

P-27

**THE EFFECT OF MOTIVATION, COMPENSATION, LEADERSHIP
STYLE, ORGANIZATIONAL CLIMATE, AND PROFESSIONALISM ON
JOB PERFORMANCE THROUGH JOB SATISFACTION OF
VOCATIONAL HIGHER EDUCATION LECTURERS IN EAST
KALIMANTAN**

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ABSTRACT

This research aims to analyze and prove the effect of Motivation, Compensation, Leadership Style, Organizational Climate, and Professionalism directly on Job Performance and indirectly through Job Satisfaction of Vocational Higher Education lecturers in East Kalimantan. Primary data were collected through questionnaire distribution designed with Likert scale to 259 students, fellow lecturers, and leaders of Balikpapan State Polytechnic, Samarinda State Polytechnic, Samarinda State Agricultural Polytechnic. Analysis of the data collected using multivariate linear regression analysis with the AMOS program Structural Equation Model as a tool. The analysis revealed that motivation, leadership style, and organizational climate directly had a significant positive effect on Job Performance and indirectly through Job Satisfaction. Meanwhile, indirect compensation and professionalism through Job Satisfaction has a significant positive effect, but indirectly has no significant effect on Job Performance. The implication of this research is that increased motivation encourages the creation of Job Satisfaction and has an effect on the increase of Job Performance. Meanwhile, the increase in compensation can encourage an increase in Job Satisfaction but it does not necessarily increase the Job Performance of Vocational Higher Education lecturers in East Kalimantan. Job Satisfaction is able to be a good mediator in the realization of Job Performance or in other words Job Satisfaction is a prerequisite for achieving Job Performance.

Keywords: Motivation, Compensation, Leadership Style, Organizational Climate, Professionalism, Job Satisfaction, Job Performance

INTRODUCTION

This higher education is one of the educational institutions in the national education system. Under Law No 20 of 2003 concerning the National Education System, higher education institutions are obliged to provide education, research and community service [4]. Lecturers are an important component of a vocational colleges, so that the quality of their performance needs to be maintained. Matter that affect lecturer performance do not only come from variables related to the learning process, but also from other variables such as motivation, leadership style, organizational culture, organizational climate, compensation, job satisfaction. As [8] argued, which states that the existence of quality educators is an absolute prerequisite for the existence of quality educational systems and practices. This is in line with the main goal of vocational colleges is to produce quality human resources in the mastery of certain applied skills. The main activity of vocational colleges in order to produce good quality human resources through the learning process needs to be supported by good lecturer performance as well.

According to Ivancevich in [9] says that the performance is the results achieved from what is desired by the organization or company. If it is related to the main task of vocational colleges as learning providers, there is a relationship between lecturer performance and the quality of learning that is held. This is in line with the results of research by [15] which found that educators' knowledge, the novelty of teaching materials, and classroom management had an effect on student learning achievement.

Matters that affect lecturer performance do not only come from variables related to the learning process, which include: facilities, students, lecturers, and support staff. But it also derived from other variables such as motivation, leadership style, organizational climate, professionalism, job satisfaction. The result of the study [12] stated that the leadership, organizational climate and motivation significant positive effect partially or simultaneously on employee performance. Furthermore, compensation and job satisfaction mediated by organizational commitment have a significant positive effect on lecturer performance [26]. While the results of the study [3], show that partially compensation has no significant effect on performance, and job satisfaction partially has a significant effect on

performance, but simultaneously compensation and job satisfaction have no effect on lecturer performance. Meanwhile, according to [21] emphasize that lecturer professionalism and job satisfaction have a significant effect on lecturer performance.

The following are the research results [12] state that leadership, organizational climate, motivation have a significant positive effect partially and simultaneously on employee performance. While compensation and job satisfaction mediated by Organizational commitment has a significant positive impact on the performance of lecturers [26]. The research results [3] shows compensation does not have a significant impact on results, work satisfaction has a significant effect on performance. Meanwhile, compensation and job satisfaction have no effect on the performance of lecturers.

The results of previous researchers still show inconsistencies in results, so in this case there is still a research gap. Consequently, this is what makes researchers interested in researching more deeply about "The Effect of Motivation, Compensation, Leadership Style, Organizational Climate, And Professionalism on Job Performance Through Job Satisfaction of Vocational Higher Education Lecturers in East Kalimantan"

LITERATURE REVIEW

1. Definition of Motivation

[9] the term motivation comes from the word "mover" in Latin, which implies encouragement or movement. Motivation is a state that moves a worker who is guided or directed to accomplish the organizational objectives of the business. Employees who are pro and optimistic towards the job situation are encouraged to reach optimum efficiency through their mental attitude [8] in comparison, workers do not have the spirit of work, readily give up, and trouble completing their job with poor job motivation. According to [10] the cause of behaviour is reason, the motivation of an individual, conscious or unconscious, arises from his needs. It can also be argued that motivation or need is an internal condition, deprivation that induces a person to do something while evaluating motivation. Furthermore [23] in a person who supports an individual's desire to undertake such tasks in order to accomplish goals, motivation is a personal condition. The desire that resides in

someone is therefore a guiding force that will realize a behaviour in order to achieve its fulfilment goals. Motivation indicators used in this study refer to [19] as 1) driving force, 2) willingness, 3) eagerness, 4) forming expertise, 5) forming skills, 6) responsibility, 7) obligations and 8) goals.

2. Definition of Compensation

[14] said that compensation is an intrinsic and extrinsic reward received by employee after they done their work. Furthermore [24] the cumulative remuneration earned by the employee as a replacement for the services they render is compensation. Compensation is adequately provided and the workers are more fulfilled and driven to accomplish the organization's objectives. In addition, compensation is also a custodian to stay afloat. Providing appropriate compensation in tertiary institutions will attract quality people to join, retain qualified lecturers, and motivate lecturers to improve performance. Therefore, Compensation is all income earned by employees directly or indirectly in exchange for services rendered to the institution in the form of money or products. Awards received by lecturers in any form are closely related to the job satisfaction of a lecturer. Indicators of direct and indirect compensation used are 1) salary or wage, 2) allowances, 3) incentives, 4) facilities, 5) services.

3. Definition of Leadership Style

Leadership style is a method, pattern and certain abilities used by a leader in behaving, communicating and interacting to influence, direct, encourage and control other people or subordinates in order to do a job so as to achieve a goal. The leadership style shows directly or indirectly, the belief of a leader in the abilities of his subordinates. This means that leadership style is behavior and strategy, as a result of a combination of philosophies, skills, traits, attitudes, which are often applied by a leader when trying to influence the performance of his subordinates. According to [23], leadership style is a set of characteristics used by leaders to influence subordinates so that organizational goals are achieved or it can also be said that leadership style is a pattern of behavior and strategies that are liked and often applied by a leader. Furthermore [12], leadership style is a way for leaders to influence their subordinates so that they are willing to work together and work productively to achieve organizational

goals. Leadership style indicators refer to [24] as follows: 1) ability to make decisions, 2) ability to motivate, 3) ability to communicate, 4) ability to control subordinates, 5) responsibility, 6) ability to control emotional.

4. Definition of Organizational Climate

According to [14] states that "Work Climate is defined as a psychological atmosphere that can affect the behavior of organizational members, formed as a result of organizational action and interaction among organizational members. "Organizations including universities, climate and their environment are very important, because these factors will influence the existence of the organization. Organizational climate is also defined as the study of the perceptions that individuals have of various environmental aspects in the organization. The climate factor in higher education is a work environment that leads to an atmosphere of the relationship in college. Climate is seen as something that distinguishes one university from another. A conducive organizational climate can increase productive work. The work climate on campus greatly influences the behavior of lecturers and employees. This means that the campus work climate has a strong influence on lecturers and employees to realize their respective performance. The indicator used to measure organizational climate in this study refers to the opinion [17] is 1). Flexibility, 2). Responsibility 3). Standard 4), Rewards 5), Clarity and 6). Team Commitment.

5. Definition of Professionalism

Professionalism in education is nothing but a set of functions and tasks in the education field based on the expertise acquired through education and special training in the field of work that is able to pursue their professional field during their life. They are professional lecturers who have educational competence thanks to education or training at lecturer educational institutions for a certain period of time. The demand for a good lecturer performance must be supported by work professionalism. However, lecturer professionalism is not always directly proportional to work professionalism [18]. The professionalism of a lecturer demands professional responsibility, including to behave respectfully, even if it means personal sacrifice. In the Big Indonesian Dictionary,

professionalism is defined as something that requires special skills to carry out, in other words professionalism, which is a series of skills that require doing a job efficiently and effectively with a high level of expertise to achieve maximum job goals. Professionalism according to [25] is a pillar that will place the bureaucracy as an effective machine for the government and as a parameter of apparatus competence in working well. The indicators used in this study to measure professionalism referring to [25] opinion are 1) competence, 2) effectiveness, 3) efficiency, and 4) responsibility.

6. Definition of Job Satisfaction

Job satisfaction is the subjective point of view of a person encompassing the way he/she feels about his/her job and the organization employed. In addition, work satisfaction is the good emotional state arising from the accomplishment of job values. [5]. When lecturers feel satisfied with their work, they prefer to execute and complete tasks with all their skills. [19] says that a person feels satisfied in his job because he/she realizes that what he has achieved is maximal. There are positive feelings about their job for someone with a high level of job satisfaction. Therefore, job satisfaction is the result of interaction between humans and the work environment, where the internal and external organizational environment is a factor that shapes the organizational climate

7. Definition of Job Performance

According to [1] Job performance is the outcome or degree of an individual as a whole's performance in performing activities over a given period of time relative to different possibilities, such as job standards, objectives or targets or predetermined mutually accepted criteria. In addition [25] state that performance is simply what workers do or do not do. [11] Performance results are achieved by an employee of the responsibilities that has delegated to employee. Furthermore, according to [13] suggesting performance indicators include 1) job efficiency is how well an employee does what needs to be done. 2) job quantity is how long in one day an employee works. This amount of work can be seen from the respective work pace of each employee. 3) Duties implementation is the extent to which employees are able to do their work accurately or without errors. 4). Responsibility for work is

knowledge of the duties of workers to carry out the work provided.

METHOD, DATA, AND ANALYSIS

1. Types of data

The data that was used are primary data obtained through questionnaire distribution to respondents: fellow lecturers, students, and superiors at Samarinda State Polytechnic, Samarinda State Agricultural Polytechnic, and Balikpapan State Polytechnic. The sample was 259 respondents, using the Slovin (1967) in [20] with an error rate of 5% and Likert scale of 1-5.

2. Analysis Method

The collected data were then analyzed by multivariate linear regression of the Structural Equation Model (SEM) used, tool which was operated through the AMOS 23 program. Test the validity and reliability of the instrument used with a valid measure, seen from the value of $r > 30$. An instrument is declared reliable if the minimum reliability coefficient is 0.60. It can be inferred, on the basis of the above opinion, that an instrument is declared reliable if the value for negligence is > 0.60 , while an instrument is declared unreliable if the value for negligence is < 0.60 , this refers to the opinion [20]. Assumption Test for SEM which includes Normality, Linearity, Multicollinearity tests. Confirmatory analysis test on SEM is used to confirm the most dominant factors in a group of variables. The goodness of fit of the model test, and hypothesis Test.

3. Variables and Indicators

The exogenous variable is motivation (x1) with indicators that adopt [19] which consists of x1.1 driving force, x1.2 willingness, x1.3 eagerness, x1.4 forming expertise, x1.5 forming skills, x1.6 responsibilities, x1.7 obligations, x1.8 objectives. the second exogenous variable is compensation (x2) measured by indicators consisting of x2.1 salary or wages, x2.2. allowances, x2.3 incentives, x2.4 facilities, x2.5 services. the first third variable used in this study is the leadership style variable (x1), which the leadership style indicator refers to [24] as follows: x1.1 decision-making ability, x1.2 motivating ability, x1.3 communication ability, x1. 4 ability to control subordinates, x1.5 responsibility, x1.6 ability to control emotional. the fourth exogenous variable is organizational climate (x2) with indicators used to measure organizational climate in this study is x2.1

flexibility, x2.2 responsibility, x2.3 standard, x2. 4 rewards, x2.5 clarity, and x2.6 team commitment. the fifth exogenous variable is professionalism (x3) with indicators : x3.1 competence, x3.2 effectiveness, x3.3 efficiency, and x3.4 responsibility. meanwhile, the intervening variable is job satisfaction (y1) measured by the indicators used by [27] y1.1 likes work, y1.2 loves work, y1.3 positive work morale, y1.4 work discipline, y1. 5 job performance. the endogenous variable is job performance (y2) indicators : y2.1 ability, y2.2 initiative, y2.3 timeliness, y2.4 quality of work, y2.5 communication.

RESULT AND DISCUSSION

1. Validity and Reliability

The pilot test was carried out to test the validity and reliability of the testing tools used in a sample of 30 respondents. The test results show that the average of the eight motivation indicators has a correlation coefficient of 0.744 greater than 0.30, the average of the five compensation indicators has a correlation coefficient value of 0.441, greater than 0.30, the average of the six indicators of leadership style has a correlation coefficient of 0.510 greater than 0.30, and the average of the six indicators of organizational climate has a correlation coefficient value of 0.702 greater than 0.30. Likewise, the average of the four indicators of professionalism has a correlation coefficient value of 0.765, greater than 0.30, and the average correlation coefficient value of the Job Satisfaction indicator is 0.821 greater than 0.30, and the average correlation coefficient value of the Job Performance indicator. equal to 0.820 is greater than 0.30. This the instrument that represents the variables used in this study is declared valid because each of them has a correlation coefficient > 0.30. The research instrument is also reliable because each instrument has a Cronbach alpha value > 0.60. This means that the instrument can represent the research variables so that the questionnaire can be continued up to 259 according to the predetermined number of samples.

2. Assumption SEM Model Test

The test results using the One-Sample Kolmogorov-Smirnov Test show a Monte Carlo Sig (2-tailed) of 0.164, where the sig > 0.05 value, which means that the data is normally distributed. Furthermore, pay attention to the variance inflation factor (VIF) for each

motivation variable of 2.525, the compensation variable of 1.386, the leadership style variable of 2.525, the organizational climate variable of 1.386, the professionalism variable 2.101, and the Job Satisfaction variable of 2.701, Job Performance variable of 3.277 where each of these numbers is < 10.00, that means that the variables are not multicollinear. Meanwhile, the results of the Linearity Test between the variables of motivation, compensation, leadership style, organizational climate, professionalism and job satisfaction with job performance from the ANOVA table show a Sig value of 0.391 where the value of Sig > 0.05, which means there is a linear relationship between the research variables. The results of SEM assumption test: data is normally distributed, no multicollinearity between exogenous variables, and between research variables are linearly related. This shows that it fulfils the requirements to be continued in hypothesis testing with multivariate linear regression.

3. Goodness of Fit Model Test

The goodness Fit of model test results: the GFI value is 0.719 close to 1.00 and with a cut of ≥ 0.90 it means good. RMSEA of 0.080 with a cut off ≤ 0.08 means that the smaller the better, AGFI of 0.883 is close to 1.00 with a cut of ≥ 0.90 which means good, TLI of 0.775 is close to 1.00 with a cut off of ≥ 0.95 which means quite good, and CFI of 0.790 is close to 1.00 with a cut off ≥ 0.95 means good enough. The test results confirm that the research model built is suitable for testing and proving the influence between the variables under study. The results of AMOS analysis obtained the loading factor of each relationship between variables and the path coefficient of each influence between variables.

H1: Motivation has a significant effect on Job Satisfaction, as evidenced by the CR value of 7.410 which is greater than the CR-table ± 1.96 and with a probability value of 0.000 less than 0.05.

H2: Motivation has a significant effect on Job Performance, as evidenced by the CR value of 3,821 which is greater than the CR-table ± 1.96 and with a probability value of 0.033 which is smaller than 0.05. The biggest contribution to the significant positive influence on the motivation variable on Job Satisfaction and Job Performance is derived from the X1.7 obligation indicator with a loading factor of 0.704 and followed by the second strongest is X1.2 willingness with a loading factor of 0.665,

the third is X1.6 responsibility with loading factor of 0.663, the fourth is X1.8 with a loading factor of 0.661, and the fifth is X1.3, willingness with a loading factor of 0.625. Meanwhile, the other three indicators contribute with a loading factor of less than 0.600.

Table 1. Influence among Research Variables

Influence of variables	Standard Path Coefficient	CR (Critical Ratio)	Probability	Explanation
MV → JS	0.981	7.410	***	Significant
MV → JP	0.414	3.821	0.033	Significant
CP → JS	0.405	3.383	***	Significant
CP → JP	0.116	1.298	0.647	Not Significant
LS → JS	0.407	3.531	***	Significant
LS → JP	0.302	2.248	0.025	Significant
OC → JS	0.421	3.916	***	Significant
OC → JP	0.576	5.472	***	Significant
PF → JS	0.984	8.203	***	Significant
PF → JP	0.018	0.217	0.828	Not Significant
JS → JP	0.720	7.227	***	Significant

Source: Researcher's computation 2021

H3: Compensation has a significant effect on Job Satisfaction, as evidenced by the CR value of 3.383 which is greater than the CR-table ± 1.96 and with a probability value of 0.000 less than 0.05. The biggest contribution to the significant positive influence on the compensation variable on Job Satisfaction and Job Performance comes from the X2.3 indicator, which is an incentive with a loading factor of 0.735 and followed by the X2.2 indicator, an allowance with a loading factor of 0.680.

H4: Compensation has a significant effect on Job Performance, it is not proven because the test results show CR 1.298 where this value is smaller than the CR table ± 1.96 and with a probability value (p) = 0.647 > than $\alpha 0.05$. The CR value and the probability indicate that compensation has no significant effect on Job Performance.

H5: Leadership style has a significant effect on Job Satisfaction, as evidenced by the CR value of 3.531 which is greater than the CR-

table ± 1.98 and with a probability value of 0.000 less than 0.05.

H6: Leadership style has a significant effect on Job Performance, as evidenced by the CR value of 2.248 which is greater than the CR-table ± 1.98 and with a probability value of 0.025 which is smaller than 0.05.

H7: Organizational climate has a significant effect on Job Satisfaction, as evidenced by the CR value of 3.916 which is greater than the CR-table ± 1.98 and with a probability value of 0.000 less than 0.05.

H8: Organizational climate has a significant effect on Job Performance, as evidenced by the CR value of 5.472 which is greater than the CR-table ± 1.98 and with a probability value of 0.000 less than 0.05.

H9: Professionalism has a significant effect on Job Satisfaction, as evidenced by the CR value of 8.203 which is greater than the CR-table ± 1.98 and with a probability value of 0.000 less than 0.05.

H10: Professionalism has a significant effect on Job Performance, it is not proven because the test results show CR 0.217 where this value is smaller than the CR table ± 1.98 and with a probability value (p) = 0.828 > than $\alpha 0.05$.

H5: Job Satisfaction has a significant effect on Job Performance, it is proven. From the test results, it shows the CR value of 7.227 where this value is greater than the CR table, which is ± 1.96 and with a probability value (p) of 0.000 where this value is <than $\alpha 0.05$.

Table 2. Direct, Indirect and Total Effect of Research Variable

Exogenous Variable	Direct Effect	Indirect Effect	Total Effect
Motivation	0.390	0.8383	1,2283
Compensation	-0.030	0.2324	0,2024
Leadership style	0.210	0.1215	0,3315
Organizational Climate	0,340	-0,0810	0,2590
Professionalism	0,030	0,6318	0,6618
TOTAL			2,6830

Source: Researcher's computation 2021

Job satisfaction in this study plays an important role in intervening between Leadership style, Organizational climate, and Professionalism with Job Performance. Job satisfaction can mediate well the influence of

exogenous variables with endogenous and contribute greatly to the total effect. This means that Motivation, Compensation, Leadership Style, Organizational Climate, And Professionalism encourage lecturers to be satisfied so that lecturers have positive work morale, work performance, and enjoy work more, as well as increase work discipline. This condition is expected to improve Job Performance. The research model that has been modified is illustrated in Figure 1.

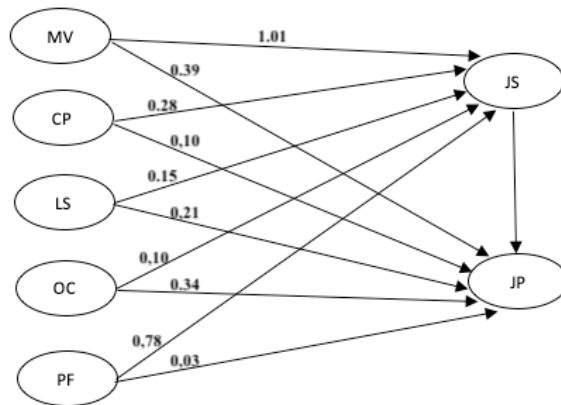


Figure 1. Research Model Modification

CONCLUSION

In this study, motivation either directly or indirectly through job satisfaction has a significant positive effect on job performance. Compensation directly has no significant effect on job performance, while indirectly through job satisfaction has a significant positive effect. Compensation in the form of incentives and allowances does not automatically increase the job performance of lecturers in vocational higher education environments in East Kalimantan. Leadership style and professionalism either directly or indirectly through job satisfaction has a significant positive effect on job performance and organizational climate directly has a significant positive effect on job performance, while indirectly through job satisfaction has no significant effect. Job satisfaction in this study plays an important role in intervening between motivation, compensation, leadership style, organizational climate, and professionalism with Job Performance. Job satisfaction can mediate well the influence of exogenous variables with endogenous and contribute greatly to the total effect.

SUGGESTIONS

The main activity of higher education in order to produce good quality human resources through the learning process needs to be

supported by good lecturer performance as well so lecturers are an important component of a quality higher education. Matters that affect lecturer performance do not only come from variables related to the learning process, but also from other variables such as motivation, leadership style, organizational culture, organizational climate, compensation, job satisfaction. There are three main tasks and functions of lecturers as stated in the Tri Dharma of Higher Education, namely education, research, and community service. Lecturer performance will be measured from the three Tri Dharma elements. Given that the role of lecturers in higher education activities is very important so that the quality of their performance needs to be maintained.

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