The Influence of Transformational Leadership Style, Work Discipline and Compensation on Teacher Performance SMK Global Mulia Bekasi

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Abstract: The research aimed to determine how much influence of Transformasional Leadership Style, Works Discipline and Compensation on teacher performance at SMK Global Mulia Bekasi partially and simultaneously. The sample of this Research was conducted by using saturated sampling technique. The sample used was 30 respondents from the population of 30 teachers. The data were collected by using questionnaires. The method used in this research is quantitative method. The data analysis technique used is multiple linear regression analysis by SPSS program version 24. The results explained that the three independent variables of transformational leadership style, work discipline and Compensation partially or simultaneously have a positive and significant effect on Teacher Performance. Compensation is the biggest significant variabel in influencing the performance of SMK Global Mulia's Bekasi Teachers.
Keywords: Transformasional Leadership Style, Works Discipline, Compensation on Teacher Performance.

INTRODUCTION

The existence of human resources in a company plays a very important role. The potential of any human resources in the company must be utilized well in order to provide optimal output. The success of an organization is strongly influenced by the performance of individual employees.

Every organization and company will strive to improve employee performance so what the company's goals will be achieved. In improving the performance of its employees, the company took several ways. The figure of Idealized influence, Inspirational Motivation, Intellectual Stimulation and Individualized Consideration of a leader are needed in the organization [1].

To increase productivity, the leader encourages the members of the organization to discipline. According to Slamet [2] "the discipline means learning. According to Robbins [2] " discipline work can be interpreted as a voluntary attitude and behavior with full awareness and willingness to follow the rules set by the organization or superiors, both written and verbal.

Transformational Leadership Style

In transformational leaders, there is a constructive relationship to subordinates, even transformational leaders motivate their subordinates to do better with what their subordinates actually expect by increasing the value of the task, encouraging their subordinates to sacrifice their own self-interest for the sake of the accompanying organization, and increasing the level of subordinate to better rate [1].

According to Bass, the employees feel the trust, admiration, loyalty and respect for the leader and they are motivated to do more than they expect [3].

According to [4], transformational leader is a leader who controls the situation by delivering a clear vision of group goals, passion in work and ability to make group members feel recharged and energized. There are four characteristics of leadership behavior often expressed by Donna Ladkin. They are are idealized influence, inspiration motivation, intellectual stimulation and individualized consideration. These four characteristics are commonly used as an item to measure transformational leadership behaviors and styles include [1]:

- Idealized influence: the principal is an ideal figure who can serve role models for teachers and employees, has a commitment to the vision and mission of the organization, fosters respect, trust in his subordinates to his own organization and

make the best decision for the benefit of the school.

- Inspirational Motivation: principals can motivate all teachers and employees to support team spirit in achieving educational goals at school.
- Intellectual Stimulation: principals can foster creativity and innovation among teachers and staff by developing critical thinking and problem solvers so the problems can be solved carefully and creatively in order to find solutions to the problems arisen in the organization for make the school a better way.
- Individualized Consideration is a form of transformational leadership behavior that can act as a trainer and counselor for the teacher and his staff, give attention, guide as training teachers and staff specifically to achieve organizational goals. And provide experiences about development.

Work Discipline
According Siagian [5] "discipline is a management action to encourage members of the organization to attain the demands of various provisions (standards that must be met)". Meanwhile, according to Simamora cited by Slamet [2] "discipline is as a form of workers' self-control, and the implementation of a regular and it shows the seriousness of the work team.

According to Veitzal Rivai [6] reveals that: "Discipline is a tool used by managers to communicate to their employees so that they are willing to change behavior and as an effort to raise awareness and willingness to obey all roles." Based on the description above, it can be concluded that discipline is a process that can grow a person's feelings to maintain and improve organizational objectives objectively by compliance of organizational rules.

According to A.A Anwar King Mangkunegara [7], there are two types of discipline dimensions within the organization namely:
- Preventive discipline is an attempt to mobilize employees to follow and adhere to the work guidelines, rules set by the company, the basic purpose to drive disciplined employees.
- Corrective Discipline is an action performed after the breach of the rule. This action is intended to prevent further infringement so that future actions are in accordance with the standards. The efforts are to mobilize employees in bringing together a rule, directing to keep compliance to regulations dealing with the guidelines applicable to the company.

Compensation
According to Wiliiam and Davis in Hasibuan [8] "Compensation is what a worker receives is a reply from the work he provides either a wage or perperiodic salary and managed by personnel." According

Hasibuan [9] "Compensation is all income like money, goods directly or indirectly received by employees and services provided by the company. According to Davis and Werther in Mangkuprawira [10] "Compensation is something that employees receive in exchange for their service contribution to the company".

According to Veithzal Rivai [11] "Compensation provided by the company to employees can be classified into two dimensions:
1) Direct Compensation
a) **Salary**
Salary is a remuneration of money received by employees as a consequence of employee position who contributes energy and mind to achieve company goals. it can also be explained as a fixed fee that someone received from membership in a company.
b) **Wages**
Wages are direct financial rewards paid to employees based on working hours and the amount of goods produced or the number of services provided. Unlike a relatively fixed salary, the amount of wages may vary depending on the output produced.
c) **Incentives**
Incentives are direct rewards paid to employees because their performance exceeds the specified standards. Incentives are another form of direct wage outside of wages and salaries which are fixed compensations, commonly called performance-based pay.

2) **Indirect Compensation (Fringe Benefit)**
Fringe Benefit is an additional compensation given based on company policy to all employees as an effort to improve the welfare of employees such as facilities, insurance, allowances, pension and others.

Performance
According Budiharjo [12] that: "performance is the result or level of success of a person during a certain period in carrying out the task compared to several possibilities, such as standards of work, targets, criteria that have been determined in advance and mutually agreed.

According Mangkunegara [13] that: "performance is the performance of work or work (output) both quality and quantity achieved by human resources for the period of time in carrying out their duties in accordance with the responsibilities given to him.

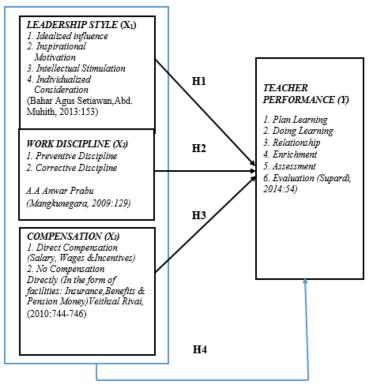According to Supardi [14] teacher performance can be classified into six dimensions:
- Develop a lesson plan with indicators
- Implement learning
- Implement interpersonal relationships
- Carry out enrichment program
- Implement assessment of learning outcomes

- Implementing remedial program (evaluation)

Previous Research

Previous research on the influence of transformational leadership styles on teacher performance is conducted by Dewi Hastuti [15], Widienti Supardi [16] which states that transformational leadership has a positive and significant effect on performance. The effect of work discipline on teacher performance is conducted by Dewi Hastuti [15], Mulyana, Sri [17] revealing that the discipline of work has a positive and significant effect on performance The effect of compensation on teacher performance is conducted by Aprijon [18], Ngui

Thomas T *et al.*, [19] which states that compensation has significant effect on performance.

Research results of hypothesis testing about the influence of work motivation, work discipline and compensation for employee performance at PT. IE among others done by Ahmad Badawi Saluy and Yuwinta Theresia [20] state that there is an influence between compensation and employee performance with presentation of 70% while the remaining 30% influenced by the other variables.

Frame work

Fig-1: Framework for Thinking

Hypothesis

H1: The transformational leadership style effects the teacher performance

H2: Work discipline effects teacher performance

H3: Compensation effects teacher performance

H4: Transformational leadership style, work discipline and compensation effect teacher performance

RESEARCH METHODS

This research used quantitative method with survey research. This research is conducted to find the presence or absence of transformational leadership influence, work discipline and compensation on employee performance of SMK Global Mulia Bekasi.

The populations in this research are teachers of SMK Global Mulia Bekasi Year 2016 - 2017.

The sampling technique used in this research is saturated technique. According Sugiyono [21] "sampling saturated (sampling census) is a technique of determining the sample if all members of the population are used as sample. This is frequently performed when the population is relatively small, less than 30 people or the study wants to make generalizations with a very small error Another term saturated sample is a census sample where all members of the population are sampled.

Table-1: Teachers of SMK Global Mulia Bekasi Academic Year 2016-2017

No		Last Education	Amount
1	Headmaster	S1	1
2	Deputy Head of the Curriculum	S1	1
3	Deputy Head of Student Affairs	S1	1
4	Deputy Head of industrial relations	S1	1
5	Student Counselor / BP	S1	1
6	Character Builder	S1	1
7	Head of the study program	S1	4
8	Master	S2	1
9	Teacher	S1	14
10	Extracurricular Teacher	S1	4
11	Extracurricular Teacher	D3	1
	Total		30

Source: Administration of SMK Global Mulia Bekasi Year 2017

Table-2: Variables, Dimensions and Indicators of Research

Variable	Dimensions	Code	Indicator
Transformational Leadership Style (**X1**)	1. Headmaster As Idealized influence	$X_{1.1}$	1. Consistent on vision, mission, and direction new organization. 2. Be consistent with strategy and ideas that carried. 3. Consistent on the developed program 4. Provide examples of teachers
	2. Headmaster As Inspirational Motivation	$X_{1.2}$	1. Encourage the team in carrying out the task 2. Generating teacher enthusiasm 3. Award for achievement 4. Sympathetic in communicating idea. 5. Facilitating the team in working 6. Have high expectations to performance achievement 7. Optimistic in setting targets achievement of work
	3. Headmaster As Intellectual Stimulation	$X_{1.3}$	1. Divide responsibilities within achievement of the vision and mission of the organization. 2. Deliver in the deep developing the program for achievement of vision. 3. Organize work environment for empowering. 4. Build participation in order empowering. 5. Provide tasks according to ability
	4.Headmaster As Individualized Consideration	$X_{1.4}$	1 Provide an opportunity for follow the training. 2. Give the opportunity to do advanced study.
Work Discipline (**X2**)	1. Discipline Preventive	$X_{2.1}$	1. Discipline of time 2. Obey the rules 3. Responsible for the job 4. Give an example
	2.Corrective Discipline	$X_{2.2}$	1. Attention to teachers 2. Reprimand against the teacher 3. Sanctions against teachers 4. Mutation of teachers
Compensation (**X3**)	1. Direct Compensation	$X_{3.1}$	1. Salary received by the teacher 2. Bonus received by the teacher 3. Reward received by the teacher 4. Allowances received by the teacher
	2. indirect compensation	$X_{3.2}$	1. Salary received by the teacher 2. Bonus received by the teacher 3. Reward received by the teacher 4. Allowances received by the teacher

Teacher Performance **(Y)**	1. Dimensions Plan Learning	$Y_{1.1}$	1. Prepare RPP and work program 2. Develop quality development education
	2. Dimensions Doing Learning	$Y_{1.2}$	1. Using the correct language and right 2. Mastering mastered the material 3. Using methods and media
	3. Implement Relationship	$Y_{1.3}$	1. The teacher develops a positive attitude against learners 2. The Teacher encourages and motivates the students 3. The Teacher cooperates in implementing program
	4. Enrichment	$Y_{1.4}$	1. Providing enrichment to students 2. Providing homework (homework) 3. Providing practice questions
	5. Assessment	$Y_{1.5}$	1. assessment of the students objectively 2. Using various strategies and assessment Method
	6. Evaluation	$Y_{1.6}$	1. Implement evaluation to measure student learning success 2. Implement remedial for students who his point is below KKM

This study refers to Likert Scale (Likert Scale). Each datum is made using a scale of 1-5 categories of answers and each answer is given a score or weight. The population in this study is the teacher of SMK Global Mulia Bekasi in 2017 as many as 30 teachers. This study used a saturated sample. the number of questionnaires are returned and filled completely attaining the criteria of a minimum number of samples.

Methods of data analysis in this study using multiple regression analysis (multiple regression analysis). The regression equation model used is:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon$$

Where,

Y	=	Teacher's performance	$\beta1$	=	Regression coefficient	X1
X1	=	Leadership style	$\beta2$	=	Regression coefficient	X2
X2	=	Discipline work	$\beta3$	=	Regression coefficient	X3
X3	=	Compensation	ε	=	Standard error	
α	=	Intercept value				

RESULTS AND DISCUSSION
Sample Selection Results

This research is conducted by using primary data with research object, that is SMK Global Mulia Bekasi teacher as many as 30 people. Distribution is spread by distributing questionnaires directly to the respondents on 4 to 14 January 2018. Number of complete questionnaires are 30 questionnaire with sample determination with saturated sample technique.

Characteristics of Respondents

Characteristics in this research is intended to classify respondent data.

Based on the table-3 above, It shows that the male respondents are 18 teachers with 60% percentage, and female respondents are 12 teachers with percentage of 40%. Respondent ages 20-25 are 9 teachers with 30% percentage, respondents ages of 26-35 years old are 15 teachers with percentage of 50% and respondents age 36-50 are 6 teachers with a percentage of 20%. Respondents who have been married are 24 teachers with 80% percentage and unmarried respondents are 6 teachers with a percentage of 20%. Respondent of D3education is 1 Teacher with percentage 3,3%, respondents of S1education are 27 teachers with percentage 90% and respondents of S2 education are 2 Teachers with percentage 6,7%. Respondents with a working period of 0 - 1 Years are12 Teachers with percentage of 40%, respondents with working period of 2-3 Years are 12 Teachers with percentage of 40% and respondents with 3 to 4 years working period are 6 Teachers with 20% percentage.

Table-3: Respondent Characteristics

No	Characteristics	Answer	Total	Percentage
1	Gender	Man	18	60
		Women	12	40
		Total	30	100
2	Age	20 - 25 Year old	9	30
		26 - 35 Year old	15	50
		36 - 50 Year old	6	20
		Total	30	100
3	Marital status	Married	24	80
		Single	6	20
		Total	30	100
4	Last education	D3	1	3,3
		S1	27	90
		S2	2	6,7
		Total	30	100
5	Working Years	0 – 1 Year old	12	40
		2 – 3 Year old	12	40
		3 – 4 Year old	6	20
		Total	30	100

Source: Primary Data (2018)

Quality Test Instrument Research

Based on the results of validity test data from 63 (sixty three) indicators, the valid indicators are 50, the invalid indicator are 13. It indicates that the valid indicator is more dominant so that the data validity assumption has been fulfilled. Based on the results of reliability test, it can be understood that all the instruments formed in this study have the value of Cronbanch's Alpha greater or equal to (>) 0.60, so it can be concluded that the overall research variable is reliable or very feasible to be used as a research instrument

Classic assumption test

Normality test is conducted to know data feed normal distribution or not. Based on the P-plot graph, It is seen that the unstandardized residual spreads are around the diagonal line and follow the direction of the diagonal line (see figure-1), so it can be concluded that the data is normally distributed.

Multicoloniearity test is done to see whether there is strong relationship in independent variable. Multicollloniearity test results show that the VIF value is smaller (<) than 10. Thus, the results of Multicoloniality test in this study concluded that the regression model formed freed from Multicoloniearity among independent variables.

Heterokedascitiy test is done by scatter diagram technique. If the scatter diagram forms a particular pattern, such as dots that form a certain pattern that is regular (wavy, widened and then narrowed), It indicates that Heterocededity has occurred. Conversely, if there is no clear pattern and the points spread above and below the number 0 on the Y axis, It means the model indicates Heteroco- sity.

Multiple Linear Regression Analysis

Based on the output of SPSS 24, the multiple linear regression equation generated in this research is: $Y = 1.586 - 0,058X1 + 0,252X2 + 0,473X3 + e$. The value of constant is 1.586 meaning that if the Transformational Leadership Style (X1), Work Discipline (X2), and Compensation (X3) is 0 (zero), so Teacher Performance (Y) is 1.586. The regression coefficient of the variable of Transformational Leadership Style is 0,058 meaning that if the Transformational Leadership Style experience increased by 1% so the Teacher Performance will decrease by 0,058. Coefficient of regression variable of Work Discipline equals to 0,252. It means if Work Discipline experience increased by 1% hence Teacher Performance will experience increase equals to 0,252. Compensation variable regression coefficient is 0.473 meaning that if Compensation increased by 1% so the Performance Teachers will increase 0.473.
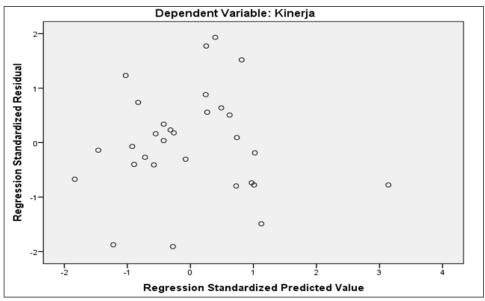
Fig-1: Scatter Diagram Test Results
Source: SPSS output 24, 2018

Hypothesis test

Table-4: Regression Test Result of Partial Significance (X1) Against Y

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2,775	0,565		4,914	0,000
Leader	0,325	0,155	0,369	2,101	0,035

Source: SPSS output 24, (2018)

Based on table-4 Transformational leadership style is 2.101> t table 2.05553. The sig value of transformational leadership style is 0.035 <0.05. Thus, the partial regression compensation variable has a positive and significant effect on teacher performance.

Table-5: Regression Test Result of Partial Significance (X2) Against Y

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2,907	0,364		7,987	0,000
Work Discipline	0,286	0,098	0,482	2,907	0,007

Source: SPSS output 24, (2018)

Based on table-5, it is calculated that work discipline is 2.907> t table 2.05553. The value of the kerf discipline is 0.007 <0.05. Thus it can be that the work discipline variable partially regression has a positive and significant effect on teacher performance.

Table-6: Regression Result of Partial Significance (X3) Against Y

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	2,366	0,433		5,468	0,000
Kompensasi	0,455	0,123	0,572	3,691	0,001

Source: SPSS output 24, (2018)

Based on table-6 t arithmetic compensation is 3.691> t table 2.05553. The sig value of compensation is 0.001 <0.05. It means that the partial regression compensation variable has a positive and significant effect on teacher performance.

Table-7: Simultaneous Significance Test Results

	ANOVA[a]					
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1,084	3	0,361	9,408	,000[b]
	Residual	0,999	26	0,038		
	Total	2,083	29			

Source: SPSS output 24, (2018)

Based on table-7, the value F arithmetic is 9.408> F value table 2.98. The value of significance is 0.000 <probability of 0.05, so H0 is hypothesised simultaneously rejected and H1 is accepted. So it can be concluded that based on statistical processing of samples tested, it is obtained strong evidence that transformational leadership style, work discipline and compensation simultaneously have a positive and significant effect on teacher performance.

Table-8: Coefficient Test Results Determination (R Square)

	Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of The Estimate	Durbin- Watson
1	.721.	.521	.465	.195976	2.250

Source: SPSS output 24, (2018)

Based on table-8. output summary model, known value of determination coefficient R^2 (R Square) equals to 0,521 or 52,1%. This shows that the variables of Transformational Leadership Style, Work Discipline and Compensation influence the variable Performance of teacher of 52.1%. While the rest (100% - 52.1% = 47.9%) is influenced by other variables outside this regression variable.

Table-9: Inter-variable Correlation Analysis Correlations

		X1	X2	X3	Y
X1	*Pearson Correlation*	1	.443[**]	.616[**]	**.452[**]**
	Sig. (2-tailed)		.320	.000	.080
	N	30	30	30	30
X2	*Pearson Correlation*	.443[**]	1	.488[**]	**.582[**]**
	Sig. (2-tailed)	.320		.045	.007
	N	30	30	30	30
X3	*Pearson Correlation*	.616[**]	.488[**]	1	**.672[**]**
	Sig. (2-tailed)	.000	.045		.001
	N	30	30	30	30
Y	*Pearson Correlation*	.452[**]	.582[**]	.672[**]	1
	Sig. (2-tailed)	.080	.007	.001	
	N	30	30	30	30
**. Correlation is significant at the 0.01 level (2-tailed).					

Source: SPSS output 24, (2018)

Based on the calculation of correlation analysis in table 9, there is a correlation between the variables of Transformational Leadership Style, Work Discipline and Compensation to Teacher Performance with value 0.452; 0.582; 0.672. Thus, it is seen that there is a correlation between independent variables (Transformational Leadership Style, Work Discipline and Compensation) to the dependent variable (Teacher Performance).

Based on table 10, the results of variable correlation coefficient can be interpreted as a variable of Transformational Leadership Style (X1) on the correlation matrix dimensions. The most powerful dimension of relationship is the dimension of Idealized influence on the dimension of implementing learning that has a coefficient value of 0.562. Variable Discipline Work (X2) dimension of the most powerful relationship is the corrective dimension to the implementing learningthat has a coefficient of 0.543. The Compensation Variable (X3) of the most powerful dimension of the relationship is the direct dimension to the dimension of carrying out the learning that has a coefficient value of 0.480 (the three independent variables have a "moderate" relationship).

Table-10: Interdepartmental Correlation Analysis

Variabel	Dimensi	Kinerja Guru					
		Y1	Y2	Y3	Y4	Y5	Y6
		Plan	Conducting	Evaluation	Enrichment	Relation	Relationships
Style Leadership Transformasional (X_1)	*Idealized*	0.537**	**0.562****	0.070	0.489**	0.156	0.029
	Inspirational	0.143	0.152	0.183	0.240	0.016	0.053
	Intellectual	0.114	0.148	0.138	0.146	0.064	0.125
	Indivividualized	0.313	0.127	0.121	0.282	0.060	0.037
Work discipline (X_2)	Preventif	0.221	0.441*	0.271	0.347	0.172	0.349
	Corrective	0.336	**0.543****	0.241	0.395*	0.012	0.321
Compensation (X_3)	Directly	0.258	**0.480****	0.200	0.451*	0.212	0.049
	Indirect	0.202	0.414*	0.469**	0.270	0.103	0.380*

Source: SPSS output 24, (2018)

DISCUSSION

Based on the calculation of partial regression analysis of transformational leadership style variable, the regression coefficient value is 2,101 with significant value of 0,035. This shows that the variable of transformational leadership style in partial regression have positive and significant influence on teachers performance in SMK Global Mulia. This can be interpreted if the style of transformational leadership increases so the performance of teachers in SMK Global Mulia Bekasi will also increase. The results of this study are conducted by Dewi Hastuti [15], Widienti Supardi [16] that states that the Transformational Leadership Style has a positive and significant impact on Performance.

Based on the calculation of partial regression analysis of work discipline variables obtained that regression coefficient value is 3.096 with a significant value of 0.007. It shows that work discipline variable by partial regression have positive and significant influence on teacher performance at SMK Global Mulia. This can be interpreted if the work discipline increases then the performance of teachers in SMK Global Mulia Bekasi will also increase. The results of this study are in line with research conducted by Dewi Hastuti [15], Mulyana, Sri [17] stated that the Work Discipline has a positive and significant impact on Performance.

Based on the calculation of partial regression analysis of compensation variable obtained that regression coefficient value is 3.691 with a significant value of 0.001. This shows that the variable of compensation by partial regression have positive and significant effect to teacher performance at SMK Global Mulia. This can be interpreted if the compensation increases then the performance of teachers in SMK Global Mulia Bekasi will also increase. The results of this study are in line with research conducted by Aprijon [18], Ngui Thomas T *et al*., [19] states that Compensation has a positive and significant impact on Performance.

Based on F test results, transformational leadership style variables, work discipline and compensation simultaneously have a positive and significant effect on teacher performance in SMK Global Mulia. This is evidenced by the calculation of regression results obtained F count value of 9.408> F table value of 2.98 and by looking at the significance value of 0.000 <probability of 0.05. Hence the hypothesis H0 is rejected and H1 is accepted. The results show that the positive direction (+) means that if the Transformational Leadership Style, Work Discipline and Compensation are improved simultaneously, it will have an impact on Teacher Performance improvement. The results of this study are in line with research conducted by Rina Irawati & Yayuk Liana [22], Dannie Gunawan, T *et al*., [23].

CLOSING
CONCLUSION

- Transformational leadership proved to have a positive and significant impact on the performance of SMK Global Mulia Bekasi teachers
- Work discipline proved to have a positive and significant impact on the performance of SMK Global Mulia Bekasi teachers
- Compensation proved to have a positive and significant impact on the performance of SMK Global Mulia Bekasi teachers

SUGGESTION

- To improve teachers' performance, SMK Global Mulia Bekasi principal must apply Idealized Influence whereby principals should model their subordinates to be consistent and better implement Individualized Consideration where principals place greater emphasis on teacher development and development.
- SMK Global Mulia have to maintain discipline to its employees to improve its performance and become better because work discipline is the biggest factor affecting teacher performance.
- The compensation policy provided by the foundation needs to be improved, as it relates to

aspects of teacher welfare, and motivates teachers to improve high performance productivity.

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