

The Influence of Transformational Leadership Style and Compensation on Teacher Performance through Organizational Commitment as an *Intervening Variable*

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Abstract

This study aims to determine the influence of transformational leadership style and compensation on teacher performance with organizational commitment as an intervening variable in the Malik Ibrahim Gresik Islamic Foundation Educational Institution. The quantitative approach uses a saturated sampling method, where the entire population is sampled. Data was collected through a questionnaire given to teachers at the institution and then analyzed using path analysis techniques to test the relationship between variables. The results of the study show that transformational leadership style has a significant influence on teacher performance. The better the transformational leadership style implementation, the higher the teachers' performance. On the other hand, compensation does not significantly influence teacher performance, which means that the increase in compensation does not directly impact improving teacher performance. However, through organizational commitment as an intervening variable, it was found that organizational commitment plays an important role in mediating the influence of transformational leadership style on teacher performance. These results show that teacher performance can be improved through transformational leadership and increased organizational commitment. This research provides practical implications for the management of educational institutions, especially in developing transformational leadership styles and strengthening organizational commitment to improve teacher performance.

Keywords

Transformational Leadership; Teacher Performance; Organizational Commitment

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1. INTRODUCTION

Teacher performance is one of the key factors in determining the quality of education in an institution (Wartini & Imaniyati, 2018; Wasito, 2020; Wibowo, 2021). The good performance of teachers is greatly influenced by various internal and external factors, including the leadership style and compensation provided by the educational institution. The main challenge in the Malik Ibrahim Gresik Islamic Foundation Educational Institution context is creating a conducive work environment where teachers can achieve optimal performance. One of the most widely used approaches is the



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transformational leadership style, in which the leader directs, inspires, and empowers subordinates to achieve higher goals.

However, although transformational leadership styles have great potential to improve teacher performance, compensation must also be considered (Sianturi, 2021; Suherman, 2021; Sumiaty, 2020). Compensation often motivates teachers to work harder in the form of salaries, allowances, and other perks. However, does compensation always have a significant influence on teacher performance? As it turns out, some studies show that high compensation is not necessarily directly proportional to improved performance. This raises fundamental questions about the relationship between compensation and teacher performance. (Sianturi, 2021) explained that the management of teacher performance improvement will be able to meet expectations if it is based on good management, starting from planning, implementation, supervision, and evaluation, as well as problems found in management.

(Rifai, 2023) *The Global Education Monitoring (GEM) Report 2016 by UNESCO noted that education in Indonesia ranks 10th and last in terms of the quality of teachers from 14 developing countries. It is really sad for our world of education amid the abundance of existing educators. In addition, the total number of teachers increased significantly, namely 382 percent or more than 3 million around 1999 to 2000. This number is not comparable to the number of students, around 17 percent. Judging from the number of teachers, there are still 52 percent of teachers who do not have professional certificates, and 25 percent do not meet academic qualifications (Jumratunnisa, 2018; Kuncoro, 2019; Madjid, 2016).*

(Syafitri et al., 2021) They also explained that the education level of this country, which is rich in natural resources, is far behind that of neighboring countries. Data on the quality of Indonesian education is reflected in the publication by *the World Population Review*; in 2021, Indonesia is still ranked 54th out of a total of 78 countries included in the world education level ranking, but at least this position is up one rank from the previous year, namely in 2020 which was ranked 55th. Indonesia is still inferior by being in 4th position compared to fellow countries in the Southeast Asian region, such as Singapore in 21st, Malaysia in 38th, and Thailand in 46th. The quality of education that is still below Indonesia includes the Philippines in 55th place, Vietnam in 66th place, and Myanmar in 77th place. Another finding is that education in Indonesia, based on data from *the Global Education Monitoring Report (GEM)*, ranks 10th out of 14 developing countries in the world, the quality of teachers ranks 14th out of 14 developing countries in the world (Briliarto et al., 2020)

(Purwanto et al., 2020) They explained that transformational leadership shows leaders who pay attention to individuals by giving tasks that are by employees' abilities and can apply intellectual stimulation to their employees. (Purwanto et al., 2020) Explained that the characteristic of transformational leadership *Idealized influence* is that a transformational leader must be charismatic and able to "bewitch" subordinates to react to follow the leader. In concrete form, this charisma is shown through understanding the organization's vision and mission, having a firm stance, commitment and consistency to every decision, and respecting subordinates.

(Putra Rustamaji et al., 2017) Explained that transformational leadership is defined as an attitude that represents an individual's view of the attitude of superiors in directing their employees who aim to improve performance, attach importance to the interests of subordinates and team members, and provide something that subordinates need, such as in terms of rewarding leaders who have a transformational spirit will always provide and build commitment and work attachment for subordinates to achieve organizational goals. This is intended so that the subordinates will always follow whatever direction is given by the leader; apart from leadership, the influence of performance is also sometimes seen as a compensation factor.

(Sutrisno, 2009) explained that compensation is everything that employees receive in return for their work. Compensation can be given in various forms, such as giving money, providing materials and facilities, and providing career opportunities. (Pitri, 2017) also explained that compensation is

everything that employees receive in return for their work, and through compensation, teachers improve performance, motivation, and job satisfaction and increase the fulfillment of their life needs. Compensation is the provision of remuneration, either directly in the form of money (financial) or indirectly in the form of awards (non-financial) (Brata, 2019; Ghozali, 2019; Latan, 2018). (Wasito, 2020) also explained that organizational commitment is an attitude that shows employee loyalty and is a continuous process of how an organization member expresses their concern for the success and goodness of his organization.

Wibowo (2017) stated that organizational commitment is defined as the desire of some workers to remain members of the organization. Commitment relates strongly and is tied to the organization on an emotional level. Commitment is usually stronger among long-term employees, those who have experienced personal success in the organization, and those who work with committed teams. (Susanti et al., 2017) Explained that a teacher's organizational commitment to his school can be characterized as follows: 1) a strong determination to remain a member of the school organization and will do his best to advance the school; 2) make maximum efforts as desired by the school organization; and 3) believe in and accept the school's values and goals.

Pitri (Pitri, 2017) He said that teacher performance is the result of work that can be achieved by a teacher in an educational institution through his duties and responsibilities in achieving educational goals. (Putra Rustamaji et al., 2017) They also explained that performance can be seen from the employee's work productivity. This performance determines how a person can survive or not in an organization and will impact the integrity and survival of a company. Madjid (2016) explained that teacher performance results from a teacher's efforts, which are achieved by the ability and deeds in certain situations.

The Malik Ibrahim Islamic Foundation (YIMI) Gresik is an organization whose mission is to engage in education. YIMI has educational institutions ranging from Play Groups (KB), Kindergartens (TK), Elementary Schools (SD), and Junior High Schools (SMP). This institution was established in 1955. The learning hour system for YIMI Elementary School and YIMI Junior High School implements a *Full Day School* with learning time every Monday to Friday. The total number of students in the 2022-2023 school year is 834, with 162 teachers and employees. The slogan of the YIMI educational institution is *Okay; the Religion is the Top Education*. YIMI Gresik is committed to improving the education level even more than it currently has (KB-TK-SD-SMP), namely high schools and universities. To realize this, sufficient capital is needed. One of the efforts that can be made is to have many students. Hidayati (2019) explained that most education costs at the school level come from the central government, while private schools come from students or foundations.

The phenomenon at YIMI is that teacher performance assessments have not been carried out optimally, such as some teachers carrying out their obligations in making teaching administrative tools are still not by the provisions desired by the school according to the results of the target recapitulation and realization in the manufacture of teaching tools at KB-TK YIMI in the even semester of 2021-2022 in the form of a teaching implementation plan (RPP), teachers should make it before teachers do learning – teaching, which the RPP must be validated by the principal as seen in Figure 1.

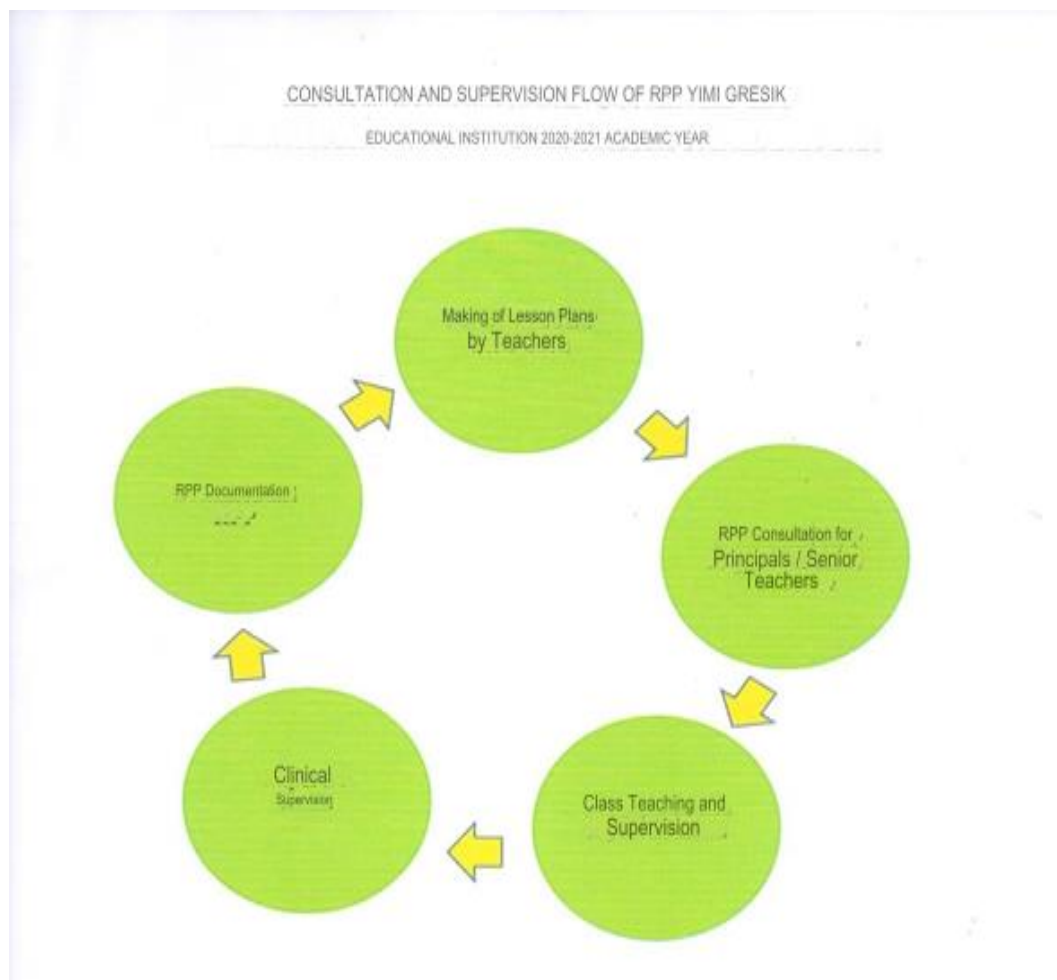


Figure 1. Flow of Consultation and Supervision of RPP at YIMI

Source: Admin YIMI

In Figure 1, it can be seen that a teacher at the YIMI Gresik educational institution, before teaching in the classroom, the teacher must prepare a teaching device that must be consulted first with the principal or senior teacher who the principal or foundation has appointed. After getting a signature from the principal or senior teacher, the teacher can teach, and according to the existing schedule, the teacher will conduct class supervision. The evaluation of the results of supervision in the classroom will be submitted in clinical supervision outside the classroom as input material to teachers to evaluate future teaching, and improvements to teaching tools will be documented by the school to be used as a reference by future teachers or the teacher as material for evaluation or review of lessons. (Sumiaty, 2020) There is a partial influence between compensation on teacher performance, which is positive; Handayani (2015) there is a positive influence between compensation on teacher performance and also the results of the research; Rismawati *et al.* (2018) *compensation is the biggest significant variable in influencing the performance*, and based on research (Wartini & Imaniyati, 2018) Compensation positively and significantly affects teacher performance directly and indirectly through organizational commitment. Previous research conducted by Nur Azizah, Murgiyanto, (Azizah & Murgiyanto, 2019) Transformational leadership and work motivation do not directly affect teacher performance, while transformational leadership and work motivation affect organizational commitment. The update from the researcher is that the researcher examines transformational leadership style and compensation for teacher performance through organizational commitment as an *Intervening variable*.

Based on the above explanation and several gaps in the problems at YIMI Gresik, the researcher feels the need to conduct a more in-depth study of how these three elements can improve teacher

performance. Because the increase in teacher performance will impact the school's success in achieving its goals, namely school quality. From the background description above, the researcher has a research objective of finding out the Influence of Transformational Leadership Style and Compensation on Teacher Performance Through Organizational Commitment as *an Intervening Variable* at the Malik Ibrahim Gresik Islamic Foundation Educational Institution.

2. METHODS

This study's data was collected through a questionnaire distributed to all teachers at YIMI Gresik, consisting of 103 respondents. The questionnaire was designed to measure independent variables (transformational leadership style and compensation), intervening variables (organizational commitment), and dependent variables (teacher performance). Each item in the questionnaire is arranged based on the Likert scale with a certain range of values to measure respondents' perceptions quantitatively.

Before the data is collected, validity and reliability tests are performed to ensure that the instrument used can measure what it is supposed to measure and is consistent. Validity tests are carried out using item-total correlation, where each questionnaire item must have a significant correlation with the total scale. Meanwhile, the instrument's reliability was tested using Cronbach's Alpha coefficient, with a value above 0.70, which is considered reliable.

The collected data was analyzed using path analysis to test the relationship between independent and dependent variables through intervening variables. In addition, multiple linear regression analysis was used to see the influence of each independent variable (transformational leadership style and compensation) on teacher performance. Significance tests are carried out on each pathway to ascertain whether there is a significant relationship between these variables.

Table 1. Number of YIMI Teachers

No.	School	Number (People)
1.	KB-TK	10
2.	SD	56
3.	SMP	37
Total		103

Sugiyono (2019) explained that the sample is part of the number and characteristics possessed by the population. Kuncoro (2011) explained that a sample is a *subset* of a population unit. Suppose the population is large, and the researcher cannot study everything, for example, due to limited funds, energy, and time. In that case, the researcher can use samples taken from that population.

The technique used to determine the sample in this study is the saturated sampling technique. (Sugiyono, 2019) The definition of saturated sampling is a sampling technique that occurs when all population members are sampled. This is done when the number of the population is relatively small or the researcher wants to make generalizations with very small errors.

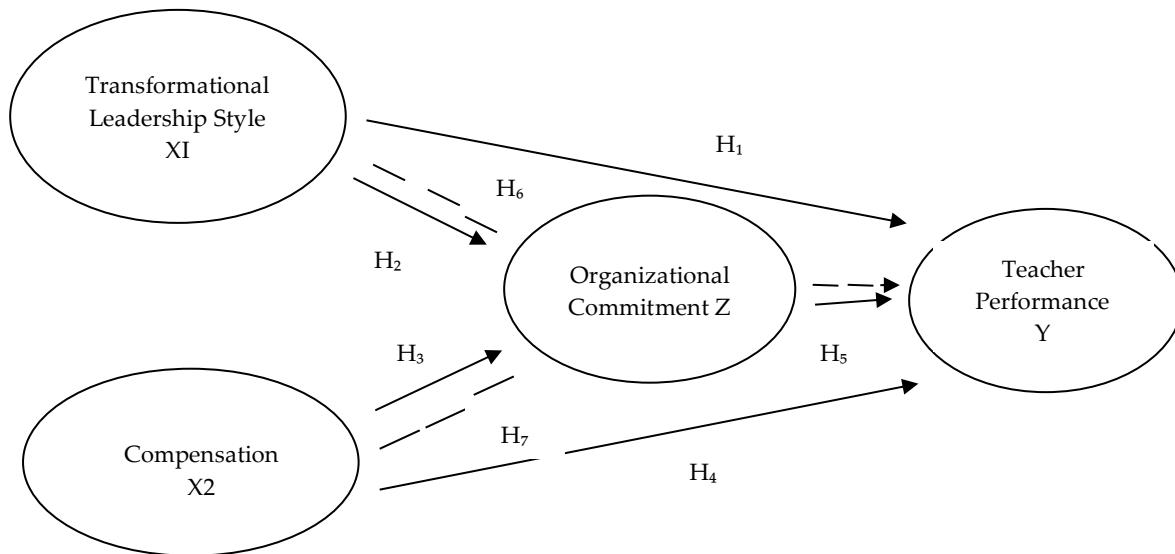


Figure 2. Conceptual Framework

3. FINDINGS AND DISCUSSIONS

The study uses the *Partial Least Square* (PLS) test to test the influence between Transformational Leadership (X1), Compensation (X2), Organizational Commitment (Z), and Teacher Performance (Y) both directly and indirectly.

Structural Equation Modeling-Partial Least Square Model Scheme (SEM – SmartPLS)

In this study, hypothesis testing was carried out with an analysis technique using the help of the *SmartPLS 3.2.9* Software program. Hypothesis testing can be seen in the model scheme below.

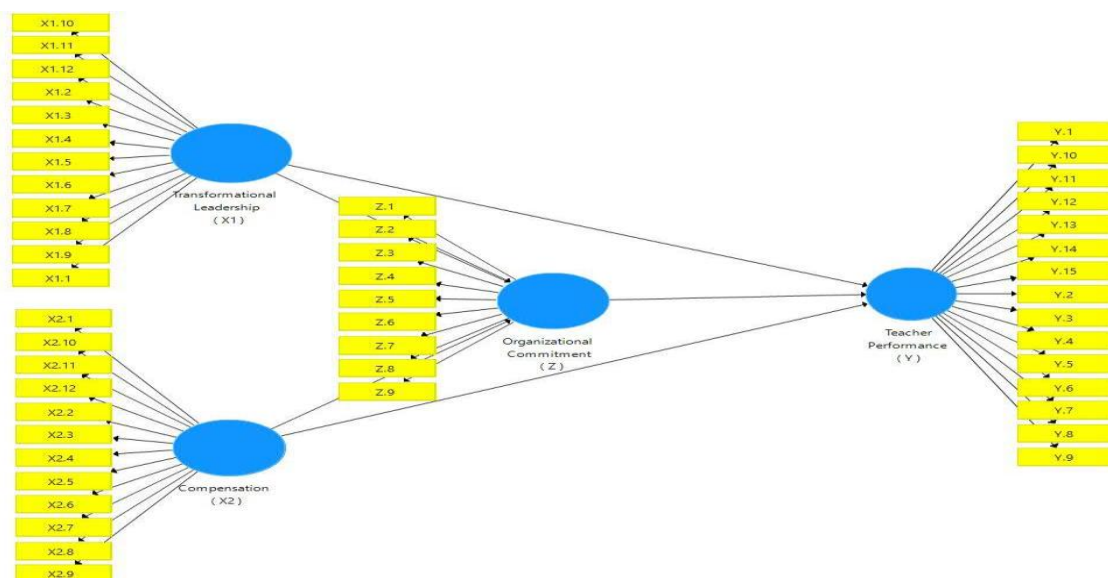


Figure 3. Conceptual Framework Results

Source: Smartpls Report 2023 Data Processing Results

Evaluation of Measurement Model Test or Outer Model

The analysis of the outer model is carried out to ensure that the measurements used are worthy of being used as measurements (valid and reliable). This model analysis specifies the relationship between latent variables and their indicators.

Based on the results of PLS analysis in the PLS *Algorithm* for validity and reliability tests, the model determination coefficient and the path coefficient for the equation model have been shown based on the output results of the PLS *SmartPLS Algorithm*, which can be observed in the following Figure 4:

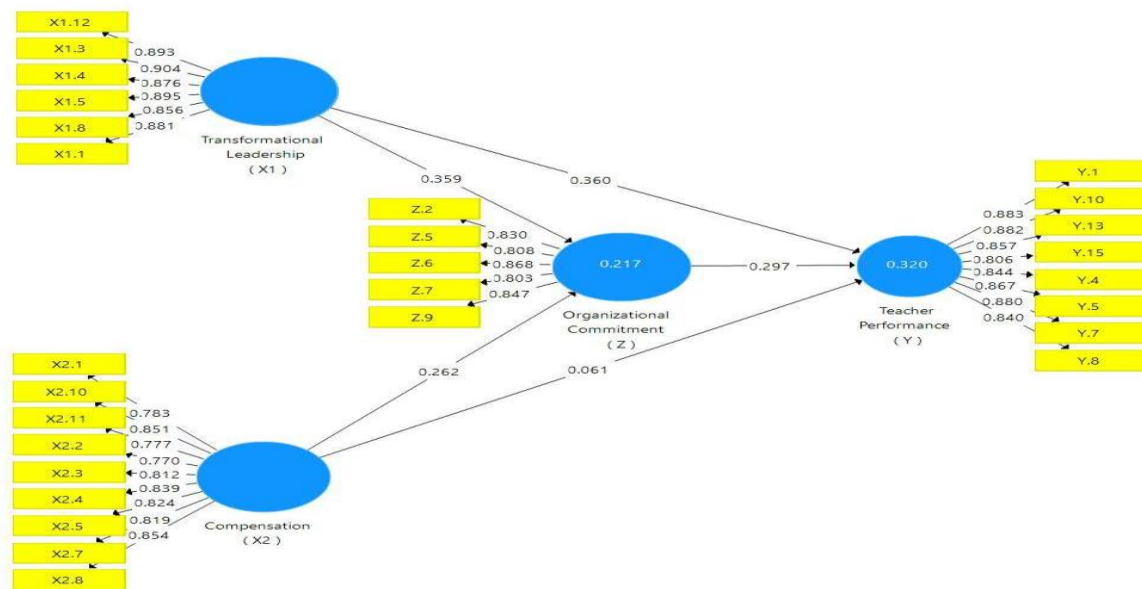


Figure 4. Outer Model Test Results

Source: Smartpls Report 2023 Data Processing Results

Cross-loading and *discriminant validity* values can also be determined through another method, namely observing the *Average Variant Extracted (AVE)* values (Fornell & Larcker in Ghozali (2011) and Ghozali & Latan (2015) explained that another test was carried out to determine the validity of the construct through the observation of the *extracted average variance value*. The model is good if *each construct's Average Variance Extracted (AVE) value exceeds 0.50*.

Table 2. Nilai Average Variance Extracted (AVE)

Variable	Average Variance Extracted (AVE)
Transformational Leadership	0,782
Compensation	0,664
Organizational Commitment	0,691
Teacher Performance	0,736

Source: Hasil Olah Data Smartpls Report 2023

Based on the display of data in Table 5, it can be observed that each research variable has an *Average Variance Extracted (AVE)* value greater than 0.5. Thus, it can be stated that each variable already has a good discriminant validity value.

Reliability Test (Composite Reliability)

The Composite Reliability Test tests several indicators' reliability value on a variable. A variable can be said to meet *composite reliability* if it has a *composite reliability* value > 0.7 (Ghozali 2016). Below is the *composite reliability* value of each variable used in the study.

Table 3. Composite Reliability

Variable	Composite Reliability
<i>Transformational Leadership</i>	0,956
<i>Compensation</i>	0,947
<i>Organizational Commitment</i>	0,918
<i>Teacher Performance</i>	0,957

Source: Smartpls Report 2023 Data Processing Results

Based on the display of data in Table 6, it can be seen that the composite reliability value of all research variables is > 0.7 . A construct is declared reliable if the *composite reliability* value exceeds 0.70 (Ghozali, 2016). These results show that each variable has met the *composite reliability*, and in the end, a conclusion can be made that all variables have a high level of reliability.

Cronbach's Alpha Test

Reliability testing, in addition to using *Composite Reliability*, can also be strengthened by using tests from *Cronbach Alpha* values. A variable can be said to be reliable if the result of the *Cronbach alpha* value is > 0.7 (Ghozali 2016). As shown in the *Cronbach alpha* value table below:

Table 4. Value Cronbach's Alpha

Variable	Cronbach's Alpha
<i>Transformational Leadership</i>	0,944
<i>Compensation</i>	0,938
<i>Organizational Commitment</i>	0,889
<i>Teacher Performance</i>	0,949

Source: Smartpls Data Processing Results Report 2023

Based on the data displayed in Table 7, the Cronbach alpha value of each research variable is > 0.7 . Therefore, based on this, the results of the following study show that each of the research variables has met the requirements of *Cronbach's alpha* value. Finally, a conclusion can be made that all variables have a high level of reliability.

Path Coefficient Test

Path coefficient *evaluation* is used to show how strong the effect or influence of exogenous variables is on endogenous variables. Meanwhile, *coefficient determination (R-Square)* measures how other variables affect endogenous variables (Marcoulides *et al.*, 2009). The categorization of the *Path Coefficient Test* is seen as if the test value is more than 0.67, then the category is Good; if the result is 0.33 - 0.67, it is classified as the medium category, and if the result is 0.19 - 0.33, it is classified as the Weak category.

Table 5. Path Coefficients

Construct	Original Sample	Information
<i>Compensation</i> → <i>Organizational Commitment</i>	0,262	Weak
<i>Compensation</i> → <i>Teacher Performance</i>	0,061	Weak
<i>Organizational Commitment</i> → <i>Teacher Performance</i>	0,297	Weak
<i>Transformational Leadership</i> → <i>Organizational Commitment</i>	0,359	Moderate
<i>Transformational Leadership</i> → <i>Teacher Performance</i>	0,360	Moderate

Source: Smartpls Report 2023 Data Processing Results

The description of the results shows that all variables in this model have a *path coefficient* with positive numbers. This shows that the greater the path coefficient value in one exogenous variable to the endogenous variable, the stronger the influence between exogenous variables on the endogenous variable.

In the results of the *path coefficient*, the influence of the relationship between Compensation and Teacher Performance has weak results. This is due to conditions in the field; respondents feel that there is indirect compensation that is not felt by teachers, such as gatherings of teachers and employees of the YIMI extended family that have not been carried out again for a long time, giving awards for outstanding teachers or employees who have been running in the past, awarding teachers or employees for their service periods.

Model Goodness Test (Goodness of Fit)

Based on the data processing that has been carried out in *Smartpls* 3.2.9, R-Square was obtained as follows:

Table 6. Nilai R-Square

Variable	R-Square
Organizational Commitment (Z)	0,217
Teacher Performance (Y)	0,320

Source: Smartpls Report 2023 Data Processing Results

Based on the figure above, it can be seen that the value for the Teacher Performance variable is 0.320. This states that the presentation for Teacher Performance is 32%. The value for the Organizational Commitment variable is 0.217. This states that the presentation for Organizational Commitment is 21.7%.

The goodness of fit assessment is observed from the Q-Square value. The value of Q-Square is equivalent to coefficient determination (R-Square) in regression analysis, where the higher the Q-Square, the better it can be stated. The results of the calculation of the Q-Square value are:

$$\begin{aligned}
 Q\text{-Square} &= 1 - [(1 - R21) \times (1 - R22)] \\
 &= 1 - [(1 - 0,320) \times (1 - 0,217)] \\
 &= 1 - (0,68 \times 0,783) \\
 &= 1 - 0,53244 \\
 &= 0,46756
 \end{aligned}$$

Based on the calculation results above, the Q-Square value is 0.46756, which shows the great diversity of research data that can be influenced by the research model, which is 46.76%. Meanwhile, the remaining 53.24% were explained by other factors outside the research model. The R-Square value of Teacher Performance (Y) of 0.320 is more than the R-Square value of Organizational Commitment (Z) of 0.217, so it is stated that this model is acceptable.

Direct Impact Test

In the hypothesis test, it can be observed based on the t-statistical value and probability value. For the hypothesis test, namely through statistical values, for alpha 5%, the statistical t-value used is 1.96. What makes the hypothesis acceptance/rejection criteria is that Ha is accepted, and H0 is rejected when the t-statistic > 1.96. To reject/accept the hypothesis, use probability so that Ha is accepted if the P-value < 0.05. The table below shows the results of hypothesis testing obtained in the following study using the inner model.

Table 7. *T-Statistic dan P-Value*

HP	Variable	Original Sample	T-Statistic	P Values
1	<i>Transformational Leadership → Teacher Performance</i>	0,360	3,806	0,000
2	<i>Compensation → Teacher Performance</i>	0,061	0,605	0,545
3	<i>Transformational Leadership → Organizational Commitment</i>	0,359	4,008	0,000
4	<i>Compensation → Organizational Commitment</i>	0,262	2,646	0,008
5	<i>Organizational Commitment → Teacher Performance</i>	0,297	2,825	0,005

Source: Smartpls Report 2023 Data Processing Results

Based on the presentation of data in the figure above, it shows that of the five hypotheses, four hypotheses are accepted, namely hypothesis 1, hypothesis 3, hypothesis 4, hypothesis 5, and 1, hypothesis is rejected, namely hypothesis 2.

Indirect Influence Test

Testing the indirect influence hypothesis uses the *bootstrapping resampling technique method*—an alternative approach to test the significance of mediation (Bollen and Stine, 1990). Before looking at the mediation effect on the mediator variable, it must first be seen whether the influence on the endogenous variable is significant if the effect of the variable mediator is done after *bootstrapping* first to see the significance of the effect. No further mediation effect test is carried out if no significant influence exists.

Furthermore, hypotheses 6 and 7 predict the effect of mediation using the analysis that the mediation relationship occurs if:

- 1) Exogenous variables have a significant effect on endogenous variables.
- 2) Exogenous variables have a significant effect on mediator variables.
- 3) Mediator variables have a significant effect on endogenous variables.
- 4) Full/perfect mediation occurs when the influence of exogenous variables on endogenous variables is directly significant, but the influence becomes insignificant when mediation variables are involved. Partial mediation occurs if the influence of exogenous variables on endogenous variables, either directly or indirectly, is significant. However, the regression coefficients of exogenous and endogenous influences are reduced when mediating variables are included.

The following are the results of data processing for testing the indirect influence hypothesis:

Table 8. *T-Statistic dan P-Value*

HP	Variable	Original Sample	T-Statistic	P Values
6	<i>Transformational Leadership → Organizational Commitment → Teacher Performance</i>	0,107	2,420	0,016
7	<i>Compensation → Organizational Commitment → Teacher Performance</i>	0,078	1,759	0,079

Source: Smartpls Report Data Processing Results

Based on the results of the calculation of *specific indirect effects*, it is known that:

- 1) The total influence of Transformational Leadership Style on Teacher Performance through Organizational Commitment was obtained with a statistical T of 2.420 and a *P-value* of 0.016. The *P-values* are more than 0.05, and the statistical t-values are more than the t table (t start > 1.960), so there is a significant influence. So, it is stated that Transformational Leadership

significantly influences Teacher Performance through Organizational Commitment. Better Transformational Leadership will have a significant effect on Organizational Commitment. The results show that the hypothesis is accepted.

- 2) The total influence of Compensation on Teacher Performance through Organizational Commitment was obtained with a statistical T of 1.759 and *P-values* of 0.079. The *P-values* are more than 0.05, and the statistical t-values are less than the t table ($t_{stat} < 1.960$), so it has no effect. So, it is stated that compensation for teacher performance through organizational commitment is rejected. The result is suspected to be indirect compensation that also influences. The results show that the hypothesis is rejected.

Discussion

Transformational Leadership Style (X1) Towards Teacher Performance (Y)

The hypothesis of the influence of Transformational Leadership Style on Teacher Performance. The results of the original sample of 0.360 have a positive value because above zero under one, the statistical t value is more than the t table ($t_{stat} > 1.960$), which is 3.806. The P-Values value is 0.000 less than 0.05, so it is stated that the Transformational Leadership Style has a significant influence on Teacher Performance, meaning that a better Transformational Leadership Style will have a significant effect on better Teacher Performance. The results show that the hypothesis is accepted.

The results of the Transformational Leadership Style Variable Respondents above, the results for each indicator were divided into the lowest average, 3.71, with the criteria agreeing that the principal provided technical advice related to work. To obtain optimal teacher performance results, the principal is also tasked with providing guidance, assistance, supervision, and assessment related to the technical implementation and development of teaching education by improving teaching education programs and activities. Tasks that the principal can carry out include:

- a. Guiding teachers so that they can understand more clearly the problems and needs of students through coordination meetings.
- b. Selecting and assigning appropriate tasks for each teacher based on their interests, abilities, and talents and encouraging teachers to continue to develop their interests, talents, and abilities through teacher training internally and externally in the school.
- c. Providing teacher assessment through classroom supervision.

The highest is 4.42, with the criteria strongly agreeing that the principal provides optimism. School principals can do this by motivating teachers to be maintained and cared for through teacher morning briefing activities and praising outstanding teachers.

This study's results are supported by Muhamad Taufik B.K.'s research (2019), which explains that transformational leadership positively and significantly influences teacher performance. The results of the study revealed that efforts to optimize teacher performance can be carried out by school principals through example, motivation, democratic policies, providing *rewards*, having good relationships and personal approaches, and creating a sense of security and comfort at work.

The results of this study also agree with the research (Azizah et al., 2019); (Rismawati et al., 2018).

Compensation for Teacher Performance

The hypothesis of the influence between Compensation on Teacher Performance (Y) is produced with an original sample value of 0.061 with a positive value of above zero below one, T statistic 0.605 the result shows a statistical t value less than t table ($t_{stat} < 1.960$) and P-values of 0.545 with a value of more than 0.05 so that it is stated that Compensation has an insignificant influence on Teacher Performance, This means that the better the compensation will not affect the teacher's performance. The results show that the hypothesis is rejected.

The Compensation Variable Respondents' results indicate that each indicator's mean is divided into the lowest average, 3.03, with a neutral criterion that I receive incentives if I have received additional working hours. School conditions, if there are teachers who are allowed not to come to work, will impact the schedule of picket teachers, while picket teachers themselves have teaching hours. The more teaching hours teachers are absent, the more principals will delegate teaching tasks to teachers on duty. In this case, the principal or the YIMI Gresik Educational Institution can increase the incentive value the substitute teacher will receive.

The highest is 4.21, with the criteria of agreeing that salaries are given on time. In this case, the regulations at the YIMI Gresik educational institution that have been implemented, namely the payment of salaries, are carried out at the end of every month so that this regulation can be consistently implemented.

The research results were conveyed by the research of Jumratunnisa *et al.* (2016), who explained that compensation positively influences the performance of honorary teachers. Still, it does not have a significant effect. Compensation is not the main factor that triggers the improvement of the performance of honorary teachers. Other research results agree (Wibowo in Aisyah Putri 2017).

The results of this study do not agree with Suherman's (2021) research, which states that compensation significantly affects teacher performance. Most teachers admit that the school gives awards to outstanding teachers, the implementation of salary is always carried out on time, there are holiday allowances, education allowances, and pension funds for teachers, receiving health insurance or health insurance from the school. There is a salary increase system for teachers who can perform well, and the school provides an honorarium for additional work done by teachers.

Transformational Leadership Style Towards Organizational Commitment

The hypothesis of the influence of Transformational Leadership Style on Organizational Commitment was obtained with an Original Sample value of 0.359 with a positive value because above zero under one, the statistical t-value of 4.008 is more than the tablet ($t_{stat} > 1.960$). The P-value of 0.000 is less than 0.05, so it is stated that Transformational Leadership Style significantly influences Organizational Commitment, meaning that better Transformational Leadership will significantly affect better Organizational Commitment. The results show that the hypothesis is accepted.

The results of the respondents of the variable Transformational Leadership Style above, on the indicator of giving attention and guidance, obtained results for 3.92 categories agreed that the principal provided job training to me in the work program to be implemented, the researcher explained that the training given to teachers, as a result, would be able to improve teacher performance. Student achievement, school achievement, and the best service to school residents will automatically be fulfilled, which will affect the increase in organizational commitment. The type of training referred to is training to meet the performance needs of teachers themselves, such as independent curriculum teaching training, training to understand student behavior, work motivation seminars, and participating in education workshops that can be carried out internally by bringing in resource persons whose expertise has been proven or participating in training, seminars, workshops held outside YIMI schools. Teachers with recommendations from the principal follow more and more training, and the results are also carried out in-house training for other teachers after the training, so indirectly, the principal also participates in instilling organizational commitment by growing productive benefits for teachers at the YIMI Gresik Educational Institution.

The results of this study agree with the research of Sitompul (2019), stating that there is a significant influence between the influence of the principal's idealism and organizational commitment. Transformational leadership styles are an important issue and play an important role in contributing to the commitment of teachers' organizations. The results of another study also agree (Mubarak & Darmanto, 2020) that school principals' idealism significantly influences organizational commitment.

Research that disagrees with the research (Azizah et al., 2017) explains that transformational leadership does not affect teachers' commitment, the high and low attitudes of transformational leadership do not have an impact on teachers' commitment to schools, because teachers are committed to the basis of the profession held as educators so that no matter how the leader is, teachers have a high commitment to their profession.

Compensation for Organizational Commitment

The hypothesis of the effect of Compensation on Organizational Commitment was obtained with an original sample value of 0.262 with a positive value because the value was above zero below one, T statistic 2.646. The results show that the statistical t value exceeds the t table ($t_{stat} > 1.960$). The *P-value* of 0.008 has a value of less than 0.05, so it is stated that Compensation does not significantly influence the Organizational Commitment, meaning that the better the Compensation will have a significant effect on the better the Organizational Commitment. The results show that the hypothesis is accepted.

In the allowance indicator, the Compensation Variable Respondents above results from the 4.02 agreed criteria for the Foundation to give awards to outstanding employees. Researchers found a phenomenon in teachers at the YIMI Gresik Education Institution, namely that the awards received by teachers are still not continuous and unevenly felt by teachers at the YIMI Gresik Education Institution. Because of the importance of recognizing the results of achievements that teachers have made and consistently awarding awards, the YIMI Gresik Educational Institution can give awards to teachers whose attendance is 100% for three consecutive months to receive awards by announcing and giving directly in front of other teachers in one meeting. Likewise, with teachers who nurture their students to excel in prestigious competitions, it is hoped that the YIMI Gresik Education Institution will also give awards similar to the achievements of the teachers present above. Regarding the right of teachers to receive compensation for their performance, it is hoped that it will be able to increase organizational commitment at the YIMI Gresik Education Institution. The results of this study are in line with the research (Brata, 2019) This explains in his research that there is a significant influence between compensation and organizational commitment. Employees will feel that their performance is appreciated that it will foster a commitment to further improve the quality of their work. Good compensation also prevents employees from switching to other organizations.

Organizational Commitment to Teacher Performance

The hypothesis of the influence between Organizational Commitment and Teacher Performance was obtained with the result of the original sample of 0.297 with a positive value because the value was above zero below one, T statistic was 2.825. The results show that the statistical t value is less than the t table ($t_{stat} < 1.960$) and the P-Value of 0.005 is less than 0.05, so it is stated that Organizational Commitment has a significant influence on Teacher Performance, meaning that the better the Organizational Commitment will have a significant effect on the better Teacher Performance. The results show that the hypothesis is accepted.

The results of the Organizational Commitment Variable Respondents above, for the mean of each indicator are divided into the lowest average, which is 3.52 with the criteria agreeing that the Foundation fosters a strong commitment to employees. In the last two years 2020 – 2022 (during the pandemic), school managers have also had an impact on the phenomenon of parents' decisions to choose their children's schools in schools that are affordable with the economy of parents and guardians. Including in the YIMI Gresik Educational Institution, there was also a decrease in students because of this. So in this case, the commitment of the YIMI Gresik Educational Institution can be grown again by increasing the effectiveness of the implementation of the quality management system which is focused on improving every aspect of the organization, especially human resources and supporting resources (infrastructure).

While the highest average is 4.34 with the criteria that strongly agree that the Foundation fosters

the desire to continue working for employees. The YIMI Gresik Educational Institution is expected to often involve teachers in school or foundation events or activities and is trying to hold a gathering of large families of teachers and employees every year so that it will be able to increase organizational commitment and teacher performance.

The results of this study are in line with research (Ridwan & Sopandi, 2019) explaining that organizational commitment has a positive and significant effect on teacher performance. The success of school organizations can be achieved if teachers who work are based on a good organizational commitment to achieve good performance. The commitment that has been embedded in each teacher makes them excited to work and can complete their tasks as they should.

Transformational Leadership Style Towards Teacher Performance through Mediation of Organizational Commitment

The hypothesis of the influence of Transformational Leadership Style on Teacher Performance through Organizational Commitment was obtained with a statistical T of 2.420 and a *P-value* of 0.016. The *P-values* are more than 0.05 and the statistical t values are more than the t table ($t_{start} > 1.960$), so there is a significant influence. So it is stated that the Transformational Leadership Style has a significant influence on Teacher Performance through Organizational Commitment. The better the Transformational Leadership Style will have a significant effect on the better Organizational Commitment. The results show that the hypothesis is accepted.

If seen from the direct relationship value of H1 in the *original sample* has a value of 0.360 greater than the indirect relationship in the *original sample* value of 0.017, then the transformational leadership style has an effect on teacher performance directly not through organizational commitment. In order to obtain optimal teacher performance results, the principal is also tasked with providing guidance through coordination meetings, assistance through teacher training both internally and externally in the school, supervision and assessment through classroom supervision. School principals can also do this by maintaining motivation for teachers through teacher morning *briefings* and giving appreciation to outstanding teachers. The principal in this case is expected to always coordinate with the management (YIMI Gresik Education Institution) to provide support for the principal's policies that have been implemented based on the agreement that has been made between the principal and the YIMI Gresik Education Institution.

Consistent research (Monica & Prasetyo, 2019) explains that organizational commitment is not effective in mediating the influence of transformational leadership style on teacher performance, and organizational commitment. The results of the study are not in line with the research (Mubarak & Darmanto, 2020) explaining that there is a positive influence of transformational leadership style on employee performance with organizational commitment as an intervening variable (Rifai, 2023) (Pitri, 2017). The better the transformational leadership style is applied leads to an increase in employee commitment to the organization, which has a real impact on improving its performance.

Compensation for Teacher Performance as Mediation of Organizational Commitment

The hypothesis of the effect of Compensation on Teacher Performance through Organizational Commitment was obtained with a statistical T of 1.759 and a *P-value* of 0.079. The *P-values* are more than 0.05 and the statistical t values are less than the t table ($t_{start} < 1.960$), so it has no effect. So it is stated that compensation is rejected for Teacher Performance through Organizational Commitment. The result is suspected to be indirect compensation that also influences. The results show that the hypothesis is rejected.

If seen from the value of the direct relationship in the *original sample* has a value of 0.061 smaller than the indirect relationship in the *original sample* of 0.078, then the compensation has a direct effect on teacher performance through organizational commitment as mediation. Providing additional incentives for working hours can increase the value of incentives that will be received by substitute teachers and

the salaries of teachers and employees are given on time, so that the increase in organizational commitment will increase. Research (Briliarto et al., 2020) indirectly affects the performance of teachers of the Hamong Putera College Foundation with organizational commitment as an intervening variable that has implications for the success of a learning process from the performance of a teacher.

4. CONCLUSION

The hypothesis of the effect of Compensation on Teacher Performance through Organizational Commitment was obtained with a statistical T of 1.759 and a *P-value* of 0.079. The *P-values* are more than 0.05 and the statistical t values are less than the t table ($t_{start} < 1.960$), so it has no effect. So it is stated that compensation is rejected for Teacher Performance through Organizational Commitment. The hypothesis of the influence of Transformational Leadership Style on Teacher Performance through Organizational Commitment was obtained with a statistical T of 2.420 and a *P-value* of 0.016. The *P-values* are more than 0.05 and the statistical t values are more than the t table ($t_{start} > 1.960$), so there is a significant influence. So it is stated that the Transformational Leadership Style has a significant influence on Teacher Performance through Organizational Commitment. So it can be concluded that Transformational Leadership Style has a significant influence on Teacher Performance, meaning that the better the Transformational Leadership Style will have a significant effect on the better Teacher Performance, Compensation has an insignificant influence on Teacher Performance, meaning that the better the Compensation will not affect Teacher Performance so that Transformational Leadership Style and Compensation for Teacher Performance Through Organizational Commitment.

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