

Impacts On The Working Ability And Compensation As Well As The Leadership Towards The Motivation And Performance Of The School Principals At The Private Vocational Schools.

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Abstracts: This research entitle Impacts on working ability and, leadership and compensation as well as the Leadership towards the Motivation and Performance of the school principals at the private vocational schools, East Kalimantan Indonesia. Management of vocational high school of private sector in Indonesia in general and in Balikpapan specially face highly uncertain condition. For the reason this phenomena become to draw to be checked, to considering ability of headmaster have very important role how far ability work obtained compensation headmaster and leadership influence motivation work and improve headmaster performance. Some problems as follows: (1). Whether the variable of working ability, compensation, and leadership gives an impact directly and significantly towards the working motivation of the school principals at private senior high schools and vocational schools. (2). Whether the variable of the working ability, compensation, and leadership gives a direct and significant impact towards the performance of the school principals at the private senior high schools and vocational schools. (3). Whether the variable of working motivation gives a direct and significant impact towards the performance of the school principals at the private senior high schools and vocational schools. Pursuant to result of calculation scored a point by F countte equal to $11,729 > F$ of is tables of $0,0320$, hence H_0 refused and Is ha accepted and that way also among working ability, leadership and compensation to performance, result of calculation scored a point by F count equal to $20,930 > F$ of is tables of $0,0320$, hence H_0 refused and Is Ha accepted. Result of calculation by using SPSS Ver 16.0, at structure sub 1. Ability of Job, Compensation And Leadership have positive influence to compensation although motivation do not have an effect on signifikan to job motivation. Result of calculation While at structure sub 2 result of calculation there are influence which are positive among variable Ability of job, And leadership compensation to police personnel performance. While motivation to performance do not have an effect on signifikan to police personnel performance. While indirect influence third endogen variable have an effect on indirectly to police personnel performance Conclusion which can be pulled from result of this research that any endogen variable that is ability of job, leadership and compensation can explain motivation that way also to indirect and also direct good performance.

Keyword : Working Ability, Compensation, Leadership and Motivation to Performance of the vocational school principals

I. Introduction

The national development in the field of education is an effort to educate the life of the nation and improve the quality of Indonesian people to be religious, devoted and to have high morality as well as to master the knowledge of science, technology and art in realizing an advanced, fair, prosperous and civilized community which is based on the five principles of 'Pancasila' and the 1945 constitution of the Republic of Indonesia (UUD 1945).

The national education has a goal which is based on the values of the principles of 'Pancasila' and also those mentioned in the 1945 constitution in which both of the values are based on the values of religion, Indonesian national cultures so as to be more responsive to the demands of the developing era which can not be avoided. The resource of education is everything used to hold education covering education personnels, communities, fund, instruments and infrastructures. (UU No 20 Tahun 2003)

Human beings need education in their lives. Education is an effort so as to make them develop their potentials through the process of learning or other medias which are known or acknowledged by the community. The 1945 Constitution, subsection 1 of section 3 stated that every citizen has the right to get education and moreover in subsection 3, it is restated that the government should strive and implement the national education system in order to improve the faithfulness, the devotion and also morality in order to develop the mental capabilities of the nation's lives which are regulated by the Constitution. For this reason, all the components of the nation must have the obligation to develop the mental capabilities of the nation which become one of the goals of the country. In the field of education what becomes the most important thing is the human resources,

hence the holders of education need to provide proper people who are creative and talented and also have the high spirit in order to be able to make the school organization run effectively.

The law number 14, 2005 about teachers and lecturers affirms that they are obliged to have an academic qualification, competence, educator certificate, a condition of good health (physically and mentally) and fulfill other qualifications which are required by a certain high education institution where they work and also have the ability to realize the goal of National Education. This law is considered to be the protector for teachers and lecturers regardless the different treatment between the state and private teachers. The laws for teachers and lecturers clearly regulate all aspects in details which so far not yet regulated well. For example, the position, function, target of teachers and also the right, obligation, competence, compensation of teachers and still some others. There are some weaknesses and shortcomings occur in the laws of teachers and lecturers and still become a problem and a never - ending debate. Starting from the improvement of the quality and the prosperity of the education contained in those laws, there are still a lot who are pessimistic who thought that the government will not be willing to spend their money to be exchanged with the quality of education moreover to support teachers to have prosperous lives which are already familiar with suffering. Besides, the process of implementation has not been optimal yet, only some targets can be achieved, which is still far from what is stated in the laws. (The statements of Laws no 14, 2005 about teachers and lecturers).

Based on the above background it can be concluded that there are some problems as follows:

- 1) Whether the variable of working ability gives an impact directly and significantly towards the working motivation of the school principles at private senior high schools and vocational schools.
- 2) Whether the variable of compensation gives a direct and significant impact towards the motivation of the school principles at the private senior high schools and vocational schools.
- 3) Whether the variable of leadership gives a direct and significant impact towards the working motivation of the school principles at the private senior high schools and vocational schools.
- 4) Whether the variable of the working ability gives a direct and significant impact towards the performance of the school principles at the private senior high schools and vocational schools.
- 5) Whether the variable of compensation gives a direct and significant impact towards the performance of the school principles at the private senior high schools and vocational schools.
- 6) Whether the variable of leadership gives a direct and significant impact towards the performance of the school principles at the private senior high schools and vocational schools.
- 7) Whether the variable of working motivation gives a direct and significant impact towards the performance of the school principles at the private senior high schools and vocational schools.
- 8) Whether the variable of working ability indirectly gives a positive and significant impact through motivation towards the performance of the school principles at the private senior high and vocational schools in Balikpapan.
- 9) Whether the variable of compensation indirectly gives a significant impact through motivation towards the performance of the school principles at the private senior high and vocational schools.
- 10) Whether the variable of leadership indirectly gives a significant impact through motivation towards the performance of the school principles at the private senior high and vocational schools.

The goal of this research is mainly to find out the following things:

1. To know how big the direct impact of the working ability towards the working motivation of the school principles is.
2. The direct impact of the compensation towards the working motivation of the school principles.
3. The direct impact of leadership towards the working ability of the school principles.
4. The direct impact of the working ability towards the performance of the school principles.
5. To know how big the direct impact of compensation towards the performance of the school principles is.
6. To know how big the direct impact of leadership towards the performance of the school principles is.
7. To know how big the impact of motivation towards the performance of the school principles is.
8. To know how big the indirect impact of the working ability through motivation towards the working of the school principles is.
9. To know how big the indirect impact of compensation through motivation towards the performance of the school principles.
10. To know how big the indirect impact of leadership through motivation towards the performance of the school principles at the private senior high and vocational schools in Balikpapan, East Kalimantan.

II. Theoretical Basis

1. Performance

Performance is the working productivity in terms of quality and quantity achieved by a personnel or working staff in carrying out his or her job based on the responsibility given to him or her. (Mangkunegara, 2001: 67). According to Jackson (2006: 378), performance is something done or not done by a personnel or working staff. According to Bambang Kusriyanto (1991: 3) the performance of a working staff is the comparative result achieved by him or her with the participation of working capacity in terms of time. While Gomes (1995: 195) stated that the definition of staff's performance is just like an output, efficiency and effectiveness are often connected with productivity. According to Mangkunegara (2000:67) the performance or the working achievement of a staff is the result of working in terms of quality and quantity achieved by a staff in doing his or her job with the responsibility given to him. So based on the above definition, it is concluded that the performance of a human resource is the working achievement or working productivity in terms of quality as well as quality achieved in doing his or her job based on the responsibility given to him or her.

2. Working ability

Working ability represent a condition existing in a staff which is really useful and effective in accordance with his or her field of working. (Blanchard and Hersey, 195: 1-7) According to Diah Ayu (2003:1-7), one of the most important factors which gives an influence towards the success of a staff in doing his or her job is the ability of working. The ability of working is a potential existing in a staff to do something so as to enable somebody to do or not to do the above mentioned job.

In the operational function of management, the working ability is a development function, because in this function the development of working ability of a staff is really given attention. In fact the working ability is influential towards the quality of working productivity achieved by a staff. This can be understood because in the working ability there are some skills, capabilities or other supportive potentials which are reflected in the physical and mental condition. In this way, the concept of working ability contains an understanding that a strength existing in oneself in doing something. The working ability can absolutely determine the performance of the staffs in a company or organization. The success and the capability in doing the job in an organization is mainly depend on the performance of its staffs. It is something definite that the working ability is something important for a staff to be able to manage his or her job well.

3. Compensation

Compensation is the regulation in giving the whole reciprocate or repayment of service to the employers or employees in the forms of financial or non financial payment (Martoyo, 2007) as well as Wayan, cs (2003: V2). Based on the definition, it can be realized that a certain compensation can increase or decrease working achievement, working satisfaction, staffs 'performance and also staffs' motivation. As a result, it is very essential for an organization to give full attention to the regulation of proper and fair compensation. A compensation should have a logical, rational and strong foundation, however, according to Handoko(2000) in Martoyo (2007) in I Wayan, cs(2013: V2) there are still a lot of emotional factors and this is based on the points of view of the staffs. If the staffs think that their compensation is not sufficient, their working achievement, motivation as well as their performance will decrease dramatically. Compensation programs are very important as to get more attentions because it might reflect the effort of an organization to defend and strengthen its man-power.

Compensation is something that is received by employees in lieu of contributing their services to the company. Compensation is the implementation of human resource management functions associated with all types of pricing individual. According Sedarmayanti (2010, p. 239), compensation is everything received by employees as remuneration of their work. Furthermore, Dessler (2007, p. 85) suggested employee compensation is any form of payment or benefits granted to employees and arising from the employment of the employee. (Ilham Thiaief ,et all, 2015).

4. Leadership

Smircich and Morgan (1982) state that leadership is by nature dialectical, it is socially constructed for the interactions of both leaders and the followers. Yuki (1998) believed that any definition of leadership is arbitrary and very subjective but defined leadership as the process wherein an individual member in a group or organization influences the interpretation of events, the choice of objectives and strategies, the organization of activities, the maintenance of cooperative relationships, the development of skills and confidence by members, and the enlistment of support and cooperation from the people outside the group or organizations. Similarly, Clemmer and McNeil (1990) suggest that leadership is not a role or position, but the ability to initiate action and move others to shared goals. For them leadership is the foundation stone upon which other vital

components of organizational high performance-management systems and technology rest. According to Gannon (1979), without effective leadership, it is difficult for an organization to function effectively. The leader defines the goal of an organization, develop the planning and control systems that guide and monitor the organizations destiny. Organizations on the other hand function effectively when there are persons to communicate with each other, who are willing to contribute action, to accomplish a common purpose

To give clearer explanation, the followings are the definitions proposed by some management experts about leadership:

- Hasibuan (2007: 170): leadership is a technique done by somebody in influencing the attitude of their employees in order to cooperate and work productively to achieve the goal of the organization.
- Rivai (2004: 2): leadership is a process to influence or to give examples to the employees through the process of communication in order to achieve the goal of the organization.
- Arep and Tanjung (2003: 93): leadership is the working capacity of somebody to influence or dominate other people or different communities to achieve a certain goal.
- Werren Bennis (2004: 74): leadership is the capacity to translate the vision of a reality. In other words leaderships means involving other people and giving more priority to the vision, and next to steps of the implementation.
- Walters (2004:8): leadership is a consciousness and willingness to influence other people and then to give a response to his own willingness to be followed. This definition is also stated by Clawson (2000:7). Leadership is a process to influence a group of organized people to achieve their goals. This is also stated by Hughes, et al (2002:32) to strengthen the definition of leadership. Leadership means to be able to influence other people to take an action. It also means that a leader has to strive to influence his followers by any techniques such as the use of legitimated authority; model creativity, target decision, giving reward and punishment, organization restructuring and to communicate a vision. In this way, a leader can be regarded effective if he can persuade his followers to leave their personal interests for the success of the organization. Mochammad Teguh (2001:69)
- The concept of leadership is defined, according to Hersey and Blanchard (1979), "as the process of influencing the activities of an individual or a group in efforts toward goal accomplishment". For Senge (1990), leadership is associated with stimulants and incentives that motivate people to reach common objectives. Hersey et al. (2001), states that the essence of leadership involves achieving objectives with and through people. Weirich and Koontz (1994) define leadership as the process of influencing people so that they make an effort by their own will and enthusiasm towards obtaining the group's goals. Kenya Peris M. Koech & Prof. G.S Namusonge (2012)
- **The Effect of Leadership Styles on Organizational Performance at State Corporations in Kenya Peris M. Koech & Prof. G.S Namusonge**

5. Motivation

Mullins in Pamela Akinyi Omollo (2005) effectively motivating employees is one of the most important functions of a manager. There is evidence to show that organizations are facing challenges in retaining employees due to limited opportunities for advancement and the current competitive labour market. It doesn't appear things will get any better in the future. The loss of employees represent a loss of skills, knowledge and experiences which can create a significant economic impact and cost to corporations as well as impacting the needs of customers. Managers who can motivate employees assist the organization by improving employee retention.

Motivation relationship with performance by Keith Davis in Mangkunegara (2004) describes equation formulation of how relationship between performance with motivation and ability. Gibson et al. (1994) argued that employee's performance is result of work achieved by the individual in relation to his position in organization. Previous research results on motivation and employee performance as performed by Nawab et al. (2011), Javed et al. (2011), and Kaymaz et al. (2011) where motivation significantly affect on employee performance .Adversely, Remi at al. (2008) show that motivation has no significant effect on employee performance. Mensah et al (2011) examined relationship of performance-based pay as a tool for employee performance motivation. This study results indicate that relationship between the two variables above are small. (Muhamad Rizal, et.al (2014)

According to Mangkunegara (2005:61), motivation is a condition or energy which move oneself to achieve the goal of a company's organization. While Hasibuan (2005: 95) stated that motivation is to give movement power in order to create a strong desire so as to be wiling to cooperate, to work effectively and to be integrated with all his efforts to achieve satisfaction.

Motivation is a process which explains the intensity, purpose, and the perseverance of an individual in order to achieve the goal. The three main elements in this definition are the intensity, purpose, and perseverance.

Based on the theory of needs hierarchy stated by Abraham Maslow, the theory of X and Y by Douglas Mc. Gregor as well as the theory of contemporary motivation. The meaning of motivation is a reason which becomes the basic of an action done by an individual. Somebody is said to have high motivation when he has a strong reason to achieve what he wants by doing his current work. (Wiki <http://id.Wikipedia.org>)

Edward Murray (Mangkunegara, 2005:67-68) stated that the characteristics of an individual who has a high motivation in his achievement is as follows:

1. to do something as its best
2. to do something in order to get success
3. to settle all assignments which needs efforts and skills
4. to have a willingness to be a well known person and to master a certain field of work
5. to be able to do difficult work with satisfied result
6. to something important
7. to be able to do something better than other people

In general, the theory of motivation is clustered into three different groups. The first is the theory of motivation using the approach of 'content theory', the second is the theory of motivation using the approach of process theory and the last is the theory of motivation using the approach of reinforcement theory. Motivation can be defined as a strength or energy of somebody which can create the level of persistence and enthusiasm in executing an activity, whether it comes from the individual himself (intrinsic motivation) or from outer individual (extrinsic motivation). To comprehend the definition of motivation, there are several theories about it and one of them is the theory of Alderfer's Existence, Relatedness and Growth (ERG). This theory stated that this is to complete the theory of A.H Maslow. The theory of needs hierarchy is often described as a pyramid, a bigger low level represents a lower need and the top point represents oneself actualization needs, such as:

- psychological needs
- safety needs
- social needs
- esteem needs
- self actualization needs

Theories on Motivation

Theories about motivation can be divided into three big groups, such as:

- **Content theory:** it covers motivation theory from Abraham Maslow (needs hierarchy). It is stated that human beings have five needs arranged in a hierarchy and it begins from the basic needs where somebody will always be motivated to cover their later needs after their previous needs are fulfilled. It happens in sequence such as: (Munanadar, 2001) in Frans Farlen (2011:9)
 1. Psychology
 2. Security
 3. Social
 4. Self – esteem
 5. Actualization

According to Herzberg (Theory of Two Factors) there are two factors: hygiene factor and job context factor (dissatisfier). When this factor is not fulfilled it might result in dissatisfaction and it might affect to the working ability of somebody such as: the company's policy, working condition, salary and working safety. However, when this factor is fulfilled it might result in satisfaction and motivation such as: achievement, acknowledgement, growth and responsibility.

While the theory of ERG (Alderferer) stated that the needs in low level does not have to be fulfilled first until the motivation appears to fulfill the needs in the next level. Just like the theory of Maslow (Munandar: 2001:9). The concept from Alderferer stated that the needs can be divided into three different parts:

- Existence needs: this need is in relation with the biological need and gets more satisfaction through material condition and interpersonal relations.
- Related needs: this need has a relation with social need to get satisfaction through interpersonal needs.
- Growth needs: this need relates to the willingness of self improvement or self actualization.

Another theory likes the Process Theory covers motivation theories from:

a. Victor Vroom (the theory of hope) criticizes that the Content Model is not sufficient in giving an explanation of motivation. So he issued his own theory, saying that motivation is built based on valence, certain instrumental. This factor is meant as value, incentive, attitude and hope. Instrumentality is a role which relates

first level outcome with the second one. Expectancy is an expectation means to relate individual efforts with the first level outcome.

b. Lawler& Porter stated that motivation is from the feedback of working satisfaction beginning with the working ability and skills based on experience so as to result in working satisfaction.

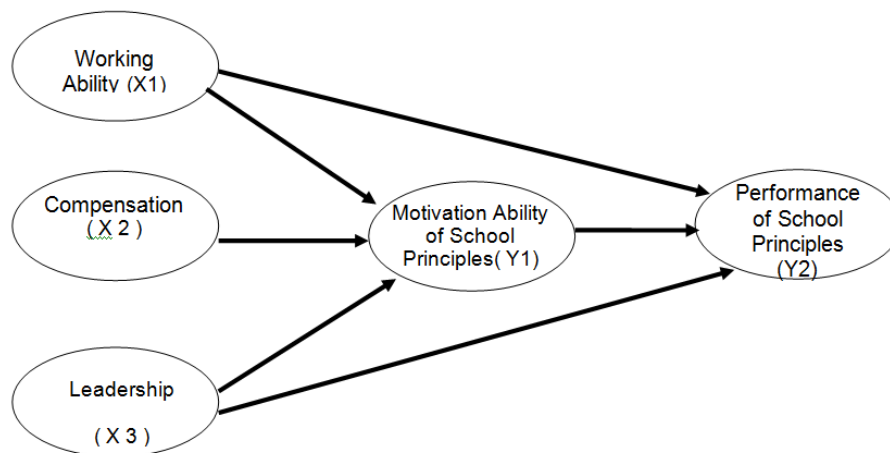
Obstacles need to be overcome:

1. The variety of employees towards the working and skill ability.
2. The variety of employees in terms of their physical conditions.
3. The variety of employees in relation with other activities or individuals.

Based on the elaborated discussions in some reviews of literature, the conceptual frame in the process of this research is determined as follows:

Motivation can certainly affect the performance, although not the only factor shaping performance. At first the motivation for someone to do activities appear because they feel necessary to fulfill needs. Thus, there is a mutual interest between human as industrial workers. Workers on one hand doing the work expected compensation for the fulfillment of their needs and on the other to achieve his own goals to realize his performance. While the industry's performance is realized by a collection of performance of all employees to achieve industry goals. (Akmal Umar, 2014)

Conceptual framework



This hypothesis research is anticipated as follows:

(1). Working ability directly has a positive and significant effect to the working motivation of the school principals. (2). Compensation directly has a positive and significant effect to the working motivation of the school principals. (3). Leadership directly has a positive and significant effect to the working motivation of the school principals. (4). Working ability directly has a positive and significant effect to the performance of the school principals.(5). Compensation directly has a positive and significant effect to the performance of the school principals(6). Leadership directly has a positive and significant effect to the performance of the school principals.(7). Motivation gives a positive and significant effect to the performance of the school principals.(8). Working ability gives a positive and significant effect to the performance of the school principals through motivation.(9). Compensation gives a positive and significant effect to the performance of the school principals through motivation.(10). Leadership gives a positive and significant effect to the performance through the motivation of the school principals of the senior high and vocational schools in Balikpapan, East Kalimantan.

III. Descriptive Analysis Of Research

Based on the data obtained from the result of the answers given by the respondents, it can be determined that the average score from each indicator and the variable of research as the basis to identify the tendency and the variety of response or the evaluation of respondents towards the items in the questionnaire which has been proposed for the variable of working ability, compensation, leadership and motivation (Y1) as well as the variable of the performance of the school principals (Y2) in Balikpapan. East Kalimantan

1. Test of Validity

Validity is used to measure a legality or whether a questionnaire is legal or not, so validity refers to the accuracy or preciseness of a test in doing its function of measurement. Validity is done by comparing r table for the degree of freedom (df) = n-2. In this case n is the amount of samples. The amount of samples (n) is 33 people and the degree of df can be calculated by 33 – 2 = 31. With the score of df = 31 and the score of alpha = 0.05 or 5% can be obtained the score of 0,355. To test whether each indicator is valid or not, please look at the output display of Cronbach Alpha in the column of Correlated Item – Total Correlation. Please compare the score of Correlated Item – Total correlation with the result of calculation of r table. When r calculation is bigger than r table and the score is positive so the items of the questions are considered valid. This is from the result of computer calculation with the help of SPSS Program ver 16. Than result of calculation [of] computer by using SPSS ver program aid 16,0

Variabel	Instrumen	Corrected Item Total Corelation	α	Keterangan
Working Ability (X-1)	Working Ability-1	0.857	0,05	Valid
	Working Ability-2	0.854	0,05	Valid
	Working Ability-3	0.705	0,05	Valid
	Working Ability-4	0.864	0,05	Valid
	Working Ability-5	0.713	0,05	Valid
	Working Ability-6	0.831	0,05	Valid
	Working Ability-7	0.840	0,05	Valid
Compensation (X 2)	Compensation-1	0.856	0,05	Valid
	Compensation-2	0.870	0,05	Valid
	Compensation-3	0.728	0,05	Valid
	Compensation-4	0.902	0,05	Valid
	Compensation-5	0.837	0,05	Valid
	Compensation-6	0.838	0,05	Valid
Leadership (X 3)	Leadership-1	0.929	0,05	Valid
	Leadership-2	0.785	0,05	Valid
	Leadership-3	0.945	0,05	Valid
	Leadership-4	0.747	0,05	Valid
	Leadership-5	0.808	0,05	Valid
Motivation (Y 1)	Motivation-1	0.914	0,05	Valid
	Motivation-2	0.840	0,05	Valid
	Motivation-3	0.891	0,05	Valid
	Motivation-4	0.960	0,05	Valid
	Motivation-5	0.709	0,05	Valid
	Motivation-6	0.814	0,05	Valid
Performance of School Principes (Y 2)	Performance-1	0.905	0,05	Valid
	Performance-2	0.911	0,05	Valid
	Performance-3	0.948	0,05	Valid
	Performance-4	0.904	0,05	Valid
	Performance-5	0.955	0,05	Valid
	Performance-6	0.842	0,05	Valid
	Performance-7	0.915	0,05	Valid

Resource: Data processing (2016)

The result of instrument validity test for the variable of working ability (X1) , Compensation (X2), Leadership (X3), Motivation (Y1), and school principles performance (Y2). In the table 5.7, it shows that all items bigger than $\alpha = 0,005$ (5%) so it can be stated that the instrument is valid and suitable to be used to measure the variables of working ability, compensation, leadership and motivation as well as the performance of the school principles.

The result of instrument reliability test

Reliability is the level of trust towards a certain result of measurement. A measurement which has a high reliability is the measurement which can give a result of trusted measurement. The test criteria is done with the use of Cronbach Alpha (α) assessment. A variable is said to be reliable if it can give the score Cronbach Alpha (α) > 0.70. The instrument (variable items) is considered reliable (Umar, 2005: 194) The result of reliability analysis based on SPSS ver 16,00 is obtained from the followings:

Variabel	Cronbach's Alpha	Keterangan
Working Ability (X1)	0,941	Reliabel
Compensation (X2)	0,947	Reliabel
Leadership (X3)	0,941	Reliabel
Motivation (Y1)	0,947	Reliabel
Performance Headmaster (Y2)	0,975	Reliabel

Resource: Data Processing (2016)

Every variable of instrument (X1, X2, X3, Y1 and Y2) is bigger than 0,7 which means that all instruments used in each variable shows that there is a good and excellent condition when used repeatedly so that it can be stated reliable.

The hypothesis test is done to assess the effect of ability (X1), compensation (X2) and leadership (X3) towards the working motivation (Y1) and the performance of the school principles (Y2) at the private senior high and vocational schools in Balikpapan, East Kalimantan.

This hypothesis is done by using a statistics assessment of path analysis. In this research the variable of working ability (X1), compensation (X2), and leadership (X3) IS USED as an exogenous variable and the variable of working motivation (Y1) and the performance of school principles (Y2) is used as a variable of endogenous. To see the effect of working ability (X1), compensation (X2) and leadership (X3) simultaneously towards the working motivation (Y1), please look at the following table:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.740a	.548	.501	1.287	.548	11.729	3	29	.000

a. Predictors (Constant): Leadership, Compensation, Working motivation, Motivation.

b. Dependent variable: Working Motivation

Resource: Data processing using SPSS Ver 16.00

ANOVA Simultaneous Test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	58.241	3	19.414	11.729	.000 ^a
	Residual	48.002	29	1.655		
	Total	106.242	32			

a. Predictors (Constant): Leadership, Working Ability, Compensation

b. Dependent Variable: Motivation

The test is done with Anova. Simultaneous test at the sub structure 1 is done by comparing F calculation with F table. The comparison is as follows:

Based on the result of calculation, the figure F is 11,729 > F table 0,0320, so Ho is refused and Ha is accepted:

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	106.139	4	26.535	20.930	.000 ^a
	Residual	35.497	28	1.268		
	Total	141.636	32			

a. Predictors (Constant): Leadership, Working Ability, Compensation, Motivation

b. Dependent variable: The performance of School principles

Based on the calculation, the figure F is 20,930 > F table 0,0320, so Ho is refused and Ha is accepted. It means that being together there is a positive and significant effect among working ability, compensation and leadership towards the performance of the school principles at the senior high and vocational schools in Balikpapan, East Kalimantan.

4. Individual Test (sub structure 1)

To see the effects of working ability (X1), compensation (X2) and leadership (X3) individually towards the working motivation (Y1), t test is used while to see the greatness of the effect, the figure β (beta) is used or Standardized Coefficients. The following is the

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(CONSTANT)	.643	4.391		.146	.885
	WORKING ABILITY	.458	.118	.567	3.890	.001
	COMPENSATION	.089	.107	.126	.835	.410
	LEADERSHIP	.396	.152	.339	2.595	.015
a. Dependent Variable: MOTIVATION						

a. Dependent variable: Motivation

- (1) Based on the calculation, the figure t is obtained as big as 3,890 > t table as big as 2.039 so there is no effect between the working ability and motivation. Or the figure t = 3.890 sig. 0,001 < 0,05, it means that Ho is refused and Ha is accepted. It is concluded that there is a positive and significant effect between the working ability and the working motivation of the school principles.
- (2) Based on the result of the calculation, the figure t (based on research) is as big as 0,677 < t table which is as big as 2.039. so there is no effect between compensation and motivation. Or the figure t + 0,835 sig. 0,410 > 0,05, it means that there is a positive effect between compensation and working motivation but not significant.
- (3) Based on the result of the calculation, the figure t (based on research) is as big as 0,2595 > t table which is as big as 2.039 so there is no direct effect between leadership and motivation or the figure t = 0,2595 sig. 0,015 < 0,05, it means that Ho is refused and Ha is accepted. As a conclusion that leadership has a positive and significant effect towards the working motivation of the school principles.

5. Individual Test (sub structure 2)

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.754	3.845		-.196	.846
	MOTIVATION	.301	.163	.260	1.849	.075
	WORKING ABILITY	.271	.127	.290	2.130	.042
	COMPENSATION	.324	.095	.396	3.421	.002
	LEADERSHIP	.280	.148	.208	1.893	.069

a. Dependent variable: the performance of school principles

- (4). Based on the calculation, the figure t is obtained (based on research) as big as 1,849 < t table which is as big as 2.039 so it can be concluded that there is no effect between motivation and the performance of the school principles. Or the figure t = 1,849 sig. 0,075 > 0,05, it means that Ho is accepted and Ha is refused. It can be concluded that there is a positive effect between the working motivation of the school principles and their performance but not significant.
- (5). Based on the calculation that the figure t is obtained (based on research) as big as 2.130 > t table which is as big as 2.039 so it can be concluded that there is a direct effect between the working ability and the performance of the school principles or the figure t = 2.130 sig. 0,042 < 0,05 which means that Ho is refused and Ha is accepted. It can be concluded that the working ability of the school principles has a positive and significant effect towards the performance of the school principles.
- (6). Based on the calculation that the figure t is obtained (based on research) as big as 3.421 > t table which is as big as 2.039 so it can be concluded that there is a direct effect between compensation and the performance of the school principles, or the figure t = 3.421 sig. 0,002 < 0,05, it means that Ho is refused and Ha is accepted. The conclusion is there is a positive and significant effect between compensation and the performance of the school principles.
- (7). Based on the calculation that the figure t (based on research) is as big as 1,893 < t table which is as big as 2.039 so it can be concluded that there is direct effect between the leadership and the performance of the principles or the figure t = 2,140 sig. 0,069 > 0,05, it means that Ho is refused and Ha is accepted. It is concluded that leadership has a positive and significant effect towards the performance of the school principles.
- (8). The working ability (X1) has no direct effect towards the variable of the principles' performance, so Ho is accepted and Ha is refused. It means that there is a positive effect between the working ability through motivation and the performance of the principles but not significant.

- (9). The indirect effect of the variable of compensation (X2) to the variable of the principles' performance (Y2) which is through the variable of motivation (Y1) is as big as $0,089 \times 0,224 = 0,019936$ or $0,20 = 20\%$. The effect of compensation (X2) to the variable of principles' performance (Y2) has no direct effect which is based on the previous illustration.
- (10). The variable of leadership (X3) has a sign of direct arrow to the principles' performance (Y2) or the variable of leadership (X3) has no direct effect to the principles' performance. It concludes that H_0 is refused and H_a is accepted. It means that there is an effect whether direct or indirect, positive or not positive as well as significant or not significant between leadership and the performance of the principles through motivation.

IV. . Closing

1. Conclusion

(1). The variable of working ability has a positive effect towards the working motivation of the school principles. (2). The variable of compensation has a positive effect although not significant towards the working motivation of the school principles in Balikpapan, East Kalimantan. (3). The effect of the variable of leadership towards the working motivation of the school principles of the senior high and vocational schools in Balikpapan, East Kalimantan has a positive and significant effect towards the working motivation. (4). The effect of the variable of working motivation towards the performance of the principles is positive but not significant but the working ability, compensation and also leadership have positive effects towards the performance of the school principles. (5). The direct effect of the variable of working ability towards the performance of the principles is positive and significant. (6). The variable of compensation has a positive and significant effect towards the performance of the school principles. (7). The direct effect of the variable of leadership towards the performance of the school principles is positive and significant. (8). The effect of the working ability towards the performance of the principles through motivation at private SMA and SMK in Balikpapan, East Kalimantan. (9). Compensation has an effect on motivation and compensation has an effect on the performance so compensation has a direct or indirect effect towards the performance of the school principles. (10). Leadership has a direct or indirect effect towards the performance of the school principles.

2. Suggestions

(1). To improve the ability to understand anything in relation with the work -field quickly and independently in doing their job without waiting for instruction from their employers. (2) Because there is no effect between the variable of compensation and the private school principles of the senior high and vocational schools in Balikpapan, it is suggested that the form of compensation can be in a different form besides the regular compensation given to them. (3). Leaders should always give counseling, guidance and motivation to their employees. They should be able to create a conducive working condition and also give a reward whenever necessary to them. (4). What the employees have done needs to be appreciated and a reward can be given to them. It can increase the motivation of the employees and they will work harder as there is a chance for them to get a better working position given by an institution. (5). The school principles are suggested to upgrade their formal education since the number of the principles who are only D3 graduates is bigger than those of S1 graduates. They can use their spare times to study formally in a certain university in the place where they work. They are also recommended to study in an accredited university as regulated by the government. (6). The health insurance should be based on the needs and institution facilities so that it can guarantee the safety and the comfort in doing their job. (7). It is suggested that selection is applied in the recruitment of the school principles as well as the placement of where they should work. Continues evaluation should be increased. All of these ways can avoid the image that the recruitment of the school principles are only based on the feeling of like and dislike. It should be really based on their qualification so the proper recruitment can really produce appropriate school principles. (8). There are many ways to improve the performance of the school principles either what they have done or not before so they can try to find the solution to become a much better school principles. As a school institution, the performance of a school principle is really essential so it should be the first priority. (9). Compensation in terms of quality can be in the form of rewards. The rewards can be given in the form of opportunity where the school principles can upgrade their formal education funded by the government as it is also implemented in other government institutions. It can also be in the form of intensive informal education. In terms of quantity, compensation is also needed to be increased, not only regular compensations but also incidental ones. (10). Effective leadership need to be improved, participated leadership should also be applied and the ability of directive leadership is absolutely needed to be implemented.

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