

PENGARUH KEPEMIMPINAN VISIONER, SISTEM KOMPENSASI, REKRUTMEN DAN MOTIVASI KERJA TERHADAP KINERJA GURU SMP NEGERI DI KABUPATEN LOMBOK TENGAH

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui dan menjelaskan pengaruh kepemimpinan visioner, sistem kompensasi, rekrutmen, dan motivasi kerja terhadap kinerja guru. Penelitian ini bersifat *ex-post facto* ini dilakukan pada guru SMP Negeri di Kabupaten Lombok Tengah, Nusa Tenggara Barat. Populasi penelitian ini 1.168 orang dan pengambilan sampel teknik sampling random proporsional berstrata (*stratified proportional random sampling*). Penetapan jumlah sampel menggunakan formula Morgan dan Warwick dan Lininger dan diperoleh sampel 340 orang. Data kelima variabel dikumpulkan dengan kuesioner model tertutup dengan lima pilihan. Data hasil penelitian dianalisis dengan teknik statistik deskriptif dan *Structural Equation Modeling* dan *Partial Least Squares* (SEM-PLS). Hasil penelitian adalah: (1) deskripsi kuantitatif variabel kepemimpinan visioner, sistem kompensasi, rekrutmen dan motivasi kerja dan kinerja guru pada kategori sangat tinggi. (2) model persamaan struktural yang dibentuk dari variabel penelitian pada kategori sangat kuat untuk memprediksi variabel dependen kinerja guru pada $Q^2 = 0,959$, (3) kepemimpinan visioner berpengaruh langsung positif dan signifikan terhadap motivasi kerja dengan nilai koefisien 0,728, T-Statistik 2,367 dan taraf signifikansi 0,019. (4) kepemimpinan visioner berpengaruh langsung positif dan signifikan terhadap kinerja guru dengan nilai koefisien 0,333, T-Statistik 2,033 dan taraf signifikansi 0,043. (5) sistem kompensasi berpengaruh langsung positif dan signifikan terhadap motivasi kerja dengan nilai koefisien 0,445, T-Statistik 5,720 dan nilai taraf signifikansi 0,000. (6) sistem kompensasi berpengaruh langsung positif dan signifikan terhadap kinerja guru dengan nilai koefisien 0,157, T-Statistik 2,022 dan taraf signifikansi 0,044. (7) rekrutmen berpengaruh langsung positif dan signifikan terhadap motivasi kerja dengan nilai koefisien 0,239, T-Statistik 2,276 dan taraf signifikansi 0,021. (8) rekrutmen berpengaruh langsung positif dan signifikan terhadap kinerja guru dengan nilai koefisien 0,749, T-Statistik 6,415 dan taraf signifikansi 0,000. (9) motivasi kerja berpengaruh langsung positif dan signifikan terhadap kinerja guru dengan nilai koefisien 0,229, T-Statistik 2,180 dan taraf signifikansi 0,032. (10) kepemimpinan visioner berpengaruh secara tidak langsung terhadap kinerja guru melalui motivasi kerja dengan nilai koefisien 0,167, T-Statistik 2,929 dan taraf signifikansi 0,008. (11) sistem kompensasi berpengaruh secara tidak langsung terhadap kinerja guru melalui motivasi kerja dengan nilai koefisien 0,104, T-Statistik 2,971 dan taraf signifikansi 0,004. (12) rekrutmen berpengaruh secara tidak langsung terhadap kinerja guru melalui motivasi kerja dengan nilai koefisien 0,155, T-Statistik 2,460 dan taraf signifikansi 0,011. Variabel mediator motivasi kerja menjadi mediasi penuh pengaruh variabel independen kepemimpinan visioner, sistem kompensasi dan rekrutmen terhadap kinerja guru. Direkomendasikan untuk menerapkan kepemimpinan visioner, sistem kompensasi, rekrutmen dan motivasi kerja yang terbukti berpengaruh secara langsung maupun tidak langsung terhadap kinerja guru.

Kata-kata kunci: kepemimpinan visioner, sistem kompensasi, rekrutmen, motivasi kerja, kinerja guru

**THE INFLUENCE OF VISIONARY LEADERSHIP, COMPENSATION
SYSTEMS, RECRUITMENT AND WORK MOTIVATION ON TEACHER
PERFORMANCE STATE MIDDLE SCHOOL IN
CENTRAL LOMBOK DISTRICT**

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ABSTRACT

This research aims to determine and explain the influence of visionary leadership, compensation system, recruitment, and work motivation on teacher performance. This ex-post facto study was conducted on junior high school teachers in Central Lombok Regency, West Nusa Tenggara. The population of this study was 1,168 people and the sampling technique was stratified proportional random sampling. The determination of the number of samples used the Morgan and Warwick and Lininger formulas and obtained a sample of 340 teachers. Data on the five variables were collected using a closed model questionnaire with five choices. The research data were analyzed using descriptive statistical techniques and Structural Equation Modeling and Partial Least Squares (SEM-PLS). The results of the study are: (1) quantitative description of the variables of visionary leadership, compensation system, recruitment and work motivation and teacher performance in the very high category. (2) the structural equation model formed from the research variables in the very strong category to predict the dependent variable of teacher performance at $Q^2 = 0.959$, (3) visionary leadership has a direct positive and significant effect on work motivation with a coefficient value of 0.728, T-Statistic 2.367 and a significance level of 0.019. (4) visionary leadership has a direct positive and significant effect on teacher performance with a coefficient value of 0.333, T-Statistic 2.033 and a significance level of 0.043. (5) the compensation system has a direct positive and significant effect on work motivation with a coefficient value of 0.445, T-Statistic 5.720 and a significance level of 0.000. (6) the compensation system has a direct positive and significant effect on teacher performance with a coefficient value of 0.157, T-Statistic 2.022 and a significance level of 0.044. (7) recruitment has a direct positive and significant effect on work motivation with a coefficient value of 0.239, T-Statistic 2.276 and a significance level of 0.021. (8) recruitment has a direct positive and significant effect on teacher performance with a coefficient value of 0.749, T-Statistic 6.415 and a significance level of 0.000. (9) work motivation has a direct positive and significant effect on teacher performance with a coefficient value of 0.229, T-Statistic 2.180 and a significance level of 0.032. (10) visionary leadership has an indirect effect on teacher performance through work motivation with a coefficient value of 0.167, T-Statistic 2.929 and a significance level of 0.008. (11) the compensation system has an indirect effect on teacher performance through work motivation with a coefficient value of 0.104, T-Statistic 2.971 and a significance level of 0.004. (12) recruitment has an indirect effect on teacher performance through work motivation with a coefficient value of 0.155, T-Statistic 2.460 and a significance level of 0.011. The mediator variable of work motivation becomes a full mediator of the influence of the independent variables of visionary leadership, compensation system and recruitment on teacher performance. It is recommended to implement visionary leadership, compensation system, recruitment and work motivation which are proven to have a direct and indirect effect on teacher performance.

Keywords: *visionary leadership, compensation system, recruitment, work motivation, teacher performance.*