

## **THE EFFECT OF TRANSFORMATIONAL LEADERSHIP, COMPENSATION AND JOB ENGAGEMENT TO TEACHING QUALITY (Study on Non-Permanent Teachers in Public Junior High School, Central Jakarta Education office)**

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### **Abstract**

*The Quality Teaching of Non-Permanent Teachers of Junior High School in Central Jakarta Education Office in the last 5 years tends to decrease. This study aims to analyze effect of transformational leadership, compensation and job engagement to teaching quality of teachers. Respondent in this study is non-permanent teachers at Central Jakarta Education Office, 71 samples from the saturated sample technique use questionnaire. This research use multiple linear regression analysis, The result of the research is transformational leadership has negative effect not significant to the teaching quality, compensation has a significant positive effect on teaching quality of and job engagement has a significant positive effect on the teaching quality. The better compensation and job engagement will improve the teaching quality.*

**Keywords:** *transformational leadership, compensation, job engagement and teaching quality.*

### **Introduction**

Transformational leadership refers to the process by which an individual engages with others and creates a relationship that increases the level of motivation and morality for both the leader and the follower. This type of leader is very concerned about the needs and motives of the followers and tries to help his followers achieve best abilities (Burns, 1978:20)

One form of leadership that is believed to balance the mindset and reflection of a new paradigm in the globalization process is defined as transformational leadership. Transformational leadership, described as a leadership style that can awaken or motivate employees, so they can develop and achieve performance at a high level, beyond what they predicted earlier. In addition, the transformational leadership style is considered effective in any situation and culture (Bass: 1996, 1997, in Yukl 2009).

Jakarta Education Agency is one of the regional work units (known as SKPD) under the auspices of Jakarta. In order to implement the education development program in DKI Jakarta Province, the Education Office of DKI Jakarta Province has the duty and function of conducting educational affairs.

The number of honorary teachers in Jakarta amounts to about 5,000 people who have been appointed as civil servants, and those who are not appointed around 11,000. The large number of un-appointed teachers is the problem in DKI Jakarta, because to appoint a civil servant is not possible so the DKI Jakarta Provincial Government seeks the way for unearned teachers to obtain honorarium in accordance with the Provincial Minimum Wage. Especially for teachers who perform well will be employed by receiving a Provincial Minimum Wage. The solution was conveyed by Jakarta Governor Sumarsono on Monday (23/1/2017) in front of reporters while at City Hall of DKI Jakarta, that is said, honorary teachers are still employed as teachers with Provincial Minimum Wage (UMP), they are not as Civil Servants, but not fired as well.

Research by Thomas Stefanus (2007) significantly satisfies the quality of work life mediating transformational leadership toward extra-role behavior. The implementation of transformational leadership of the principal increases the satisfaction of the quality of work life and this tends to increase the extra role behavior of teachers.

### **Problems Formulation**

Based on introduction that has been stated above, it can be formulated the problem as follows:

1. Does Transformational Leadership Affect to Teaching Quality Non-permanent Teachers of Public Junior High School in Central Jakarta Education Office?
2. Does Compensation Affect to Teaching Quality Non-permanent Teachers of Public Junior High School in Central Jakarta Education Office?
3. Does Job Engagement Affect to Teaching Quality Non-permanent Teachers of Public Junior High School in Central Jakarta Education Office?

### **Literature Review**

#### **1. Transformational Leadership**

According to Yukl (2015: 316) transformational leadership is defined according to the behavior used to influence followers and the impact of leaders on followers, whereas according to James MacGregor in Wirawan

(2013: 47) books between leaders and followers have a common goal that describes values, their motivations, desires, needs, aspirations and expectations.

According to Bass in Yukl (2015: 319) transformational leadership is considered effective in any situation or culture, to support the positive position of Transformational leadership has been imitated by different leaders at different levels of authority in different organizational types and in different countries transformational leadership is more suited to a dynamic and unstable environment that increases the need for change.

It can be concluded that the transformational leadership style proposed by the Bass is quite relevant and effective for improving productivity by Andreas Iako (2004) The transformational leadership developed by the Bass is feasible in adoption and has leaders of organizations or business and service companies in Indonesia.

According to Bass in Sugiarti (2007: 28) transformational leadership there are dimensions as follows:

- 1.) Charismatics are leaders who influence followers by generating strong emotions and identification with the leader.
- 2.) Intellectual stimulation, is a process whereby leaders increase the awareness of individual followers and followers on issues and influence followers to see a problem from a new perspective characterizing intellectual stimulation leaders.
- 3.) Individual attention, is the ability of the leader's responsibility to provide satisfaction and encouragement of his followers' productivity. Leaders tend to be friendly, informal, close and treat his employees with the same treatment to give advice, help and support and encourage self development followers.
- 4.) Inspirational motivation, to what extent a leader communicates and to what extent an attractive vision, builds symbols to build subordinate enterprises and model appropriate behaviors.

## 2. Compensation

According to Wibowo (2012) Compensation is the number of packages the organization offers to workers as a reward for the use of labor. According Hasibuan (2012) Compensation is all income in the form of money, goods directly or indirectly received by employees in return for services provided to the company. Meanwhile, according to Rivai (2011) argued that: "Compensation is something that employees receive as a substitute for the contribution of their services to the company".

According to Mondy & Noe in Marwansyah (2010), differentiated into:

- 1) Financial Compensation, are:
  - a) Direct financial compensation; (salary and wages), performance pay, incentive pay (bonuses, commissions, profit / profit sharing and stock options) and tough pay (savings and share purchase annuities).
  - b) Indirect financial compensation; protection programs (health insurance, life insurance, pensions, employment insurance), paid outside working hours (holidays, annual leave and maternity leave) and facilities such as vehicles, office space and parking lots.
- 2) Non-financial Compensation, are:
  - a) Jobs (tasks of interest, challenge, responsibility, recognition and sense of accomplishment).
  - b) Work environment (sound policies, competent supervision, pleasant relatives, comfortable working environment).

## 3. Job Engagement

Job engagement is stated according to Vazirani (2007) as the level of commitment and involvement that employees have on their organization and the values that are in it that are visible in the employee's positive attitude towards the organization and the values it contains.

Macey, Schneider, Barbera & Young (2009) say that employee engagement is a positive psychological state characterized work related to a genuine desire to contribute to the success of the organization. In the job engagement there is a high emotional and intellectual relationship between the employee and his job, the organization, the manager and his co-worker, thus affecting the employee to make more efforts on his work. Increased energy, doing work that exceeds expectations, adaptive or innovative forms of behavior for corporate success are indications of behavioral attachment.

According to Schiemann (2009), job engagement illustrates how far an employee is willing to go beyond the minimum requirements of their role to provide additional energy or advocate (defend) their organization against other companies as a good place to work or invest. Employed employees will work harder and stay in the company longer, satisfy more customers and have a stronger positive impact on company results.

Schaufeli & Bakker (2010) define job engagement as "a positive, work-related state of mind characterized by vigor, dedication and absorption. Vigor is characterized by high levels of energy and mental flexibility at work, a desire to invest effort in work, and remain steadfast despite difficulties; dedication refers to a strong engagement on the job and experiences a sense of importance, enthusiasm and challenge to work; absorption is characterized by full concentration and feeling preoccupied with his work, so time passes quickly and hardly breaks away from work. In short, bound employees have high energy levels and are enthusiastic about their work.

Based on the above description can be concluded that employee engagement describes a positive psychological state of work and organization and the values that exist in it that generate willingness to exceed the minimum requirements of work and reflected in a positive attitude to the organization through the contribution of the best performance physically, cognitively and emotion for organizational success.

#### 4. Teaching Quality

The qualified and professional teachers become the demands of the society along with the demands of increasingly stringent work requirements following the advancement of the globalization era. To form a professional teacher depends on many things: the teachers themselves, the government, society and parents.

Teacher as an educator is a great contribution to society and nation. The level of community culture, the progress or retreat of the cultural level of a society and the state largely depends on the education and teaching provided by the teachers. The higher the teacher education, the better the quality of education and teaching received by the children, and the higher the degree of society.

One factor that affects the quality of teaching is variable teacher. Teachers have a dominant effect on teaching quality, because teachers are responsible for the learning process in the classroom, even as educational providers in schools. According to Dedi Supriadi (1999: 178), among the various inputs that determine education quality (shown by student achievement) a third is determined by the teacher. The most dominant factor affecting teacher quality of teaching is the teacher's performance. The results of the study by Nana Sudjana (2002: 42) showed that 76.6% of student learning outcomes were effected by teacher performance, with details: teaching ability contributed 32.43%, mastery of learning materials contributed 32.38% and attitudes of teachers of the subjects contributed 8.60%.

Based on the above opinion is known that teacher performance is the dominant factor in determining teaching quality. This means that if teachers are involved in learning activities have a good performance, will be able to improve student attitudes and motivation that will ultimately improve teaching quality.

#### Research Framework

Based on the description above, the research framework is described as follows:

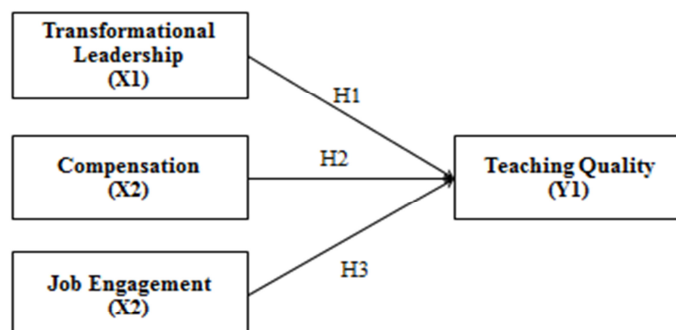


Figure 1. Research Framework

#### Research Hypothesis

Based on the above study, the hypothesis in this study as follows:

H1: Transformational Leadership has a significant effect to Teaching Quality

H2: Compensation has a significant effect to Teaching Quality

H3: Job Engagement has a significant effect to Teaching Quality

### Research Method

The object of this study is the Central Jakarta Education Office, the unit of analysis is the non-permanent teacher in the Central Jakarta Education Service. This research method is by survey method to examine perception of respondent. The population of the study were 71 non-permanent teachers and the sampling was saturated and obtained sample of 71 respondents. Sampling technique with simple random sampling technique, Instrument used in this research is a questionnaire. Data is sourced from secondary data and primary data. Before the data collected through the respondents, the questionnaire has been tested validity and reliability, until all items are valid and reliable.

The analytical method used is quantitative analysis method with multiple linear regression analysis tool, with 5% error tolerance level (0,05) and tool for data processing is by application of SPSS 21. Multiple Linear Regression Analysis can only be done if it has fulfilled the criteria and conditions of classical assumptions such as normality test, multicollionerity test, and heterokedasitas. The Multiple Linear Regression Equation is

$$Y = a + b1.X1 + b2X2 + b3X3 + e$$

Where:

Y = teaching quality;

a = Constants;

b1 = Regression coefficient of X1;

b2 = Regression coefficient of X2;

b3 = Regression coefficient of X3;

X1 = transformational leadership;

X2 = compensation;

X3 = work attachment;

e = error / other factors.

### Result and Discussion

#### Validity Test Result

The results of calculations that have been done for indicators of transformational leadership variables is greater than  $r_{Table} = 0.234$  so it can be concluded that the indicator variable transformational leadership is said to be valid. The result of calculation that has been done to indicator of environment variable is bigger than  $r_{Table} = 0,234$  so it can be concluded that indicator of compensation variable is said to be valid. The result of calculation that has been done for indicator variable of job engagement is bigger than  $r_{Table} 0,234$  so it can be concluded that indicator variable of job engagement is said valid. The results of calculations that have been done for indicators of teaching quality variables is greater than 0.254 so it can be concluded that the indicator of teaching quality variables is valid.

Alpha coefficients for transformational leadership variables, compensation, job engagement and teaching quality were above 0.6. Thus it can be concluded that the four variables are realiablel.

#### Results of Multiple Linear Regression Test

Table 1  
 Results of Multiple Linear Regression Test

Model	Coefficients <sup>a</sup>		Standardized Coefficients	t	Sig
	Unstandardized Coefficients	Std. Error			
	B				
1 (Constant)	5,202	3,986		1,305	,196
Transformational Leadership	-,111	,091	-,072	-1,223	,226
Compensation	,375	,108	,329	3,480	,001
Job Engagement	,853	,136	,596	6,292	,000

a. Dependent Variable: Teaching Quality

Source: SPSS data processing results

$$Y = a+b1X1+b2X2+ b3X3 + e$$

$$Y = 5,202 - 0,111X1 + 0,376X2 + 0,853X3 + e$$

From the mathematical equations of multiple linear regression can be summed up as follows:

The constant of 5.202 is the intersection of the regression line with the Y axis showing when teaching Quality the independent variables, is transformational leadership, compensation and job engagement with zero (0).

Transformational leadership variable has negative regression coefficient which means there is no effect of transformational leadership on teaching quality equal to regression coefficient -0.111, compensation variable has positive regression coefficient, it means that compensation variable have an effect on teaching quality equal to regression coefficient 0,375, job engagement variable has positive regression coefficient means that job engagement affects teaching quality as regression coefficient 0.853.

### Hypothesis test result

Table 2  
 Determination Coefficient test Result (R2)

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,878 <sup>a</sup>	,770	,760	3,081

- a. Predictor: (Constant), Job Engagement, Transformational Leadership, Compensation  
 b. Dependent Variable: Teaching Quality

Source: SPSS data processing results

Based on Table 2, the result of determination coefficient (adjusted R2) is 0,760 which means 76% which mean contribution of teaching quality can be explained by transformational leadership variable, compensation and work attachment. So the rest of 24% (100% -76%) is explained by other variables not examined in this study.

### Model Accuracy Test (F Statistics test)

Table 4.21  
 Model Accuracy Test (F Statistics test)

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2132,986	3	710,995	74,887	,000 <sup>b</sup>
	Residual	636,112	67	9,494		
	Total	2769,099	70			

- a. Dependent Variable: Teaching Quality  
 b. Predictor: (Constant), Job Engagement, Transformational, Compensation

Source: SPSS data processing results

Based on Table 3 it can be seen that the probability value of sig 0,000 means that the probability value is less than 0.05 then the model is accepted, so it can be concluded that transformational leadership, compensation and job engagement together affect teaching quality.

### Partial Significance Accuracy Test (t test)

Table 4  
 Partial Significance Accuracy Test (t test)

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig
		B	Std. Error			
1	(Constant)	5,202	3,986		1,305	,196
	Transformational Leadership	-,111	,091	-,072	-1,223	,226
	Compensation	,375	,108	,329	3,480	,001
	Job Engagement	,853	,136	,596	6,292	,000

- a. Dependent Variable: Teaching Quality

Source: SPSS data processing results

From the table above can be deduced as follows:

- a. Hypothesis Test of the Transformational Leadership on Teaching Quality  
Based on table 4 the probability of a transformational leadership sig of 0.226 is greater than 0.05, so  $H_0$  is accepted and  $H_a$  is not accepted, it can be expressed partially transformational leadership has no significant effect on teaching quality.
- b. Hypothesis Test of Compensation on Teaching Quality  
Based on table 4 the probability of sig compensation of 0.001 is smaller than 0.05, so  $H_0$  is not accepted and  $H_a$  accepted, it can be expressed partially compensation has a significant effect on teaching quality.
- c) Hypothesis Test of Job Engagement on Teaching Quality  
Based on table 4 the probability of job engagement sig of 0.000 is less than 0.05, so  $H_0$  is rejected and  $H_a$  accepted, it can be stated partially job engagement has a significant effect on teaching quality.

## Research Result Discussion

### 1. Effect of Transformational Leadership on Teaching Quality

Based on t test results calculation shows the result of t count -1.223 and significance value of 0.226 is greater than 0.05. So it can be concluded that transformational leadership variables have a negative and insignificant effect on teaching quality.

Research results on transformational leadership that researchers do have a negative effect and not significant on the quality of teaching. This study explains that transformational leadership does not cause teaching quality to be better or change.

### 2. Effect of Compensation on Teaching Quality

Based on t test results calculation shows the result of t count of 3.480 and significance value of 0.001 is smaller than 0.05. So it can be concluded that the compensation variable has a positive and significant effect on teaching quality.

Research results on the compensation that researchers do have a positive and significant effect on teaching quality. This study supports the previous research that Mondiani (2011) has done, Ristiana (2012), on compensation states that compensation has a positive and significant effect on teaching quality. This study explains that good compensation will lead to better teaching quality.

### 3. Effect of Job Engagement on Teaching Quality

Based on t test results calculation shows the results t count value of 6.292 and a significance value of 0.000 smaller than 0.05. So it can be concluded that the variable of job engagement has a positive and significant effect on teaching quality.

Research results on Job Engagement that researchers do have a positive and significant effect on teaching quality. This study supports previous research that has been done Mujiasih (2011), Mondiani (2012), Sutrisno, Sutanto (2017), that job engagement have positive and insignificant effect on teaching quality. This study explains that job engagement will cause teaching quality to be better or change.

## Conclusion and Suggestion

### Conclusion

Based on study results, the conclusions can be taken as follows:

1. Transformational leadership has no effect on teaching quality. This means that the current transformational leadership needs to be maximized again so that teaching quality does not decrease.
2. Compensation has a significant effect on teaching quality. This means that there must be improvement and compensation improvement in order to improve teaching quality.
3. Job Engagement has a significant effect on teaching quality. This means that there must be improvement and job engagement improvement in order to improve teaching quality.

### Suggestion

Based on study results, the researchers can provide suggestions as follows:

1. Leaders should continue to improve their leadership style in the run to more approach to employees through meetings and provide better motivation for better job engagement.
2. The next suggestion is to improve the compensation system that is adjusted to the job engagement will increase employee job engagement and ultimately teaching quality will increase.



3. The last suggestion for the organization to create a good atmosphere among fellow employees, opening up good career opportunities so that employees will have a high commitment and feel job engagement so that teaching quality will be better.

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