

THE INFLUENCE OF LEADERSHIP, ORGANIZATIONAL CULTURE, MOTIVATION AND COMPENSATION ON EMPLOYEE PERFORMANCE IN REGIONAL APPARATUS ORGANIZATIONS (OPD) AT BAPERLITBANG KARIMUN REGENCY

Sumiyati¹, Bambang Satriawan², Chablullah Wibisono³, Ngaliman⁴

^{1,2,3,4}Faculty of Economic Universitas Batam

E-mail: ¹chyati3@gmail.com

Abstract

This research aims to analyze the influence of motivation, compensation, and commitment in an organization towards the Teacher's Performance in Tunas Karya Pangkalpinang Foundation. In this research, the population is 50, with 35 respondents taken as a sample with purposive sampling method. The research population ranges from varied education background (from Associates Degree to Masters Degree), employee's age ranging from 25 years to above, and minimal 5 years of duty with the rank/category ranges from 2nd grade (golongan II). The measurement is done with likert scale resulting to 7 alternatives of answer. The instrument tests done in this research are validity and reliability test, whereas the model test done in this research is co-efficiency determination, F test (Goodness of Fit) and t-test. Hypothesis test used in this research is done with regression analysis with the t-count. The hypothesis assessment uses t count for the frequency distribution towards significance rate (α) 5%. The result of the research shows that the variable of motivation, compensation, and commitment of organization works simultaneously to influence the teacher's performance in Tunas Karya Pangkalpinang Foundation. However, with the t-test, not all Sig t results below 0,05. Based on the research result, there are some conclusions taken which are: (1) The motivation provides significant and positive influence towards the teacher's performance in Tunas Karya Pangkalpinang Foundation. (2) The compensation does not provide significant and positive influence towards the teacher's performance in Tunas Karya Pangkalpinang Foundation. (3) Organizational commitment provides significant and positive influence towards the teacher's performance in Tunas Karya Pangkalpinang Foundation.

Keywords: *Motivation, Compensation, Organizational Commitment, and Teacher's Performance.*

1. INTRODUCTION

Tunas Karya Pangkalpinang Foundation is an private-owned educational institution that emphasizes on the service of guiding the youth to develop themselves into qualified, religious, and well-mannered individual through the education process and activities that are qualified, well-planned, and equipped with discipline. As an educational foundation, all aspects of organizational activities are based on the processes that occur in the world of education. The process includes; learning system, general student activities, school administration, staffing, finance, new student recruitment, marketing strategies, improving the quality of education services, building cooperation with stakeholders, and so on.

In the development of the world of education, especially within the Tunas Karya Pangkalpinang Foundation, it is necessary to observe that there is a quality improvement process through four organizational aspects, namely; motivation, compensation, organizational commitment and employee performance. These four things are said to be important because they contain the main elements in increasing organizational commitment. Organizational commitment, if observed, becomes a form of partnership between the organization and the organization itself. More broadly, organizational commitment describes the flow of organizational movements to

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achieve the goals and objectives of establishing an organization or foundation. The basis for the three concepts above provides a clear space between employees and the organization or the Tunas Karya Pangkalpinang Foundation itself. The level of dependence indicates that there are interrelated relationships in the interests of organizational development.

There are five indicators for measuring individual employee performance, namely (Robbins, 2006: 260):

1. Quality. Work quality is measured by employees' perceptions of the quality of work produced and the perfection of tasks on employee's skills and abilities.
2. Quantity. Represents the amount produced expressed in terms such as number of units, number of activity cycles completed.
3. Punctuality. The level of activity completed at the beginning of the stated time, seen from the point of coordination with the output results and maximizing the time available for other activities.
4. Effectiveness. The usage level of organizational resources (manpower, money, technology, raw materials) maximized with the intention of increasing the results of each unit in the use of resources.

Independence. It is the level of an employee who will be able to carry out his work function and commitment. This indicator measures whether an employee has a work commitment to the agency and fulfillment on responsibilities to the office.

2. IMPLEMENTATION METHOD

The purpose of this study was to obtain information about motivation, compensation, and organizational commitment to teacher's performance at the Tunas Karya Pangkalpinang Foundation. In order to obtain the information data, the researcher used a quantitative approach method. The approach with quantitative data is an approach using data from the value of change which can be expressed in numbers. The quantitative approach can be seen in a research in which the data is numerical, namely in the form of numbers or symptoms and events. Quantitative research is a form of research that is oriented towards definite conclusions by proving hypotheses. (Purwanti, 2000).

1. Population

Population data ranging from the staff units at Tunas Karya Foundation in Pangkalpinang are:

- a. Unit/Employees : High School/Vocational School
- b. All teachers in Tunas Karya Foundation: per November 2020 with the total of 50 teachers

The population of this study used data from teachers ranging from Play Group, kindergarten, elementary, middle school, high school, and vocational high schools. The basis for sampling is adapted to research needs.

2. Sample

The sample is part of a population consisting of several members of the population (Sekaran, 2000). From these samples, it can be concluded that the sample can be used to generalize the entire population. In this study, sampling using the method "Purposive Sampling" which is based on specific objectives using criteria:

- a. Minimum education of Bachelor's Degree
- b. Minimum years of service: 5 years

3. RESULTS AND DISCUSSION

3.1 Results

Based on the multiple regression equation, it can be seen that:

$$Y_2 = -28,578 + 1,043 X_1 + 0,721.X_2 - 0,174 X_3$$

- The motivation variable has a positive and significant effect on teacher performance.
- The compensation variable has a positive and significant effect on teacher performance.
- The organizational Commitment has a negative influence on teacher's performance.
- The motivation variables have a more dominant influence on Teacher Performance than Compensation and Organizational Commitment.
- A constant of -28.578 means that if $X_1, X_2, X_3 = 0$ then the value of $y = -28.578$. So that if motivation, compensation, and organizational commitment are not there, teacher performance will decline

From the regression equation above, it can be determined whether the theoretical answers contained in the hypothesis statement are supported by the facts collected and analyzed in the data processing process. The results of the hypothesis are:

Hypothesis I

Hypothesis I which says motivation has a positive and significant effect on teacher's performance. Based on table 1.15, it can be seen that motivation has a beta value of 1.043 with a sig value. 0.002 smaller than 0.05 which means that the higher the motivation is, the higher the teacher's performance will be.

Hypothesis II

Hypothesis II which says compensation has a positive and significant effect on teacher's performance. Based on table 1.15, it can be seen that motivation has a beta value of 0.721 with a sig value. 0.027 smaller than 0.05 which means that the higher the compensation is, the higher the teacher's performance will be.

Hypothesis III

Hypothesis III which says Organizational Commitment has a negative and insignificant effect on teacher's performance. Based on table 1.15, it can be seen that Organizational Commitment has a beta value of -0.174 with a sig. value of 0.570 which is smaller than 0.05 means that organizational commitment has no effect on teacher performance.

Hypothesis IV

From table 1.14, it is found that the sig-value of 0.000 is smaller than the p- value specified at 0.05 or $0.000 < 0.05$, so there is an influence between the variables of motivation, compensation and organizational commitment have a joint effect on teacher performance.

3.2 Discussion

It can be concluded that:

- The quality of teacher's performance at the Tunas Karya Pangkalpinang Foundation, there are still some answers that do not agree, therefore it is necessary to create an improvement in the quality of work that is conducive to improve the teacher's level of competence. This can be

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done by means of regular and integrated training and supervision by foundation advisors and school principals.

- b. There needs to be an increase in organizational commitment which is expected to be able to improve the teacher's performance in Tunas Karya Pangkalpinang Foundation.

4. CONCLUSION

Based on the results of research and data analysis on how motivation, compensation and commitment are influential to the teacher's performance in Tunas Karya Pangkalpinang Foundation, the following conclusions can be drawn as follows:

- a. Motivation has a positive and significant effect on the teacher's performance, this is supported by the results of regression analysis which shows the t count of 3,411.
- b. Compensation has a positive and significant effect on teacher's performance, this is supported by the results of regression analysis which shows the t count of 2.354.
- c. Organizational Commitment has a negative and insignificant effect on teacher performance, this is supported by the results of the regression analysis which shows the t count of -0.576.
- d. The ability of the model to correctly explain the relationship between Motivation, Compensation and Organizational Commitment is 64% towards the teacher's performance. Meanwhile, the other 36% are explained outside the model.

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