THE ASSESMENT OF LEADERSHIP STYLE, COMPETENCE, MOTIVATION, AND COMPENSATION TO EMPLOYEE PERFORMANCE

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Abstract: This study aims to analyze the effect of leadership style, motivation and discipline to employee performance. This research was conducted at the Nakhdatul Ulama University Cirebon. The samples in this study were all employees, amounting to as much as 40 respondents. This study is a quantitative research and analysis methods of data using multiple linear regression. The results of this study indicate that the variables of leadership style, motivation and discipline significantly influence employee performance. In partial motivation does not significantly affect the performance of employees while variable leadership style and discipline significantly affect the performance of employees at a significance level of less than 0.05 or 5%..

Keywords: leadership; motivation; discipline performance

1. INTRODUCTION

In general, people's perceptions about the low teaching performance of lecturers are a result of low income (financial compensation). Therefore, it is necessary to conduct a study to find out what factors are actually perceived as obstacles and supporting teaching performance of lecturers. By knowing these factors and the weight of their influence on the teaching performance of lecturers, the leaders of universities and the government can formulate policies that are appropriate to improve the climate that can support the improvement of teaching performance of lecturers in Indonesia. According to (Rosyada, 2004), in general lecturers must meet two categories, namely having capability and loyalty, i.e. lecturers must have abilities in the fields of science they teach, have theoretical abilities about good teaching, from planning, implementation to evaluation, and having teacher loyalty. Meanwhile, good lecturers must meet seven criteria, namely the nature, knowledge, what is delivered, how to teach, expectations, lecturers' reactions to students, and management. Referring to this opinion, to become a lecturer that is liked by students, a lecturer needs to have a variety of criteria that are allegedly needed for learning, namely how to deliver course material, how to communicate, creativity in the learning process, lecturer work discipline, how lecturers assess student work, and use of pre-facilities in the learning process. Based on the analysis presented in advance, the performance of lecturers is very important to be improved.

The reality in the field is known that the lecturer in charge basically has a diverse performance between one lecturer and another. Differences in the delivery of course material, communication, creativity, work discipline, assessment of student work, and the use of infrastructure affect the learning process. This difference can affect the success of students in completing their education. According

to (Mukhtar & Ilyasa, 2003), the performance of a lecturer is a behavior or response that gives results that refer to what he does when he faces a task. The performance of this lecturer concerns all activities experienced by a lecturer in achieving a goal or result. The performance of a lecturer basically leads to the behavior of a lecturer in his work. These things will be seen in the behavior of lecturers in the learning process and interactions between lecturers and students. Quatroche et al., (2004) offers five main elements of teacher performance, namely (1) productive teaching techniques; (2) student achievements; (3) structured and organized classroom management; (4) positive interpersonal relationships; and (5) the responsibilities of academic staff. Each of these elements consists of several criteria, but for the purpose of research focused on productive teaching techniques, which have the criteria: able to demonstrate effective planning, carry out learning plans effectively, communicate effectively, prepare evaluation activities, provide feedback on results evaluation, able to explain curriculum knowledge and areas of study, choose learning materials, provide learning opportunities for different students, ensure students carry out tasks on time, and provide hope for the success of students.

According to (Mondy et al., 1993), employee motivation and performance is influenced by the compensation system implemented in his organization, both financial and non-financial compensation. Financial compensation consists of direct and indirect financial compensation. Direct financial compensation includes wages, salaries, commissions, and bonuses. Whereas indirect financial compensation covers all financial awards outside of direct financial compensation. Non-financial compensation consists of the conditions of work itself and the conditions of the work environment. Conditions of work include factors such as: interesting tasks, challenges, responsibilities, feelings of success, opportunities for advancement, etc. The conditions of the work environment include factors such as: company policy, competent supervision, good co-workers, decent status symbols, comfortable working environment conditions, flexible working hours, teamwork, provision of cafeterias and transportation

1.1. Leadership Style

A leader must know the function of the leader and at the same time know the elements of leadership as influencing activities, the ability to invite, direct, create and spark ideas. As for some opinions expressed by experts about leadership, including according to (Robbins & Judge, 2006) states that leadership is the ability to influence a group to achieve a vision or set of planned goals. According to (Veithzal & Sagala, 2004) leadership is the process of directing and influencing activities that are related to the work of group members. According to (Umam, 2010), there are five types of leadership styles, namely autocratic style, bureaucratic style, diplomatic style, participative style and free rein leader style.

1.1.1. Autocratic leadership style

An autocratic leader is a leader who has the authority (authority) from a source, knowledge, strength or power to reward or punish. He uses this authority as a handle or just as a tool or method so that things can be run and resolved. "What leaders do with this style is just to tell someone's job and demand full obedience without asking questions".

1.1.2. Bureaucratic leadership style.

Leadership style that is carried out by informing to members or subordinates what and how

something should be done. However, the basics of this leadership style command are almost entirely related to the policies, procedures and regulations contained in the organization.

1.1.3. Diplomatic leadership style

In this style it can be said that a diplomat leader is also an artist, who through his art seeks persuasion in private. So, even though he has clear authority or authority, he does not like to use his power. He is more likely to choose how to sell something (motivate) to his subordinates and they carry out their work duties well. 4) Participatory leadership style Participatory style leaders are leaders who always openly invite their subordinates to participate or take part actively, either broadly or within certain limits in making decisions, announcing policies and operational methods. This type of leader can be a truly democratic leader. 5) Free rein leader leadership style in this leadership style, the leader seems to be riding a horse which releases both control of his horse. However, a leader in this style is not a leader who really gives freedom to members or subordinates to work without supervision at all. What the leader does is set goals to be achieved by members or subordinates to be free to work and act without further direction or control, unless they ask for it

1.2. Motivation

Each employee has different motivation to work well, it is undeniable that the success or failure of the company's operations in achieving its goals is determined by the good leadership of a leader in providing motivation to employees. Motivation plays an important role in a company, so that motivation can be interpreted differently by each individual according to the place and circumstances of each individual. For more details below, I will quote some opinions about the notion of motivation. According to Hasibuan & Hasibuan (2016) motivation comes from the Latin word mover which means 'drive or driving force'. Motivation in management is only shown in human resources in general and in particular to subordinates or followers. Motivation questions how to direct the power and potential of subordinates, so they are willing to work together productively, successfully achieve and realize the goals that have been determined. Motivation is a series of attitudes and values that influence individuals to achieve specific things in accordance with individual goals. These attitudes and values are an invisibility that gives strength to encourage individuals to behave in achieving goals (Veithzal & Sagala, 2004). Meanwhile, according to Bangun (2012) motivation is an action to influence others to behave (to behave) regularly. Motivation is a duty as a manager to influence other people or employees in a company. From some expert opinions that have been put forward regarding motivation above, the author can conclude that motivation is a motivating factor in humans to do or not do a certain activity. If the desires, needs and work expectations of someone working hard and achieving, so that what is the goal of the organization or company can be achieved.

1.3.Work Discipline

According to Hasibuan & Hasibuan (2016) work discipline is the awareness and willingness of a person to obey all company regulations and applicable social norms. Awareness is the attitude of someone who voluntarily obeys all the rules and is aware of their duties and responsibilities. So, he will obey / do all his duties well, not by force. Willingness is an attitude, behavior, and behavior of someone in accordance with company regulations, both written and not. According to Mangkunegara & Prabu (2010) there are two forms of work discipline, namely as follows:

1.3.1. Preventive Discipline

Preventive discipline is an attempt to move employees to follow and adhere to work guidelines, rules that have been outlined by the company. The basic aim is to move employees to self-discipline. In a preventive way, employees can maintain themselves against company regulations.

Company leaders have the responsibility in building an organizational climate with preventive discipline. Likewise, employees must and must know, understand all the work guidelines and regulations that exist in the organization.

Preventive discipline is a system that is related to the work requirements of all parts of the system in the organization. If the organizational system is good, it is hoped that it will be easier to uphold work discipline

1.3.2. Corrective Discipline

Corrective discipline is an effort to move employees in uniting a rule and directing it to keep abiding by the rules in accordance with the guidelines that apply to the company.

In corrective discipline, employees who violate discipline need to be sanctioned in accordance with applicable regulations. The purpose of sanctions is to improve violators' employees, maintain applicable regulations, and provide lessons to violators

1.4. Employee Performance

According to Hasibuan & Hasibuan (2016) Performance is the result of work achieved by a person in carrying out the tasks assigned to him based on skill, experience and sincerity as well as time, for most organizations, the performance of individual employees is the main factor determining organizational success. The opening discussion about the type of work and being a leading employer explained that how well employees do their work significantly affects productivity and organizational performance (Mathis, n.d.). According to Veithzal & Sagala (2004), performance is a real behavior that is displayed every person as a work achievement produced by employees in accordance with their role in the company, employee performance is something that is very important in the company's efforts to achieve its goals Another definition of performance according to (Wirawan & Konflik, 2009) that performance is the output produced by functions or indicators or an occupation or a profession in a certain time. Performance dimensions are the elements in the work that show into three types, namely: 1) The work output, is the work output in the form of goods and services that can be calculated and measured in quantity and quality. 2) Work behavior, is employee behavior that has to do with work. Work behavior can be classified as general work behavior and specific work behavior. General work behavior is work behavior required by all types of work, namely work discipline. Whereas specific work behavior is behavior that is only needed in one particular type of work, namely the ability to cooperate. 3) Personal traits that have a relationship with work, are personal traits of employees required in carrying out their work, namely honesty. Based on the description above, it can be concluded that, performance is the result of work achieved by members of the organization that reflects the existence of a success in carrying out the tasks it has received.

2. METHODS

The research method used in this research is descriptive and verification. Descriptive research is research that aims to obtain a description of the characteristics of leadership style variables, work

motivation and employee performance. The nature of verficative research basically wants to test the truth of a hypothesis carried out through data collection in the field, where in this study will examine the influence of leadership style and work motivation on employee performance in. Nahdlatul Ulama University Cirebon

2.1. Data Analysis

2.1.1. *Classical Assumption Test*

Classical Assumption Test is performed to determine whether the regression model created can be used as a good predictor. The classic assumption test to be performed is the multicollinearity test, the heteroscedasticity test, and the normality test.

a. Multicollinearity Test
Multicollinearity test aims to test whether the regression model found a correlation between independent variables (independent). A good regression model should not occur correlation between independent variables. A low tolerance value is the same as a high variance inflation factor (VIF) value (because VIF = 1 / Tolerance). The cutoff value commonly used to indicate multicollinearity is a Tolerance valiance 0.10 or equal to a VIF value IF 10 (Ghozali, 2011).

b. Heteroscedasticity Test
Heteroscedasticity test aims to test whether in the regression model there is an unequal variance from the residuals of one observation to another. If the residuals of one observation to another remain constant, then it is called homoscedasticity and if different is called heteroscedasticity. A good regression model is homoscedasticity or heteroscedasticity does not occur (Ghozali, 2011).

c. Normality test
The normality test aims to test whether in the regression model, confounding or residual variables have a normal distribution. As it is known that the t and F Test assumes that the residual value follows the normal distribution. If this assumption is violated then the statistical test becomes invalid for a small number of samples (Ghozali, 2011).

By looking at the normal probability plot comparing the cumulative distribution of the normal distribution, residual normality will be seen. The normal distribution will form a diagonal straight line and the plotting of residual data will be compared with the diagonal line. If the residual data distribution is normal, then the line that represents the actual data will follow the diagonal line (Ghozali, 2011).

In addition, another statistical test that can be used to test residual normality is Kolmogorov's non-parametric statistical test Smirnov is more 0.05%.

2.1.2. *Multiple Linear Regression Analysis*

Multiple linear regression analysis is a data analysis technique used in analyzing the effect of independent variables on the dependent variable, is:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

a. Coefficient of Determination (R2)

The coefficient of determination (R2) essentially measures how far the model's ability to explain the variation of the dependent variable. The coefficient of determination is between zero and one. A small R2 value means that the ability of the independent variables to explain the variation of the dependent variable is very limited. A value close to one means that the independent variables provide almost all the information needed to predict variations dependent variable. However, the use of the coefficient of determination has a weakness that is biased towards the number of independent variables entered into the model, each additional one independent variable then R2 must increase regardless of whether the variable significantly influences the dependent variable. Therefore, many researchers recommend using the Adjusted R2 value when evaluating the best regression model (Ghozali, 2011).

b. F Test (Simultaneous Test)

The F statistical test basically shows whether all independent or independent variables entered in the model have a joint or simultaneous effect on the dependent or dependent variable. By comparing the calculated F value> F table, then H0 is rejected and accepts Ha. In other words it states that the independent variables simultaneously and significantly affect the dependent variable (Ghozali, 2011).

c. T test (Partial Test)

The t test statistic basically shows how far the influence of the explanatory or independent variables individually in explaining the dependent variable. T test is done by comparing the difference between the values of the two average values with the standard error of the difference in the average of the two samples (Ghozali, 2011).

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1. *Multicollinearity Test*

Multicollinearity test aims to test whether the regression model found a correlation between independent variables (independent). Model good regression should not occur correlation between independent variables. Multicollinearity test can be seen from the value of tolerance and Variance Inflation Factor (VIF). A low tolerance value is equal to a high VIF value (because VIF = 1 / Tolerance. The cutoff value commonly used to indicate multicollinearity is a tolerance value ≤ 0.10 or equal to a VIF value ≥ 10. The level of collinear that can be tolerated is a tolerance value of 0.10 or equal to the level of multicollinearity 0.95 (Ghozali, 2011) The results of the multicollinearity test can be seen in Table 1.

Table 1 Multicollinearity test results

Based on the data in Table 1, it can be seen that the requirements to pass the multicollinearity test have been fulfilled by all existing independent variables, namely a tolerance value greater than 0.10 and a VIF (Variance Inflation Factor) value of no more than 10. In the table above, the tolerance value of the

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	LS	,930	1,075
	M	,980	1,021
	D	,916	1,092

independent style of leadership is 0.930, motivation is 0.980 and work discipline is 0.916. While the VIF value of the independent variable leadership style is 1,075, motivation is 1,021 and work discipline is 1,092. Therefore, it can be concluded that all independent variables are used in this study did not correlate between one independent variable with other independent variables.

3.1.2. *Normality Test*
Normality test aims to test whether a regression model, confounding variable or residual variable has a normal distribution. A good model is normally distributed or close to normal (Ghozali, 2011). To see normally distributed data, it can be done by taking into account the normal probability plot in the scatter plot with normal distribution.
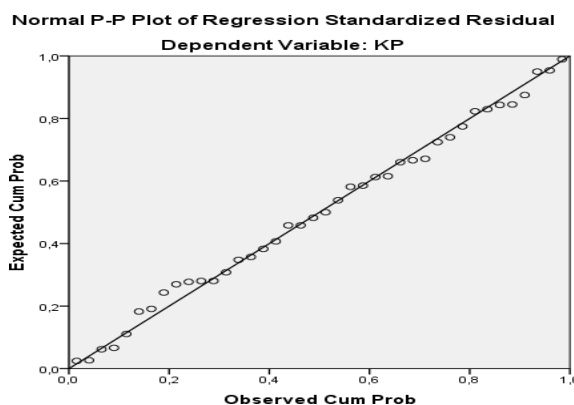

Figure 1 Result of normality test

Based on graph Figure 1 shows that all data are there is normally distributed, because the data spread to form a diagonal straight line then the data meets the normal assumptions or follows the

normality line. Apart from looking at graphs, data normality can also be seen through a statistical test that is the Kolmogrov-Smirnov non-parametric statistical test on alpha of 5%. If the significant value of the Kolmogrov-Smirnov test is greater than 0.05, it means that the data are normal.

Table 2 One-sample kolmogorov-smirnov test

		Unstandardized Residual
N		40
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	2,34939979
Most Extreme Differences	Absolute	,062
	Positive	,048
	Negative	-,062
Kolmogorov-Smirnov Z		,390
Asymp. Sig. (2-tailed)		,998

a. Test distribution is Normal
b. Calculated from data.

Based on the normality statistical test in table 2 above shows Kolmogorov Smirnov of 0.390 and significant at 0.998 greater than 0.05, it can be concluded that the data are normally distributed.

3.1.3. *Heteroscedasticity Test*

Heteroscedasticity test aims to test whether in the regression model there is an unequal variance from the residuals of one observation to another. If the residuals of one observation to another remain constant, then it is called Homoscedasticity and if different is called Heteroscedasticity. A good regression model is homoscedasticity or not heteroscedasticity (Ghozali, 2011). The figure below is the result of the heteroscedasticity test.
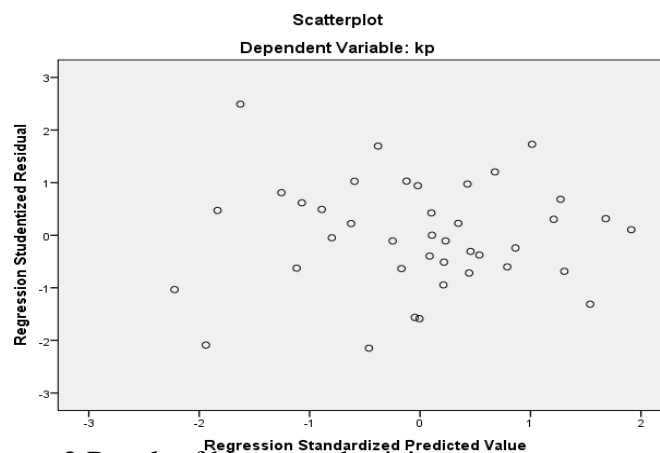

Figure 2 Result of heteroscedasticity test

Based on Figure 2 above it can be seen that the data distribution irregular and does not form a certain pattern and spread above and below the number 0 on the Y axis, so it can be concluded that in this regression model there is no Heteroscedasticity problem.

3.1.4. *Hypothesis Testing*

a. Simultaneous Significant Test (Statistical Test F)

The F statistical test basically shows whether all the independent or independent variables entered in the model have influence together or simultaneously on the dependent or dependent variable. By comparing the calculated F value> F table, then H0 is rejected and accepts HA. In other words, states that the independent variables simultaneously and significantly affect the dependent variable (Ghozali, 2011).

Table 3 ANOVA test

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	169,708	3	56,569	9,460	,000[b]
1	Residual	215,267	36	5,980		
	Total	384,975	39			

a. Dependent Variable: LS
b. Predictors: (Constant), D, M, LS

Based on table 3, it can be concluded that the variables of leadership style, motivation and work discipline simultaneously and significantly influence employee performance. This can be seen from the calculated F value above 9,460 greater than the F table 2.87 with a probability of 0,000 less than 0.05. Thus, obtained F_{count}> F_{table} (9,460> 2.87) then the alternative hypothesis is accepted.

b. Significant Test of Individual Parameters (Statistical Test t)

The t test statistic basically shows how far the influence of one explanatory or independent variable individually in explaining the variation of the dependent variable (Ghozali, 2011).

Table 4 Test results t

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	-8,794	9,351		-,940	,353
1	gp	,212	,087	,314	2,433	,020
	m	,167	,121	,174	1,379	,176
	D	,347	,090	,500	3,842	,000

3.2. Discussion

Look at the SPSS output coefficients on the t-test above and compare t_{count} with t_{table} of 2.028 obtained from table t with df = n-k (40-4), 36 and alpha 0.05. Following is the discussion of a partial test between leadership style, motivation and work discipline on employee performance at Nakhdatul Ulama University Cirebon.

3.2.1. *Leadership Style (X1 on Performance)*

The results of the t test for leadership style (X1) on performance (Y) showed a sig value of 0.020 and t arithmetic showed 2.433, meaning that a significant value was smaller than the probability value of 0.05 (0.020 <0.05) and t arithmetic greater than t table (2,433.> 2,028), then the conclusion that can be drawn is that H01 is rejected and H1 is accepted. So, the results of the analysis showed that the leadership style had a significant effect on the performance of the employees of the Nakhdatul Ulama University Cirebon. The results of this study are supported by the research journal (Hakim, 2011) about leadership style, motivation and performance variables. The results achieved in this study are the leadership style and motivation have a strong influence on performance.

3.2.2. *Motivation (X2) on performance (Y)*

T test results for motivation (X1) on performance (Y) show a sig value of 0.176 and t arithmetic indicate 1.379, meaning that a significant value is greater than the probability value of 0.05 (0.176> 0.05) and t arithmetic is smaller than t table (1,379 <2,028), then the conclusion that can be drawn is H02 is accepted and H2 is rejected. So, the results of the analysis show that motivation does not have a significant effect on the performance of the employees of the Nakhdatul Ulama University Cirebon. The results of this study are supported by the research journal Messa Media Gusti (2012) about the variables of discipline, work motivation and teacher performance. The results achieved in this study are that there is no significant effect between motivation and teacher performance.

3.2.3. *Work discipline (X3) on performance (Y)*

T test results for work discipline (X3) on performance (Y) show the sig value of 0,000 and t arithmetic show 3,842, meaning that the significant value is smaller than the probability value of 0.05 (0,000 <0.05) and t arithmetic is greater than t table (3,842> 2,028), the conclusion can be drawn that H03 is rejected and H3 is accepted. So, the results of the analysis show that work discipline has a significant effect on the performance of the employees of the Nakhdatul Ulama University Cirebon. The results of this study were supported by the research of Prawatya & Rahardjo (2012) about work discipline variables, organizational culture and employee performance. The results achieved in this study work discipline and motivation have a significant effect on performance.

3.2.4. *Multiple Linear Regression Tests*

Based on table 4, we get the multiple linear regression equation model as follows: Y = -8,794 + 0.212 X1 + 0.347 X3 This means that a constant value of -8.794 indicates that with the variable X (leadership style, motivation and work discipline), the value of the Y variable (performance) will increase by 8.794, but conversely if the variable X = 0 then the value of Y (performance) will decrease by - 8,794 coefficient number X1 0,212, shows that every increase in leadership style by 0.01 will improve employee performance, Coefficient X3 0.347 shows that every increase in work discipline by 0.01 will improve employee performance.

3.2.5. *Coefficient of Determination*

The coefficient of determination (R2) basically measures how far the model's ability to explain the variation of the dependent variable (Ghozali, 2011).

Table 5 Result of coefficient determinant

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,664[a]	,441	,394	2,445	1,884

a. Predictors: (Constant), D, M, LS
b. Dependent Variable: Performance

Based on table 5 above, it can be concluded that the adjusted determination coefficient (Adjusted R Square) is equal to 0.394 or 39.4%. The greater the Adjusted R Square number, the stronger the relationship of the three variables in the regression model. It can be concluded that 39.4% of employee performance variables can be explained by the variables of leadership style, motivation and work discipline. While the other 60.6% difference is influenced or explained by other variables not included in this study.

4. CONCLUSION

This study aims to determine the effect of leadership style, motivation and work discipline on the performance of Nakhdatul Ulama University Cirebon Respondents in this study were 40 employees. Based on the data that has been collected and tests that have been carried out on the problem using multiple regression models, it can be concluded as follows:
1. Leadership Style has a significant effect on the performance of Nakhdatul Ulama University Cirebon.
2. Motivation has no significant effect on the performance of Nakhdatul Ulama University Cirebon.
3. Work discipline has a significant effect on the performance of Nakhdatul Ulama University Cirebon.
4. Leadership style, motivation, and work discipline simultaneously influence and significantly affect the performance of Nakhdatul Ulama University Cirebon.

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