

Analysis of the Influence of Leadership and Compensation Through Work Discipline on Performance

M. Yusuf Alfian Rendra Anggoro KR

Muhammadiyah University of Makassar

Corresponding Author: M. Yusuf Alfian Rendra Anggoro KR

rendraanggoro@unismuh.ac.id

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ABSTRACT

This research aims to analyze the influence of Leadership, Compensation and Work Discipline variables on Performance. Where this research uses quantitative and qualitative research. The population in this study was all 300 Madrasah Aliyah (MA) teachers in Barru Regency. This research used a sample of 171 teachers, this number is considered representative. Then the sampling method used was the proportional Stratified Random Sampling method. The data analysis techniques used to explain the phenomena in this research are descriptive statistical analysis techniques and Structural Equation Modeling (SEM) analysis. The results of this research show that: (1) Leadership has a positive and significant effect on work discipline, (2) Compensation has a positive and significant effect on work discipline, (3) Leadership has a positive but not significant effect on performance, (4) Compensation has a positive and significant effect on performance, (5) Work discipline has a positive and significant effect on performance, (6) Leadership through work discipline has a positive and significant effect on performance, (7) Compensation through work discipline has a positive and significant effect on performance.

INTRODUCTION

Madrasas are part of the education system, so Regulation of the Minister of Religion Number 60 of 2015 concerning the Implementation of Madrasah Education, Article 1 paragraph (1) "The implementation of madrasa education is the activity of implementing components of the education system at Raudhatul Athfal, Madrasah Ibtidaiyah, Madrasah Tsanawiyah, Madrasah Aliyah and Madrasah Vocational Aliyah so that the educational process can take place in accordance with national education goals." This is in line with the Minister of National Education Regulation Number 13 of 2007 concerning School/Madrasah Principal Standards paragraph (1) to be appointed as a school/madrasah principal, a person must meet the nationally applicable school principal standards. This regulation provides ample opportunities for the government to create programs related to improving the quality of madrasas so that the position of madrasas in the eyes of the community is the same as other educational units, and along with this the support and trust of the community continues to increase.

Teachers as figures who play a very important role in the learning process must have a leadership spirit. The leadership of a Madrasah Head should be able to actualize leadership according to Terry's (2018: 85) leadership type theory. The leader must have a personal, non-personal, democratic, authoritarian, paternalistic type of leadership. and talented (indogenous). This is what causes the leadership patterns of madrasah heads to be less actualized resulting in decreased teacher discipline and performance.

Compensation is everything that teachers receive as a contribution to their services to increase income and welfare in achieving goals. Compensation indicators according to Simamora in (Abdussamad, 2014), namely salary, allowance incentives and prosperous teacher facilities are the hope for all residents of this country who work as teachers. Some questions that often arise in society include, are there any teachers in Indonesia who are categorized as prosperous teachers? If there is, what are the criteria for teachers in Indonesia who are prosperous? Teachers who excel will certainly make a positive and useful contribution to the development and progress of students and vice versa, as well as provide a lot of reinforcement and opportunities for students to improve their learning achievements.

Another factor that is no less important in influencing performance is work discipline. According to Siagian (2009:305), discipline is a management action to encourage members to fulfill the demands of various provisions that must be obeyed and standards that must be met. Professional teachers must have good work discipline. According to Veitzal Rivai Zainal (2015: 599), work discipline is a tool used by managers to communicate with employees so that they are willing to change behavior and as an effort to increase a person's awareness and willingness to comply with all company regulations and social

norms. applies. According to Hardianti, 2014:7, Work Discipline is a person's attitude and behavior that shows obedience, conformity, accuracy, awareness and responsibility in carrying out their duties. (Hardianti, 2014: 7) The indicators of work discipline are teacher compliance with school regulations, teacher punctuality when in the school environment, teacher awareness in carrying out their duties and teacher responsibility in carrying out their duties.

The phenomenon of teacher performance seen from the learning aspect implemented by Madrasah Aliyah in Barru Regency shows that performance achievements still need to be improved in order to achieve maximum learning outcomes. Based on these considerations, the researchers took the initiative to carry out initial observations by looking at the performance of Aliyah madrasah teachers in Barru Regency so that they could be maximized. Based on the results of observations in the field, researchers found several information and realities in madrasas that still need to be developed. These include mastery of teaching materials that need to be deepened, IT-based learning methods and strategies, student management skills that are not yet integrated in improving work performance, and teacher work assessment and evaluation are not yet oriented towards standards for achieving optimal work results in their development, although currently there are many procedures Existing assessments include standard assessments based on PKB and SKP.

This research is novel from previous studies which have the same variable relationships, namely theory as a measuring tool for each variable which is different from previous research, very few previous studies have used work discipline as an intervening variable which is measured with a clear theory. As well as the periodization, research objects, respondents and perspectives are different from previous studies, so this research is important to research.

LITERATURE REVIEW

Leadership type theory from Terry (2018) states that leaders must have personal, non-personal, democratic, authoritarian, paternalistic and indigenous leadership types. Simamora in Abdul Samad (2014), Everything teachers receive as a contribution to their services to increase income and welfare in achieving goals. The indicators are salary, incentives, allowances, facilities.

According to Hardianti, (2014), Work Discipline is a person's attitude and behavior that shows obedience, conformity, accuracy, awareness and responsibility in carrying out their duties. The indicators of work discipline are teacher compliance with school regulations, teacher punctuality when in the school environment, teacher awareness in carrying out their duties and teacher responsibility in carrying out their duties.

Performance standards theory by Sahertian (2018), the results of a series of educational and teaching activities in madrasas. The indicators are the ability

to plan and prepare, mastery of material, mastery of methods, giving assignments, managing students, assessment and evaluation.

Development of a Conceptual Framework and Research Hypotheses

The Influence of Leadership on Work Discipline

Leadership greatly influences work discipline in the organization. This is supported by the theory of leadership types from Terry (2018), leaders must have a personal, non-personal, democratic, authoritarian, paternalistic and talented (indogenous) type of leadership. This has relevance and empirical evidence as research has been conducted by Husna Purnama, et al (2022), where the research results show that leadership has a significant effect on work discipline.

The Influence of Compensation on Work Discipline

With the maximum compensation received by teachers, work discipline will increase. This is supported by Simamora's theory in Abdul Samad (2014), everything teachers receive is a contribution to their services to increase income and welfare in achieving goals. The indicators are salary, incentives, allowances, facilities. This is supported by research conducted by Puput Maretha Sari, et al (2015), where the research results show that compensation has a significant effect on work discipline.

The Influence of Leadership on Performance

To support good performance, you must also create good leadership. This is supported by the theory of leadership types from Terry (2018), leaders must have a personal, non-personal, democratic, authoritarian, paternalistic and talented (indogenous) type of leadership. This is also supported by research conducted by Yanti Komala Sari, (2014), where the results of her research show that leadership has a significant influence on performance.

The Effect of Compensation on Performance

Ideal compensation will improve performance. This is supported by Simamora's theory in Abdul Samad (2014), everything teachers receive is a contribution to their services to increase income and welfare in achieving goals. The indicators are salary, incentives, allowances, facilities. This is also supported by research conducted by Alvi Nugraha, et al (2017) showing the results that compensation has an effect on performance.

The Effect of Work Discipline on Performance

The higher the work discipline, the higher the performance. This is supported by the theory from Hardianti, (2014), Work Discipline is a person's attitude and behavior that shows obedience, conformity, accuracy, awareness

and responsibility in carrying out their duties. The indicators of work discipline are teacher compliance with school regulations, teacher punctuality when in the school environment, teacher awareness in carrying out their duties and teacher responsibility in carrying out their duties. This is also supported by research conducted by Nurindah Dwi Antika, et al (2021), where the results of the research show that work discipline has a significant effect on performance.

The Influence of Leadership through Work Discipline on Performance

As ideal leadership will improve performance if it coincides with increased work discipline. This is supported by Terry's (2018) theory of leadership types: leaders must have a personal, non-personal, democratic, authoritarian, paternalistic and talented (indigenous) type of leadership. Hardianti, (2014), Work Discipline is a person's attitude and behavior that shows obedience, conformity, accuracy, awareness and responsibility in carrying out their duties. The indicators of work discipline are teacher compliance with school regulations, teacher punctuality when in the school environment, teacher awareness in carrying out their duties and teacher responsibility in carrying out their duties. This is also supported by research conducted by Maudy Rosalina, et al (2020), where the results of the research show that there is an indirect influence from the leadership relationship on performance through work discipline.

The Effect of Compensation through Work Discipline on Performance

Of course, maximum compensation will increase work discipline and performance. This is supported by Simamora's theory in Abdul Samad (2014), everything teachers receive is a contribution to their services to increase income and welfare in achieving goals. The indicators are salary, incentives, allowances, facilities. According to Hardianti, (2014), Work Discipline is a person's attitude and behavior that shows obedience, conformity, accuracy, awareness and responsibility in carrying out their duties. The indicators of work discipline are teacher compliance with school regulations, teacher punctuality when in the school environment, teacher awareness in carrying out their duties and teacher responsibility in carrying out their duties.

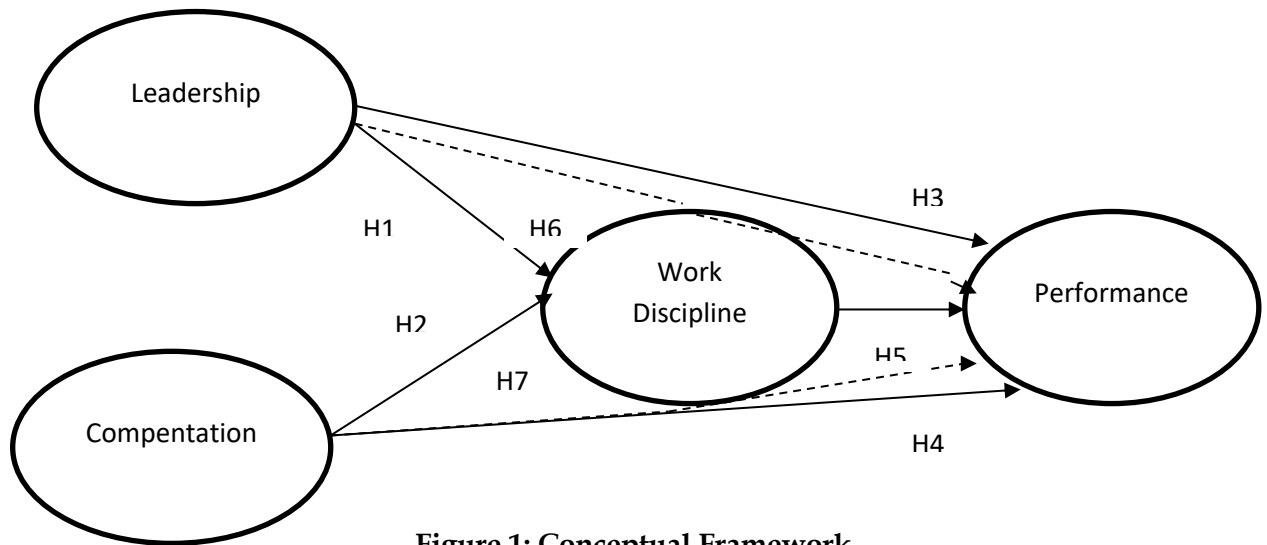


Figure 1: Conceptual Framework

Hypothesis:

H1: Leadership has a positive and significant effect on Work Discipline.

H2: Compensation has a positive and significant effect on Work Discipline.

H3: Leadership has a significant positive effect on performance.

H4: Compensation has a significant positive effect on performance.

H5: Work discipline has a significant positive effect on performance.

H6: Leadership through Work Discipline has a positive and significant effect on performance.

H7: Compensation through Work Discipline has a positive and significant effect on performance.

METHODOLOGY

In scientific research, a type of approach is needed to further assist the research process and this type of research must be relevant and appropriate to the case to be studied. When viewed from the existing problems, the researcher used research with a quantitative approach.

The population in this study was all 300 Madrasah Aliyah (MA) teachers in Barru Regency. To determine the number of samples to be drawn, we use the Slovin formula:

$$n = \frac{N}{1 + Ne^2}$$

Where:

n = sample size.

N = population size.

e = tolerable sampling error or desired critical value (5% confidence level).

So sample size:

$$n = \frac{300}{1 + 300 (0,05)^2}$$

$$n = \frac{300}{1.75}$$

$$n = 171$$

Based on the results of calculations using the Slovin formula, the number of samples drawn from the total population in this study was 171 people spread across Madrasah Aliyah (MA) in the area of the Barru Regency Ministry of Religion Office.

This research used a sample of 171 teachers, this number is considered representative. Then the sampling method used was the proportional Stratified Random Sampling method with the calculations below:

1. Man 1 Barru : $\frac{35}{300} \times 171 = 20$
2. Man 2 Barru : $\frac{51}{300} \times 171 = 29$
3. MA DDI Takkalasi : $\frac{26}{300} \times 171 = 15$
4. MA Pa DDI AD Mangkoso : $\frac{30}{300} \times 171 = 17$
5. MA Pi DDI AD Mangkoso : $\frac{30}{300} \times 171 = 17$
6. MA DDI Attaufiq Padaelo : $\frac{22}{300} \times 171 = 13$
7. MA Guppi Madello : $\frac{15}{300} \times 171 = 9$
8. MA Almunawwarah Maddo : $\frac{16}{300} \times 171 = 9$

9. MA Muhammadiyah Ele : $\frac{15}{300} \times 171 = 9$
10. MA Muhammadiyah Padello : $\frac{20}{300} \times 171 = 11$
11. MA Guppi Ralla : $\frac{19}{300} \times 171 = 10$
12. MA Attaufiq Lisu : $\frac{21}{300} \times 171 = 12$

RESEARCH RESULT

The data analysis techniques used to explain the phenomena in this research are descriptive statistical analysis techniques and Structural Equation Modeling (SEM) analysis.

Table 1. Frequency/Percentage Table of Leadership Variable Indicators

Indicator	Respondent Answer Score										Total Score	Mean
	1		2		3		4		5			
	F	%	F	%	F	%	F	%	F	%		
X1.1	2	1,2	6	3,5	33	19,3	101	59,1	29	17,0	662	3,87
X1.2	0	0,0	0	0,0	27	15,8	99	57,9	45	26,3	702	4,11
X1.3	0	0,0	0	0,0	25	14,6	90	52,6	56	32,7	715	4,18
X1.4	0	0,0	0	0,0	6	3,5	92	53,8	73	42,7	751	4,39
X1.5	0	0,0	0	0,0	25	14,6	93	54,4	53	31,0	712	4,16
X1.6	0	0,0	4	2,3	18	10,5	99	57,9	50	29,2	708	4,14
Mean Leadership Variables											4,15	

Source: Primary data processed (2021).

Table 2. Frequency/Percentage Table of Compensation Variable Indicators

Indicator	Respondent Answer Score										Total Score	Mean
	1		2		3		4		5			
	F	%	F	%	F	%	F	%	F	%		
X3.1	0	0,0	1	0,6	27	15,8	110	64,3	33	19,3	688	4,02
X3.2	0	0,0	4	2,3	14	8,2	98	57,3	55	32,2	717	4,19

X3.3	2	1,2	1	0,6	21	12,3	105	61,4	42	24,6	697	4,08
X3.4	0	0,0	0	0,0	9	5,3	91	53,2	71	41,5	746	4,36
Mean Compensation Variables											4,16	

Source: Primary data processed (2021).

Table 3. Frequency/Percentage Table of Work Discipline Variable Indicators

Indicator	Respondent Answer Score										Total Score	Mean
	1		2		3		4		5			
	f	%	F	%	F	%	F	%	F	%		
Y1.1	0	0,0	0	0,0	22	12,9	100	58,5	49	28,7	711	4,16
Y1.2	0	0,0	3	1,8	22	12,9	117	68,4	29	17,0	685	4,01
Y1.3	2	1,2	3	1,8	27	15,8	107	62,6	32	18,7	677	3,96
Y1.4	0	0,0	2	1,2	36	21,1	99	57,9	34	19,9	678	3,96
Mean Work Discipline Variables											4,02	

Source: Primary data processed (2021).

Table 4. Frequency/Percentage Table of Performance Variable Indicators

Indicator	Respondent Answer Score										Total Score	Mean
	1		2		3		4		5			
	f	%	F	%	F	%	F	%	F	%		
Y2.1	2	1,2	1	0,6	30	17,5	93	54,4	45	26,3	691	4,04
Y2.2	0	0,0	0	0,0	13	7,6	103	60,2	55	32,2	726	4,25
Y2.3	0	0,0	0	0,0	14	8,2	98	57,3	59	34,5	729	4,26
Y2.4	0	0,0	0	0,0	13	7,6	98	57,3	60	35,1	731	4,27
Y2.5	0	0,0	0	0,0	16	9,4	94	55,0	61	35,7	729	4,26
Y2.6	0	0,0	0	0,0	10	5,8	109	63,7	52	30,4	726	4,25
Mean Performance Variables											4,22	

Source: Primary data processed (2021).

Furthermore, to find out the variables that can be used as indicators of leadership, competence and compensation, it can be observed from the factor loading value or lambda coefficient (λ) and the level of significance, which reflects each variable as an indicator of leadership, competence and compensation as shown in table 5.

Table 5. Factor loadings (λ) Measurement of leadership and compensation factors

Variable Indicator	Loading Factor (λ)	Critical Ratio	Probability (p)	Information
Leadership Variables				
X1.1	0,657	Fix	< 0.001	Significant
X1.2	0,541	7,471	< 0.001	Significant
X1.3	0,644	7,48	< 0.001	Significant
X1.4	0,524	6,077	< 0.001	Significant
X1.5	0,877	8,915	< 0.001	Significant
X1.6	0,696	7,929	< 0.001	Significant
Compensation Variables				
X2.1	0,653	7,094	< 0.001	Significant
X2.2	0,780	Fix	< 0.001	Significant
X2.3	0,660	7,113	< 0.001	Significant
X2.4	0,810	8,113	< 0.001	Significant

Source: Data Processing (2021)

Furthermore, to find out the variables that can be used as indicators of work discipline and teacher performance, it can be observed from the factor loading values or lambda coefficients (λ) and their significance levels, which reflect each variable as an indicator of work discipline and performance as shown in table 6.

Table 6. Factor loading (λ) Measurement of work discipline and performance factors

Variable Indicator	Loading Factor (λ)	Critical Ratio	Probability (p)	Information
Work discipline variables				
Y1.1	0,787	Fix	< 0.001	Significant

Y1.2	0,877	11,476	< 0.001	Significant
Y1.3	0,575	7,545	< 0.001	Significant
Y1.4	0,729	9,673	< 0.001	Significant
Performance Variables				
Y2.1	0,441	6,082	< 0.001	Significant
Y2.2	0,744	12,490	< 0.001	Significant
Y2.3	0,755	12,758	< 0.001	Significant
Y2.4	0,947	Fix	< 0.001	Significant
Y2.5	0,818	14,878	< 0.001	Significant
Y2.6	0,630	9,820	< 0.001	Significant

Source: Data Processing (2021)

From the model evaluation, it shows that of the eight goodness of fit criteria, seven have met the criteria, so that the model as a whole can be said to be in accordance with the data and can be analyzed further.

Hypothesis Test

Table 7: Hypothesis Test

Hip	Variabels			Direct	Indirect	Total	P-Value	Information
	Independen	Intervining	Dependen					
1	Leadership		Work Discipline	0,439		0,439	<0.001	Positive and Significant
2	Compensation		Work Discipline	0,180		0,180	0.033	Positive and Significant
3	Leadership		Performance	0,002		0,002	0,976	Positive and Significant
4	Compensation		Performance	0,326		0,326	<0.001	Positive and Significant
5	Work Discipline		Performance	0,399		0,399	<0.001	Positive and Significant
6	Leadership	Disiplin kerja	Performance	0,439	0,175	0,614	0,001	Positive and Significant
7	Compensation	Disiplin kerja	Performance	0,180	0,072	0,252	0,048	Positive and Significant

Source: Data Processing (2021)

CONCLUSIONS AND RECOMMENDATIONS

The results of this research show that: (1) Leadership has a positive and significant effect on work discipline, (2) Compensation has a positive and significant effect on work discipline, (3) Leadership has a positive but not significant effect on performance, (4) Compensation has a positive and significant effect on performance, (5) Work discipline has a positive and significant effect on performance, (6) Leadership through work discipline has a positive and significant effect on performance, (7) Compensation through work discipline has a positive and significant effect on performance.

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