the level of teacher performance (Z).

The value of the Compensation line coefficient (X2) to teacher performance (Z) is 0.128, which means that if the Compensation increases by one unit, then the Teacher Performance will increase by 0.128, assuming that the other free variables are of a fixed value. The relationship between both variables is positive and unidirectional. It means that the better and higher the Compensation (X2) that the teacher receives and feels, the higher the level of teacher Performance (Z). Vice versa, the worse the Compensation (X2) felt by the teacher, the lower the teacher's performance (Z) will be.

The value of the work motivation (Y) path coefficient to teacher performance (Z) is 0.264, which means that if the teacher's Work Motivation increases by one unit, then Teacher Performance will increase by 0.264, assuming that other free variables are of a fixed value. The relationship between both variables is positive and unidirectional. That is, the better the teacher's Work Motivation, the better the teacher's performance will also increase—conversely, the worse the teacher's work motivation, the lower the teacher's performance.

3.2.3. Indirect Influence Test Results with Sobel Test

Table 10. Sobel Test Overview

| VARIABLE | Test Statistics | p-value |
|---------------|-----------------|---------|
| X1 to Y via Z | 1,996 | 0,047 |
| X2 to Y via Z | 2,164 | 0,038 |

Source: Data Processing Results 2022

Based on the calculation results of the Sobel test calculator in the Sobel overview above, where the p-value of transformational leadership is $0.047 < 0.05$ so, it can be concluded that there is an indirect influence of variables X1 to Z through Y. This means that work motivation can mediate the relationship between transformational leadership (X1) and teacher performance (Z). Next, to find out whether there is an indirect influence of the Compensation variable (X2) on Teacher Performance (Z) through Work Motivation (Y). Meanwhile, it can be seen that the p-value of the compensatory value is $0.038 < 0.05$, so it can be concluded that there is an indirect influence of the variables X2 to Z through Y. This means that work motivation can mediate the relationship between Compensation (X2) and Teacher Performance (Z).

- Transformational Leadership has a positive and significant effect on Work Motivation. The results of the SPSS 26 output analysis obtained a transformational leadership significance value (X1) of $0.000 < 0.05$, so it was concluded that there was a direct influence of transformational leadership (X1) on Work Motivation (Y). Thus the hypothesis that transformational leadership (X1) has a positive and significant effect on Work Motivation (Y) is acceptable.
- Compensation has a positive and significant effect on Work Motivation. The results of the SPSS 26 output analysis obtained a Compensation significance value (X2) of $0.000 < 0.05$, so it was concluded that there was a direct effect of Compensation (X2) on Work Motivation (Y). Thus, the hypothesis that compensation positively and significantly affects the teacher's Work Motivation is acceptable.
- Transformational Leadership has a positive and significant effect on Teacher Performance. The results of the analysis of SPSS 26 output obtained the significance value of transformational leadership (X1) on Teacher Performance (Z) of $0.000 < 0.05$, so it was concluded that there is a direct influence of transformational leadership on teacher performance. Thus the hypothesis that

transformational leadership (X1) has a positive and significant effect on Teacher Performance is acceptable.

- d. Compensation has a positive and significant positive and significant effect on Teacher Performance. The results of the SPSS 26 output analysis obtained a value of Compensation significance (X2) to teacher performance (Z) of $0.034 < 0.05$, so it was concluded that there was a direct effect of compensation on teacher performance. Thus the hypothesis that states Compensation has a positive and significant effect on teacher Performance is acceptable.
- e. Work Motivation has a positive and significant positive and significant effect on Teacher Performance. The results of the SPSS 26 output analysis obtained a value of the significance of Work Motivation (Y) to Teacher Performance (Z) of $0.029 < 0.05$, so it was concluded that there was a direct influence of Work Motivation on Teacher Performance. Thus the hypothesis that Work Motivation has a positive and significant effect on teacher performance is acceptable.
- f. Transformational Leadership has a positive and significant positive and significant effect on Teacher Performance through Work Motivation. Based on the calculation results of the Sobel test calculator, the p-value values are $0.047 < 0.05$, so it can be concluded that there is an indirect influence of the variables X1 to Z through Y. Meaning that work motivation can mediate the relationship between transformational leadership (X1) and Teacher Performance (Z). Thus, the hypothesis that Transformational Leadership has a positive and significant positive and significant effect on Teacher Performance through Teacher Work Motivation is acceptable.
- g. Compensation has a positive and significant positive and significant effect on Teacher Performance through Work Motivation. Based on the calculation results of the Sobel test calculator, where it can be seen that the p-value is $0.038 < 0.05$ so That it can be concluded that there is an indirect influence of the variables X2 to Z through Y. Meaning that work motivation can mediate the relationship between Compensation (X2) and Teacher Performance (Z). Thus, the hypothesis that compensation positively and significantly affects Teacher Performance through Teacher Work Motivation is acceptable.

The results showed that instructor inspiration was heavily influenced by innovative administration. The behaviour and style and behaviour of the pioneering government had an impact on the association he led and even greatly influenced the appearance of the representatives in the association. Sari (2020) explains that the administration influencing an association is a breakthrough initiative. Administrative breakthroughs can affect the conduct of educators. The leadership of a school organization is very important for improving work motivation and teacher performance. Likewise, the leadership applied in schools, especially in Madrasah Aliyah Alhilaal Namlea, Buru Regency, where it is hoped that the policy by mobilizing and controlling employees needs to explore issues related to teacher performance. Performance can be improved through motivation by school leaders (Timpe, 2018)

Second, the effect of compensation on teacher motivation and performance. The side effects of these reviews suggest that salary greatly affects the inspiration and performance of educators. As pointed out by Srimulatsih (2021)(2021), monetary remuneration consists of indirect payments and direct payments. Direct payments consist of the worker's instalments as wages, payment rates, awards, or commissions. Backhand remuneration, or profit, consists of all instalments not covered by direct monetary payments, including travel, various types of protection, administration, child care or strict consideration. Monetary payment in this review is the compensation obtained by the teacher as money (cash) identified with the performance of his obligations and obligations in the school within a certain period. High work inspiration in school associations will positively impact the achievement of goals that school associations have controlled. Work inspiration can be improved in school associations. It is important to know the variables that can affect work inspiration. These elements incorporate factors that start from within the individual and external variables that start outside the person. Internal factors such as mentality towards work, rewards, interests, fulfilment, experience, and others are only

variables from outside the individual, such as supervision, salary, workplace and authority (Madiistriyatno, 2022).

A force drives every movement made by an individual within the individual. This main impulse is called inspiration. The inspiration for the work of representatives in an association is arguably easy and can also be a confusing problem because people are not difficult to encourage by giving them what they need. The problem of work inspiration can be a problem in determining the reward of what is considered important to one person because what is important to one person is not very important to another. When a person is persuaded, he will go to great lengths to achieve what he needs. Painstaking efforts will not create normal efficiency, assuming it is not diverted to the path desired by the association. The necessity component implies an inner expression that makes a certain result seem alluring.

Third, the influence of work motivation on teacher performance. The side effects of this review show that work inspiration is very influential on the instructor's execution. The low level of exhibitions and the inspiration of the representatives are exemplary but always refreshed for discussion. Inspiration can be impactful and can provide support to someone to achieve something. Factors that can expand work inspiration can be individual, such as requirements, perspectives and capacities, while hierarchical ones include compensation, management, praise, and actual work (Syadzili, 2018). Similarly, the research led by Sadewo et al. (2021) supports previous research that states that inspiration (2021) has a positive and great impact on the implementation of workers and, in this concentrate, also states that inspiration is the main component that influences representative implementation.

To further develop the conduct of instructors, pioneers should seek to persuade their educators so that they can complete their obligations appropriately and promptly. In the idea of administration, it is explained that people should be encouraged and have a high degree of attention to use their energy and capacity to obtain the greatest results. This idea shows a picture of high work efficiency, where execution is a proportion of the achievements and capacity of the representative to complete his obligations. To achieve hierarchical goals, pioneers and educators must work diligently and proficiently, with the aim that the exhibition can be improved. Expanding its substantial and in-depth inspiration will work on a better educator exhibition. These elements, if reinforced, will greatly help execution.

At the basic level, the further development of the implementation of instructors is the most obvious administrative challenge given that the achievement of the goals and the endurance of public high school teachers in the Mamasa Regime, West Sulawesi, depends on the nature of the HR exhibition in it. The high execution of educators is natural. The more instructors who have superior performance, the more usefulness will also increase (Sonedi et al., 2018)

4. CONCLUSION

The results showed that transformational leadership greatly affects work motivation and teacher performance. Similarly, compensation directly influences the motivation and performance of teachers of Madrasah Aliyah Alhilaal Namlea, Buru Regency. The calculation results of the Sobel test calculator show the indirect influence of transformational leadership on teacher performance through work motivation. Full work motivation can mediate the relationship between transformational leadership and the teachers' performance at Madrasah Aliyah Alhilaal Namlea, Buru Regency. Similarly, compensation also has an indirect influence on teacher performance through work motivation. So it can be concluded that work motivation can mediate the relationship between compensation and the teachers' performance at Madrasah Aliyah Alhilaal Namlea, Buru Regency.

This research has been carried out by existing and established scientific procedures, but it still has limitations. Namely, The factors that affect the teachers' performance at Madrasah Aliyah in Buru Regency are only three variables, transformational leadership, compensation, and motivation.

Meanwhile, many other variables can affect teacher performance. It is recommended that the Principal, To improve teacher performance, focus more on increasing compensation as a form of motivation for teachers in the Madrasah Aliyah. It is hoped that schools will motivate teachers more by giving rewards in the form of awards to outstanding teachers or promotions so that they can improve teacher performance. Recommendations for further research on teacher performance, it is recommended to enrich the research by adding other variables that can affect teacher performance, which includes teacher certification variables considered to optimize teacher performance at Madrasah Aliyah Alhilaal Namlea, Buru District.

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