

The Influence of Transformational Leadership and Compensation on Teacher Performance Through Organizational Commitment in Islamic Foundation

Djoko Soelistya

Universitas Muhammadiyah Gresik
*djoko_soelistya@umg.ac.id

ABSTRACT

Within the context of the Malik Ibrahim Gresik Islamic Education Foundation, the purpose of this research is to investigate the relationship between transformational leadership and pay for teaching staff, with organisational commitment serving as a moderating component in the relationship. It makes use of a quantitative methodology, collects data via the use of questionnaires, and bases its findings on explanatory study. The Likert scale, with its points ranging from 1 to 5, is used for the rating. The analytical technique utilises the Partial Least Squares (PLS) methodology for descriptive statistical testing, evaluation of internal hierarchies or models, testing of hypotheses, and direct testing. According to the results, transformational leadership and organisational commitment have a substantial ($p < 0.05$) impact on teacher performance. These two factors also have a positive relationship with student achievement. On the other hand, pay does not seem to have a direct bearing on how well teachers execute their jobs. In addition, it is obvious that organisational commitment is impacted by both financial pay and transformational leadership, with significance values lower than 0.05. Both of these factors have been shown to have an effect. In addition, organisational commitment, in its role as a mediator, is shown to effectively affect teacher performance with a significance level lower than 0.05. In other words, when there is a better degree of transformational leadership within the Malik Ibrahim Gresik Islamic Education Foundation, together with proper remuneration and a strong commitment, this leads to enhanced teacher performance inside the institution.

Keyword: Compensation, Organizational Commitment, Performance, Transformational Leadership.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh kepemimpinan transformasional dan kompensasi terhadap kinerja guru di Yayasan Pendidikan Islam Malik Ibrahim Gresik melalui komitmen organisasional. Penelitian ini menggunakan pendekatan kuantitatif dengan explanatory research. Teknik pengumpulan data menggunakan kuesioner. Sistem peringkat Likert digunakan dalam penelitian ini skala 1 sampai 5. Metode analisis yang digunakan dalam pendekatan partial least square (PLS) adalah sebagai uji statistik deskriptif, memeriksa hirarki atau model internal, pengujian hipotesis, dan pengujian langsung. Adapun hasil penelitian diketahui bahwa kinerja guru secara langsung dipengaruhi oleh kepemimpinan transformasional dan komitmen organisasional dengan tingkat signifikansi kurang dari 0,05. Sedangkan kompensasi tidak berpengaruh langsung terhadap kinerja guru. Selanjutnya diketahui juga bahwa komitmen dipengaruhi oleh kompensasi dan kepemimpinan transformasional dengan tingkat signifikansi yang diperoleh lebih kecil dari 0,05. Sedangkan komitmen yang berperan sebagai mediator berhasil mempengaruhi kinerja guru dengan tingkat signifikansi kurang dari 0,05. Artinya, semakin tinggi tingkat kepemimpinan transformasional, dan kompensasi yang disertai dengan komitmen yang tinggi, maka semakin baik kinerja guru di Yayasan Pendidikan Islam Malik Ibrahim Gresik.

Kata Kunci: Kompensasi, Komitmen Organisasi, Kinerja, Kepemimpinan Transformasional.

A. INTRODUCTION

Human resources are unique in that they also include sentiments, motivations, abilities, knowledge, support, authority, and work (ratio, taste, intention). Soelistya et al. (2021) explained that human resources are essential in improving performance. While the benefits of strategic management, an organization's biggest challenge is managing the environment internally and externally. Purwanto et al. (2020) explained that transformational leadership shows leaders who give individual attention by giving assignments according to employee abilities and can apply intellectual stimulation to their employees. Muhamad Taufik B.K (2017) discussed how idealised traits affect transformational leadership, and how this kind of leader has to be charming and able to "bewitch" followers into action. via practise, charisma manifests itself via knowing and advocating for the organization's goals, taking a position, making decisions with dedication and consistency, and treating subordinates with dignity and respect.

The Malik Ibrahim Islamic Foundation (YIMI) Gresik is an organization whose mission is to engage in education. The study hour system for YIMI Elementary School and YIMI Middle School implements Full day School with study time every Monday to Friday. In the 2022-2023 school year, the total number of students is 834, with 162 teachers and employees. The slogan of the YIMI educational institution is Okay Religion, Top Education. YIMI Gresik is committed to increasing the education level even higher than what it currently has (KB-TK-SD-SMP), namely high school and college. To achieve this, sufficient capital is required. One of the efforts that can be made is to have many students. Ninik Hidayati, (2019) it emphasises that public schools get most of their funding from the federal government, whereas private institutions rely on tuition and donations from alumni and friends.

Danim (2010) states that the primary goal will be practical if the instructor demonstrates a particular level of professional conduct or abilities as shown by competence, ability, skills, or talents that fulfil specified quality standards or ethical norms. The effect obtained from learning outcomes from poor teacher performance will impact the quality of a school's education. The quality of education could be better, so the public will judge the school as unreasonable, and what is interesting in educational institutions regarding organizational commitment has been carried out correctly. The phenomenon of decreased performance is also not followed by the existing leadership style, it is suspected that there is an influence of transformational leadership, and this is not linear where the leadership style has been well communicated, meaning that the transformational leadership style given has been communicated with the teachers at YIMI. As stated by Islam & Nugraha (2019), the transformational leadership style also influences teacher performance.

In the context of this research, the researchers find it necessary to articulate the research problem more clearly due to several reasons that support the need for this study, even though the

topic has been extensively explored in Indonesia. Firstly, every educational institution possesses unique characteristics, culture, and challenges that can influence the extent to which factors like organizational commitment (OC), transformational leadership (TL), and compensation (C) impact teacher performance (TP). Secondly, existing research may not encompass all relevant variables or may focus on different educational institutions, thus findings from previous studies may not be directly applicable to the context of the Malik Ibrahim Gresik Islamic Foundation. Thirdly, by incorporating these variables into a single study, we can understand how these factors interact with one another and how their influence may differ in different educational settings.

Additionally, this research holds significant relevance in improving the quality of education in Indonesia. By understanding how OC, TL, and C affect teacher performance, educational institutions such as the Malik Ibrahim Gresik Islamic Foundation can take more informed steps to enhance the quality of teaching and achieve their educational objectives. Hence, this study will provide deeper and more contextual insights into how OC, TL, and C influence teacher performance in an Islamic education environment, which will be a valuable contribution to improving educational quality and fulfilling the institution's goals.

B. LITERATURE REVIEW

1 The Relationship between Transformational Leadership and Teacher Performance

Research Azizah et al., (2019) explains that TL has a positive effect on TP. Research Rismawati & Saluy, (2018) explains that the TL style in partial regression has a positive and significant effect on TP. This can be interpreted if the TL style increases the teacher's performance. Research Muhamad Taufik B.K, (2017) explains that TL idealized influence moderates the positive and significant influence of OC on the performance of teacher learning implementation. In concrete form, this charisma is shown through the behavior of understanding the vision and mission of the organization, having a firm stance, being committed and consistent with every decision that has been taken, and respecting subordinates.

2 The Relationship between Transformational Leadership and Organizational Commitment

Research Azizah et al., (2019) explains that TL does not affect teacher commitment, so the level of TL attitudes has no impact on teacher commitment to school, because teachers are committed on the basis of their professionalism as educators, so that however the leader the teacher has a strong commitment high in the profession. Research Mubarak & Darmanto, (2015) states that there is a positive influence of leadership style on employee performance with OC as an intervening variable.

3 The Relationship between Compensation and Organizational Commitment

Research Radiansah et al., (2022) explains that compensation affects OC because if compensation is given, employee OC will increase and the goals set by the company will be achieved. Research Radiansah et al., (2022) explains that compensation contributes to employee OC. Compensation that is in accordance with the duties, responsibilities and achievements of employees will instill a sense of belonging to the organization where he is a part of. Employees will feel that their performance is valued so that it will foster a commitment to further improve the quality of their work.

4 The Relationship Between Compensation and Teacher Performance

Research Briliarto et al., (2020) explains that compensation directly has a positive and significant effect on TP. As an employee of an agency, they are given remuneration in the form of compensation which is expected to be able to provide an increase in terms of the teacher's performance. Research Ridwan & Sopandi, (2019) states that there is an indirect effect of implementing compensation on TP. Adequate and fair compensation is not the main determining factor that can drive TP improvement, although it cannot be ruled out. Research Nurhakim, (2018) explains that compensation has a direct negative effect on TP. If the compensation given by the school to the teacher is in accordance with the performance that the teacher produces, then the teacher's performance will increase. Vice versa, if the compensation given never increases, it will be easy for teachers to find other jobs that will offer higher compensation.

5 The Relationship between Organizational Commitment to Teacher Performance

Research Ridwan & Sopandi, (2019) explains that OC has a positive and significant effect on TP. The success of the school organization can be achieved if teachers work based on good OC to achieve good performance. The commitment that has been embedded in each teacher makes them eager to work and be able to complete their assignments as they should. Research Zein & Hadijah, (2018) explains that there is a very high influence of OC and work motivation variables on TP variables. The OC of the teachers is in the strong category. The teachers have no desire to drop out.

6 Indirect Relationship between Transformational Leadership on Teacher Performance

Research Monica & Prasetyo, (2021) explains that OC is not effective in mediating the effect of TL style on TP, and OC is proven to mediate the effect of motivation on TP.

7 Indirect Relationship between Compensation and Teacher Performance

Research Nur & Al, (2011) explains that OC is unable to mediate the effect of compensation and job satisfaction on TP. Research (Monica & Prasetyo, 2021) shows that OC can mediate between compensation (X2) and intention to stay (Y2).

The following picture depicts the theoretical framework for how remuneration and TL can affect teacher effectiveness by using organisational dedication as an intervening variable:

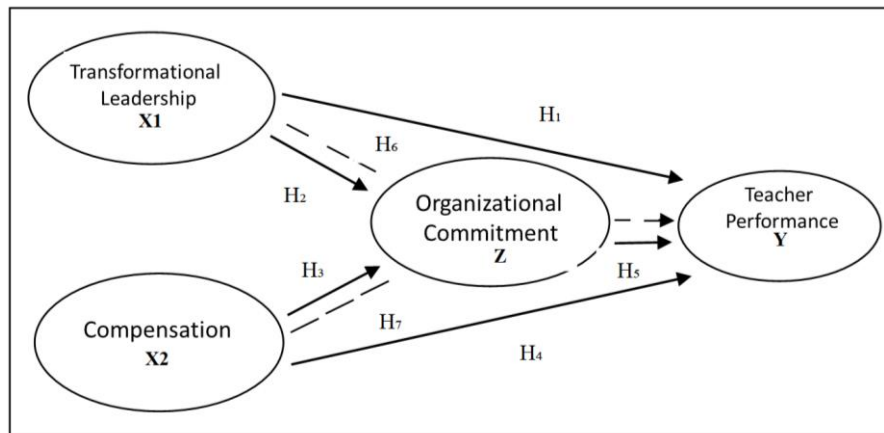


Figure 1. Research Formula Framework

C. METHOD

This research uses a quantitative approach with explanatory research. Malik Ibrahim Islamic Foundation Educational Institution at Kyai Haji Agus Salim Street Number 37 Gapuro Sukolilo, Gresik, East Java, Indonesia. The YIMI Gresik educational institution's instructors (KB-TK-SD-SMP), who made up the study's whole respondent population, totaled 103. In this research, the saturation sampling method was utilised to choose the sample. This research employed an online survey or questionnaire method as its primary method of data gathering. The study's questionnaire was closed, meaning the researcher gave alternative responses such that the respondent only needed to choose one of them for each item that was accessible. They distributed questionnaires through the direct filling of respondents. Miles et al. (2019) assert that the goal of PLS-SEM is to construct or establish a theory (predictive orientation). The methods used in this research is multiple linear regression with help the PLS approach are as follows: (1) Descriptive Statistical Test, (2) Test the Measurement Model or Outer Model, (3) Examine the Hierarchical or Internal Model. (4) Hypothesis Testing (Resampling Bootstrapping), and (5) Instraight away Test.

D. RESULT AND DISCUSSION

Meanwhile, before the research results are obtained, several key tests and evaluations were carried out to ensure the validity and reliability of the statistical model employed:

4.1 Evaluation Models Test or Outer Models Evaluation

To make sure that the statistic is practical to use as a measurement (valid and trustworthy), the model's outer evaluation is performed. The link between latent variables and their indicators is described by this model evaluation. The model selection parameter and path coefficient with the

mathematical model of equations have been presented based on the output findings of the SmartPLS PLS algorithms, which can be seen in Figure 5 below.

4.2 Convergent Validity Test Results

Table 1 provides an explanation of the outer loading factor of each indication of the study parameters.

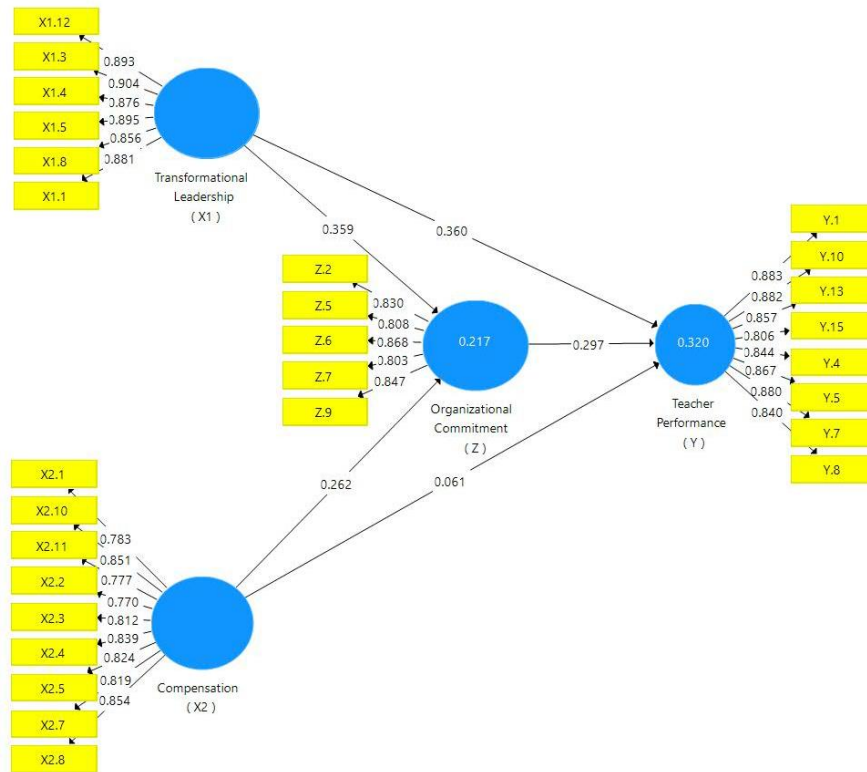


Figure 2. Outer Model Testing Results

The parameter of the variable demonstrated convergent validity according to the findings of a convergent validity test on the variables transformed leadership (X1), Compensation (X2), Organisational Commitment (Z), and Teacher Performance (Y) with a reflective measurement model (Ghozali & Latan, 2015). According to the analysis's findings, there are no variable indicators with outer loading values of less than 0.5. As a result, the parameters are approved for study and are useful for further investigation.

4.3 Test for Discriminant Validities

Table 1 Average Variance Extracted (AVE) Value

Variable	Average Variance Extracted (AVE)
TL	0,782
C	0,664
OC	0,691

TP	0,736
----	-------

Each study parameter has an Average Variance Extracted (AVE) value larger than 0.5, as can be seen from the data shown in Table 5. As a result, every parameter has a high level of discriminatory validity.

4.4 Reliabilities Test Results (Composites Reliabilities)

The sum of the trustworthiness value for every parameter utilised in the research is shown above.

Table 2 Composites Reliabilities

Variable	Composite Reliability	Cronbach's Alpha
TL	0,956	0,944
C	0,947	0,938
OC	0,918	0,889
TP	0,957	0,949

The component used to assess the dependability value of many signals on a particular factor is called the reliability assess (Composite dependability). If a parameter's overall reliability value is more than 0.7, it is considered to satisfy composites dependability (Ghozali, 2016). In Table 7 also presentation reveals that each study variable's Cronbach alpha value is more than 0.7. Accordingly, the study findings that follow demonstrate that every variable investigated satisfies the criteria for Cronbach's alpha value, allowing for the eventual determination that all characteristics possess a high degree of consistency.

4.5 Results of the structural factors Model Testing or Inner Models

A structurally test or underlying model was used in the investigation of the effects of TL and compensation on TP at YIMI Gresik institutions of learning via organisational devotion as an intervening factor. The regression parameter test, good of fitting test, and hypothesis test make up the framework of the analysis or structural models.

1. Goodness of Fit Test

The following formula is used to calculate the R-Square once the data was successfully processed in Smartpls 3.2.9.

Table 3 R-Square Value

Variable	R-Square
OC (Z)	0,217
TP (Y)	0,320

The accompanying illustration indicates a value of 0.320 for the TP metric. The report shows that the instructor's Proficiency presentation is 32%. The coefficient for the variable measuring organisational dedication is 0.217. Organisational Engagement is projected to be 21.7%, according to the report. The Q-Squared value is used to evaluate the quality of fit. Higher Q-Square values are preferable since they indicate a greater level of statistical significance, similar to the R-Square value in regression modelling. Q-Square values are calculated as follows:

$$\begin{aligned}
 Q\text{-Square} &= 1 - [(1 - R^2_1) \times (1 - R^2_2)] \\
 &= 1 - [(1 - 0,320) \times (1 - 0,217)] \\
 &= 1 - (0,68 \times 0,783) \\
 &= 1 - 0,53244 \\
 &= 0,46756
 \end{aligned}$$

The calculations above provide a Q-Square value of 0.46756, indicating suggests that the investigated concept has the potential to impact 46.76% of the observed variation in the study data. The balance of 53.24 percent had explanations that were outside the scope of the study. It is said that this model is appropriate since the R-Square value of TP 0.320 is greater compared to the R-squared rate of OC 0.217.

2. Straight away and Instraight away Test

The hypothesis-tested outcomes from the subsequent research utilising the internal model are listed in the data table above.

Table 4 Direct and Indirect Effect Result

HP	Variable	Value	T-Statistic	P Values
1	TL → TP	0,360	3,806	0,000
2	C → TP	0,061	0,605	0,545
3	TL → OC	0,359	4,008	0,000
4	C → OC	0,262	2,646	0,008
5	OC → TP	0,297	2,825	0,005
6	TL → OC → TP	0,107	2,420	0,016
7	C → OC → TP	0,078	1,759	0,079

4.6 Discussion of Research Results

1. Transformationals Leaderships on Teachers Performances

Teachers' productivity is predicted to increase as a result of TL. Given that the Original sample 0.360 is greater than zero and less than one, a t value is greater than the value shown in the t table (t stat > 1.960), coming in at 3.806, and the P-Values are less than 0.05, it can be concluded

that leadership that transforms significantly affects Teacher Effectiveness, The findings of this study are corroborated by research Muhamad Taufik B.K., (2019) which demonstrates that change management has a beneficial and substantial impact on the performance of educators. The study's findings suggested that school administrators might try to enhance TP due to outstanding motivation, participatory rules, offering awards, building excellent personal interactions and approaches, and generating a feeling of assurance and ease at work. The outcomes of this study also coincide with the studies conducted Azizah et al., (2019); Rismawati & Saluy, (2018).

2. Compensation on Teacher Performance

The initial sample value is 0.061, the T statistics is 0.605, and the effect of pay on the performance of teachers is presumed to be 0.061 with a positive value above zero and below one. The findings indicate that Compensation has no significant impact on Performance, indicating that better Compensation will not affect TP. The test statistic is fewer than the one shown in the t table (t stat 1.960), and the P-values of 0.545 the value is greater than 0.05. These findings suggest that the notion is unfounded.

The findings, which support the study of Jumriatunnisah et al. (2016), indicate that honored instructors' effectiveness is positively impacted by pay, albeit this effect is not statistically significant. The performance of honorary professors has improved, although not primarily because of remuneration. Other research findings support Wibowo's in Alisyah Pitri (2017). The results of this study do not agree with the research Suherman (2021), which states that compensation significantly affects TP. Most teachers admit that the school gives awards to teachers who excel, the implementation of salary payments is always done on time, there are holiday allowances, allowances for education and pension funds for teachers, get health insurance or health insurance from the school, there is a salary increase system for teachers who can show good performance, and the school provides honorariums for additional work done by teachers.

3. Transformational Leadership Against Organizational Commitment

The proposed relationship between OC and TL obtained an Initial Sample score of 0.359, considered to be positive considering it is above 0 and below 1, a t statistic value of 4.008 higher than the t table (t stat > 1.960), and a P-value of 0.000 less than 0.05, indicating that transforming leadership significantly influences Organisational Commitment, i.e., the better TL will have an important effect on the better Organisational commitment. These findings suggest that the theory is correct. The results of this study agree with research Sitompul, (2019) stating that there is a significant influence between the idealistic influence of school principals on OC. TL style is an important issue and plays an essential role in contributing to teacher OC. The results of other studies also agree Oupen & Yudana, (2020) and Mubarak & Darmanto, (2015). Research that disagrees with this research Azizah et al., (2019) explains that TL does not affect teacher

commitment; the level of TL attitudes has no impact on teacher commitment to school because teachers are committed based on their professionalism as educators, so no matter what the leader is Teachers have a high commitment to their profession.

4. Compensation Against Organizational Commitment

The present study aims to investigate the theories regarding the potential impact of Remuneration on OC. The initial sample consider was recorded as 0.262, indicating a positive value as it falls within the range of zero and one. The T statistic was calculated to be 2.646. The findings indicate that the t statistic exceeds the critical value in the t table ($t_{stat} > 1.960$). The statistical analysis indicates that the P-Values of 0.008 is below the threshold of 0.05, which suggests that Compensation exerts a significant impact on the organization's commitment. Specifically, an improvement in Compensation is likely to result in a corresponding enhancement in Organizational dedication. The findings suggest that the hypothesis has been supported. The results of this study align with the research of Barata (2020), which explains in his research that there is a significant effect between compensation and OC. Employees will feel that their performance is valued, so it will foster a commitment to improving their work quality further. Reasonable compensation also prevents employees from switching to other organizations. Other research agrees with research Briliarto et al., (2020); Ridwan & Sopandi, (2019); Zein & Hadijah, (2018); Handoko & Rambe, (2018).

5. Organizational Commitment to Teacher Performance

The initial sample outcome was 0.297 affirmative for the expectation of organisational commitment's impact on TP's since the value was above zero and below one, and the T statistic was 2.825. These findings indicate that Organisational Commitment has an important impact on Teacher Achievement, and significant that better Organisational dedication will have a major impact on greater TP. The value of the test statistic is lower compared to the t table ($t_{stat} 1.960$) and the P-Values of 0.005 are below 0.05. These findings suggest that the theory is correct. This study's results align with research (Ridwan & Sopandi, 2019), explaining that OC positively and significantly affects TP. The success of the school organization can be achieved if teachers work based on exemplary OC to achieve good performance. The commitment that has been embedded in each teacher makes them eager to work and be able to complete their assignments as they should. The same research results are in line, namely research (Ruyani et al., 2021); (Zein & Hadijah, 2018).

6. Transformational Leadership on Teacher Performance as Mediation of OC

The T statistic of 2.420 and P-values of 0.016 were found for the concept that leadership that transforms influences TP though OC. There is a substantial effect since the P-values are above 0.05 and the t statistics are greater than the t table ($t_{start} > 1.960$). So it is argued that Organisational

Commitment with TL has a major impact on TP. The stronger the organisational commitment, the more impactful the TL will possess. These findings suggest that the theory is correct. Organizational dedication is ineffective at moderating the impact of the style of TL on TP and organisational commitment, according to research in accordance with Monica & Prasetyo's (2021) findings. The findings diverge from those of Mubarak & Darmanto's (2015) study, which explains that organisational commitment serves as an intermediary variable and that a culture of TL favourably impacts employee performance. The more effectively revolutionary management is used, the more committed employees become to the company, which significantly enhances productivity.

7. Compensation on Teacher Performance as Mediation of Organizational Commitment

The T statistic for the assumption that remuneration (X2) has an impact on the performance of teachers (Y) through the commitment of the organization (Z) was 1.759, with a P-value of 0.079. It has no impact if the P-values are more than 0.05 and the value of the t statistic is smaller than the t table (t start 1.960). As a result, it is said that OC (Z) rejects Compensation (X2) against Teachers' Performance (Y). These outcomes may also be influenced indirectly, according to speculation. These findings suggest that the idea is unfounded. When compared to the indirectly connection to the initial samples, which has a value of 0.078, the direct link to the original sample has a value of 0.061, which is lower. The immediate impact of remuneration on the teaching staff is mediated by commitment within the organization. The value of the rewards replacement instructors will get may be raised by offering more incentives for working hours. Additionally, teacher and staff pay can be paid on time, increasing OC.

Investigation Briliarto et al., (2020) demonstrates the direct impact of pay on TP at the Hamong Putera College Foundation, with OC serving as a supporting factor that may have an impact on how well a teaching process goes.

E. CONCLUSION

In light of the aforementioned analysis outcomes, inferences can be made concerning the correlation among TL, remuneration, organizational loyalty, and educator efficacy. TL has a direct impact on the performance of teachers. This implies that leadership that fosters change and motivates individuals can have a favorable effect on the performance of teachers. Additionally, it has been observed that teacher achievement is directly impacted by compensation, indicating that suitable rewards and incentives have the potential to enhance performance. Furthermore, it can be observed that transformational management exerts a direct influence on the level of OC. The aforementioned observation implies that a leadership approach that fosters and inspires the active involvement of educators can enhance their dedication to the institution. Moreover, the impact of

compensation on OC is direct. Offering equitable and sufficient incentives has the potential to enhance educators' dedication to the institutions they are employed.

Furthermore, OC also has a direct influence on TP. This means that a high level of commitment will positively impact the teacher's overall performance. However, there are exciting findings that TL directly influences TP without going through OC as mediation. This suggests that TL directly impacts TP, irrespective of their level of commitment. Conversely, compensation directly affects TP through OC as mediation. That is, reasonable compensation can increase teachers' commitment to the organization, which improves their performance. Thus, OC is essential in bridging the relationship between teacher compensation and performance. The YIMI Gresik Education Institute is expected to be able and sensitive to the needs of school residents, especially teachers. Providing the infrastructure needs of teachers is the most essential part. Involving teachers in school or foundation activities will create a high commitment to OC. Even though some teachers have done their job well in the teaching and education profession, it is hoped that the YIMI Gresik Education Institute will continue to increase compensation directly to teachers.

REFERENCES

- Alisyah Pitri. (2017). *Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan*. 2(1), 1–11.
- Azizah, N., Murgiyanto, M., & Nugroho, R. (2019). Pengaruh Kepemimpinan Transformasional, Motivasi Kerja Terhadap Komitmen Organisasional Dan Kinerja Guru Pada SMK Abdurrahman Wahid Lamongan. *Equilibrium: Jurnal Ekonomi-Manajemen-Akuntansi*, 15(2), 240. <https://doi.org/10.30742/equilibrium.v15i2.683>
- Barata, J. (2020). Pengaruh Kecerdasan Emosional Dan Kompensasi Terhadap Komitmen Organisasi Pegawai Sekolah Bina Bhakti Kubu. *Jurnal Ekonomi Integra*, 10(2), 146. <https://doi.org/10.51195/iga.v10i2.143>
- Briliarto, K., Probosari, N., Rahatmawati, I., & Manajemen, P. S. (2020). *Kinerja Guru Dengan Komitmen Organisasional*. 17(2), 1–7.
- Danim, S. (2010). *Profesionalisasi dan Etika Profesi Guru (Pertama)*. CV. Alfabeta.
- Handayani, T. (2015). Pengaruh Kompensasi terhadap Kinerja Guru. *Utilitas*, 1(1), 24–34.
- Handoko, D. S., & Rambe, M. F. (2018). Pengaruh Pengembangan Karir dan Kompensasi terhadap Komitmen Organisasi Melalui Kepuasan Kerja. *Maneggio: Jurnal Ilmiah Magister Manajemen*, 1(1), 31–45. <https://doi.org/10.30596/maneggio.v1i1.2238>
- Islam, S. Z., & Nugraha, J. (2019). Pengaruh Kompensasi Dan Gaya Kepemimpinan Terhadap Kinerja Guru Di Smk Muhammadiyah 1 Lamongan. *Jurnal Pendidikan Administrasi Perkantoran*, 07(03), 35–42.
- Jumriatunnisah, N., Tamsah, H., & Ilyas, G. B. (2016). Pengaruh Budaya Sekolah, Kompensasi dan Motivasi Internal Terhadap Kinerja Guru Honorer Pada Sekolah Menengah Atas (SMA) di Kecamatan Madapangga Kabupaten Bim. *Jurnal Mirai Management*, 1(September), 25–41.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2019). *Qualitative Data Analysis, A Methods Sourcebook (Fourth)*. Arizona State University.

- Monica, D. S., & Prasetyo, A. (2021). Pengaruh Kepuasan Kerja dan Kompensasi terhadap Intention to Stay dengan Komitmen Organisasi sebagai Variabel Intervening. *Jurnal Ilmiah Manajemen Kesatuan*, 9(2), 101–110. <https://doi.org/10.37641/jimkes.v9i2.553>
- Mubarak, A., & Darmanto, S. (2015). Pengaruh Gaya Kepemimpinan Transformasional Dan Budaya Organisasi Terhadap Kinerja Pegawai Dengan Komitmen Organisasi Sebagai Variabel Intervening (Studi pada PNS di Kecamatan Watukumpul Kabupaten Pemalang). *Maksimum*, 5(1), 1. <https://doi.org/10.26714/mki.5.1.2015.1-16>
- Muhamad Taufik B.K. (2017). *Kepemimpinan Transformasional Memoderasi Pengaruh Komitmen Organisasional Dan Motivasi Terhadap Kinerja Guru (Studi Pada Guru SMK Negeri Se Sub Rayon 01 Kota Semarang) Salim Program Pascasarjana Universitas Stikubank Y. Suhari Fakultas Ekonomi Universitas*.
- Muhamad Taufik B.K. (2017). Kepemimpinan Transformasional Memoderasi Pengaruh Komitmen Organisasional Dan Motivasi Terhadap Kinerja Guru (Studi Pada Guru SMK Negeri Se Sub Rayon 01 Kota Semarang) Salim Program Pascasarjana Universitas Stikubank Y. Suhari Fakultas Ekonomi Universitas.
- Ninik Hidayati. (2019). Pembiayaan Pendidikan Sebagai Komponen Peningkatan Mutu Produk. *Tadris : Jurnal Penelitian Dan Pemikiran Pendidikan Islam*, 8(2), 27–50. <https://doi.org/10.51675/jt.v8i2.5>
- Nur, M., & Al, J. (2011). *Pengaruh Kompensasi Dan Kepuasan Kerja Terhadap Kinerja Guru Dengan Komitmen Organisasi Sebagai Variabel Intervening*. 5(1), 42–53.
- Nurhakim, L. (2018). Pengaruh kepemimpinan, kompensasi terhadap kinerja guru melalui disiplin kerja sebagai variabel intervening (studi pada sma muhammadiyah di jakarta selatan).
- Oupen, S. M., & Yudana, I. M. (2020). Kontribusi Kepemimpinan Transformasional, Budaya Organisasi, Disiplin Kerja, Dan Motivasi Kerja, Terhadap Komitmen Organisasional Guru Sd. *Jurnal Administrasi Pendidikan Indonesia*, 11(1), 34–43. <https://doi.org/10.23887/japi.v11i1.3167>
- Purwanto, A., Sopa, A., Primahendra, R., Kusumaningsih, S. W., & Pramono, R. (2020). Pengaruh Gaya Kepemimpinan Transactional, Transformational, Authentic Dan Authoritarian Terhadap Kinerja Guru Madrasah Tsanawiyah Di Kudus. *AL-TANZIM: Jurnal Manajemen Pendidikan Islam*, 4(1), 70–80. <https://doi.org/10.33650/al-tanzim.v4i1.938>
- Radiansah, D., Bisnis, A., Pontianak, P. N., Pertanian, T., & Pontianak, P. N. (2022). *Pengaruh kompensasi finansial terhadap komitmen organisasi*.
- Ridwan, T., & Sopandi, K. (2019). Pengaruh Kepemimpinan Kepala Sekolah, Kompetensi Guru dan Kompensasi Guru Terhadap Kinerja Guru Di SMP Pertiwi. *Jurnal TEDC*, 12(3).
- Rismawati, R., & Saluy, A. B. (2018). Pengaruh Gaya Kepemimpinan Transformasional, Disiplin Kerja Dan Kompensasi Terhadap Kinerja Guru SMK Global Mulia Bekasi. *AMAR (Andalas Management Review)*, 2(2), 42–58. <https://doi.org/10.25077/amar.2.2.42-58.2018>
- Ruyani, I., Ratnasari, S. L., & Susanti, E. N. (2021). Pengaruh Komitmen Organisasi, Kepemimpinan Kepala Sekolah, Budaya Organisasi Dan Kompensasi Terhadap Kinerja Guru. *Jurnal Dimensi*, 10(1), 76–90. <https://doi.org/10.33373/dms.v10i1.2983>
- Salihin, S., Hermanto, H., & Furkan, L. M. (2019). Pengaruh Gaya Kepemimpinan Transformasional dan Komitmen Organisasi Terhadap Kinerja Guru Pada Sman Model Lombok Timur. *Distribusi - Journal of Management and Business*, 8(1), 39–52. <https://doi.org/10.29303/distribusi.v8i1.101>
- Sianturi, R. (2021). Manajemen Peningkatan Kinerja Guru Berbasis Mbs. *Kebijakan: Jurnal Ilmu Administrasi*, 12(1). <https://doi.org/10.23969/kebijakan.v12i1.3472>

- Sitompul, M. K. (2019). *Sekolah Terhadap Komitmen Organisasi Guru Pada Mey Krisselni Sitompul Universitas Karimun Mey Krisselni Sitompul*. 7.
- Soelistya, D., Desembrianita, E., & Tafrihi, W. (2021). *Strong Poin Kinerja Karyawan* (Cetakan ke). Nizamia Learning Center.
- Suherman, A. (2021). Pengaruh Kompetensi, Kompensasi, Disiplin Kerja terhadap Kinerja Guru pada Lazuardi Global Islamic School. *Journal of Management and Business Review*, 18(3), 614–629. <https://doi.org/10.34149/jmbr.v18i3.228>
- Sum, T. A., & Talu, I. (2018). Faktor Penyebab Kurangnya Minat Laki-Laki untuk Menjadi Guru PAUD di Kabupaten Manggarai. *Jurnal Pendidikan Dan Kebudayaan Missio*, 10(10), 137–273.
- Sumiaty, R. Y. (2020). Pengaruh Gaya Kepemimpinan, Pelatihan dan Kompensasi Terhadap Kinerja Guru Sekolah Al Azhar Bumi Serpong Damai Tangerang Selatan. *Jurnal Madani : Ilmu Pengetahuan, Teknologi, Dan Humaniora*, 3(1), 42–55. <https://doi.org/10.33753/madani.v3i1.99>
- Susanti, H. D., Arfamaini, R., Sylvia, M., Vianne, A., D, Y. H., D, H. L., Muslimah, M. muslimah, Saletti-cuesta, L., Abraham, C., Sheeran, P., Adiyoso, W., Wilopo, W., Brossard, D., Wood, W., Cialdini, R., Groves, R. M., Chan, D. K. C., Zhang, C. Q., Josefsson, K. W., ... Aryanta, I. R. (2017). Pengaruh Kompensasi Terhadap Kinerja Guru Di Smp Islam Terpadu Izzuddin Palembang. *Jurnal Keperawatan. Universitas Muhammadiyah Malang*, 4(1), 724–732.
- Sutisna, A. J. (2021). Pengaruh Lingkungan Kerja, Kepuasan Kerja Dan Motivasi Kerja Terhadap Kinerja. *The Asia Pacific Journal of Management ...*, 0761.
- Sutrisno, E. (2009). *Manajemen Sumber Daya Manusia* (Cetakan ke). Prenada Media Group.
- Syafitri, R. A., BN, S. A. A., & Saragi, S. M. (2021). Analisis Keefektifan Penerapan Aplikasi AKSI (Assesmen Kompetensi Siswa Indonesia) di SD Negeri 130002 Kec. Sei Tualang Raso, Kota Tanjung Balai. *Dirasatul Ibtidaiyah*, 1(2), 185–197.
- Ulfatin, N., & Triwiyanto, T. (2020). *Manajemen Sumber Daya Manusia Bidang Pendidikan* (Cetakan ke). PT Rajagrafindo Persana.
- Utami, S. (2019). Meningkatkan mutu pendidikan Indonesia melalui peningkatan kualitas personal, profesional, dan strategi rekrutmen guru. *Prosiding Seminar Nasional Pendidikan FKIP*, 2(1), 518–527.
- Wartini, W., & Imaniyati, N. (2018). Kompensasi Dan Komitmen Organisasional Untuk Meningkatkan Kinerja Guru. *Jurnal Pendidikan Manajemen Perkantoran*, 3(1), 249. <https://doi.org/10.17509/jpm.v3i1.9462>
- Wasito, E. (2021). Pengaruh Komitmen Organisasional terhadap Kinerja Guru Dimoderasi oleh Kepemimpinan Transformasional Kepala Sekolah dan Lingkungan Kerja di SMK Kabupaten Pematang. *Jiip - Jurnal Ilmiah Ilmu Pendidikan*, 4(1), 64–73. <https://doi.org/10.54371/jiip.v4i1.205>
- Wibowo. (2017). *Manajemen Kinerja* (Cetakan ke). PT Rajagrafindo Persana.
- Zein, A. K. A., & Hadijah, H. S. (2018). Pengaruh Komitmen Organisasi Dan Motivasi Kerja Terhadap Kinerja Guru Di Smk Pasundan 1 Cimahi. *Jurnal Pendidikan Manajemen Perkantoran*, 3(2), 59. <https://doi.org/10.17509/jpm.v3i2.11765>