



# INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN PROGRESSIVE EDUCATION & DEVELOPMENT



## The Impact of Principal's Transformational Leadership and Compensation Satisfaction on Work Motivation: A Case among Honorary Teachers of Private Islamic High Schools in Indonesia

Tsania Fitri Adenia, Mawarni Mohamed

To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v11-i4/15880>

DOI:10.6007/IJARPED/v11-i4/15880

*Received: 13 October 2022, Revised: 16 November 2022, Accepted: 28 November 2022*

**Published Online:** 14 December 2022

**In-Text Citation:** (Adenia & Mohamed, 2022)

**To Cite this Article:** Adenia, T. F., & Mohamed, M. (2022). The Impact of Principal's Transformational Leadership and Compensation Satisfaction on Work Motivation: A Case among Honorary Teachers of Private Islamic High Schools in Indonesia. *International Journal of Academic Research in Progressive Education and Development*, 11(4), 570–582.

**Copyright:** © 2022 The Author(s)

Published by Human Resource Management Academic Research Society ([www.hrmars.com](http://www.hrmars.com))

This article is published under the Creative Commons Attribution (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

**Vol. 11(4) 2022, Pg. 570 - 582**

<http://hrmars.com/index.php/pages/detail/IJARPED>

**JOURNAL HOMEPAGE**

Full Terms & Conditions of access and use can be found at  
<http://hrmars.com/index.php/pages/detail/publication-ethics>



# INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN PROGRESSIVE EDUCATION & DEVELOPMENT



[www.hrmars.com](http://www.hrmars.com)

ISSN: 2226-6348

## The Impact of Principal's Transformational Leadership and Compensation Satisfaction on Work Motivation: A Case among Honorary Teachers of Private Islamic High Schools in Indonesia

Tsania Fitri Adenia<sup>1</sup>, Mawarni Mohamed<sup>2</sup>

<sup>1</sup>Faculty of Education, Universiti Teknologi MARA, UiTM Puncak Alam Campus, 42300 Puncak Alam, Selangor, Malaysia, <sup>2</sup>Faculty of Education, Universiti Teknologi MARA, UiTM Puncak Alam Campus, 42300 Puncak Alam, Selangor, Malaysia  
Email: 2020666902@students.uitm.edu.my, mmawarni@gmail.com

### Abstract

Many honorary teachers who work in private Islamic schools play a significant role in the advancement of education in Indonesia. However, their welfare seemed to be neglected because of low compensation. This objective is to determine how transformational leadership style and compensation satisfaction influence the work motivation of honorary teachers. An explanatory research design using a set of questionnaires were employed. The primary respondents of this study are the honorary teachers working at private Islamic high schools in Gerung subdistrict. A total of 115 honorary teachers have taken part in this study, and the data given were analysed using SPSS version 26. The result findings showed a moderate, positive, and very significant correlation between the principal's transformational leadership style and compensation satisfaction ( $r=0.434$  and  $p<0.01$ ). It concludes that the principal's transformational leadership and compensation satisfaction contribute 13.1% to the work motivation of honorary teachers, and it is statistically significant at  $p<0.01$ . Therefore, it is recommended that school leaders should try to implement transformational leadership and not be too rigid. The government may come up with a minimum payment policy along with providing more financial assistance to enhance honorary teachers' work motivation, which in the end, will influence the quality of education.

**Keywords:** Transformational Leadership, Compensation Satisfaction, Work Motivation, Honorary Teachers, Private Islamic High Schools

### Introduction

Islamic education units in Indonesia, both public and private, are managed by the Ministry of Religious Affairs. Since then, policies and procedures for managing institutions and finances must comply with the rules that have been made by the Ministry of Religious Affairs.

Private organizations or individuals mostly manage the Islamic educational institutions in Indonesia. The Bureau Statistics of Indonesia (2020) shows a total of 28,290 private Islamic educational units (including private Islamic high schools, middle schools, and elementary schools) in Indonesia. There are a total of 8.639 private Islamic high schools, 17.233 private Islamic middle schools, and 2.418 private Islamic elementary schools available in the country. Henceforth, it is reasonable that these private Islamic schools play a significant role in the advancement of Indonesian education.

Although both are under the auspices of the Ministry of Religious Affairs, there is still a gap between state Islamic schools and private Islamic schools. The disparity between private and state Islamic schools indicated that private Islamic schools receive lack government attention and received discriminatory treatment regarding management, aid, and other benefits (Alawiyah, 2014). State Islamic schools are given financial assistance from the local government, while the private sector is still struggling to find funds to meet the school's financial needs. Although private schools are given the authority to collect fees from parents, most private Islamic schools are still very dependent on the BOS funds provided by the government (Murtadlo, 2016). The Bantuan Operasional Sekolah (School Operational Assistance), also known as the BOS programme is a central government initiative to give personnel and non-personnel operational money for schools from central government allocation funds (the Ministry of Education, Culture, Research, and Technology, 2021). Additionally, Nursaptini and Suyanto (2019) discovered that all educational activities could proceed if only the BOS funds were distributed since it is private Islamic education's primary financial source.

Foundation generally manages private Islamic schools (Alawiyah, 2014). Suppose the foundation that oversees the school has adequate financial and infrastructure support. In that case, the private Islamic schools can manage their management well, provide good educational facilities and infrastructure, and provide good welfare to their academic staff, and vice versa. In addition, the background of students and their families and low community participation contribute to the disadvantage of private Islamic schools. Students and their family socioeconomic status has a reasonable impact on the financing of the private Islamic schools (Murtadlo, 2016). If the parents are in the middle-upper socioeconomic class, they can afford the educational tuitions so the school will not suffer from financial difficulties and vice versa. Those who hold education in private Islamic schools are mostly from low economic backgrounds; however, these private Islamic schools must accommodate students who come from underprivileged communities (Iskandar, 2019). So, the private Islamic schools fall under the difficulties in financing the operational costs of education and heavily rely on the BOS funds which result in a low-quality education held by private Islamic schools.

On the one hand, the number of teachers does not increase proportionally with the number of students, so Islamic education units (state and private) must hire more teachers to teach in schools. To meet the demand for Islamic school teachers, the government of the Republic of Indonesia has implemented a policy of appointing Pegawai Negeri Sipil (PNS) teachers via national selection (Israpil, 2020). Pegawai Negeri Sipil or PNS teachers are selected through a nationwide selection held by the State Civil Service Board, where they get various benefits (higher income) and pensions. However, the PNS teachers were primarily employed in the Islamic state schools rather than in private ones (Arifa, 2020). Therefore, teachers working in private Islamic schools are often forced to teach more than one subject to fill the shortage of educators due to the school's inability to pay additional teacher salaries.

These teachers are called honorary teachers who are recruited by Islamic school principals and are offered various honorariums obtained from the BOS funds.

There are a total of 599.392 honorary teachers who are still actively teaching under the private Islamic schools of the Ministry of Religious Affairs, according to data collected in 2020. However, being an honorary teacher is a job that many people avoid. The salary received by honorary teachers is inadequate to meet daily needs, primarily if they work as honorary teachers in private Islamic schools whose finances are in the lower middle class. In interviews and field observation data, Budiman (2018) discovered that honorary teachers believed their compensation was insufficient for the duties they had to carry out. The research participants also stated that the remuneration was inadequate to cover primary needs. If they relied on the money they were paid, even they would not be able to finance necessities like professional growth. Teachers were hence less motivated to work and further they will likely less perform.

Moreover, if honorary teachers work in a private Islamic school where most funding comes from BOS funds, they will feel even more miserable. The total number of students in the school contributes to the amount of BOS funds given to the school; the government will provide an equal number of BOS funds according to the total number of students. This situation contributes to the amount of salary offered to the honorary teachers. Suppose a private Islamic school has many students. In that case, the amount of BOS funds given to them in a good total will increase the number of honorary teachers' salaries. In addition, the timing of the distribution of BOS funds is still unclear and must fulfil various requirements, so it will be possible that the salaries received by honorary teachers will also be delayed. As stated by Sumartono et al (2017), the provision of payment that is not on time and the injustice between the work period and the earnings received led to low work motivation. These cases make the honorary teacher even more stifling because that low compensation is sometimes even given to them once in a few months (Budiman, 2018). Therefore, it is common for honorary teachers to prioritize other jobs than school teaching. For these reasons, they may not be adequately motivated to do their job as teachers.

The poor condition of honorary teachers working in a financially needy private Islamic school creates a question, "what motivates them to still work at schools with a low salary. Since numerous elements can increase or even decrease a teacher's motivation to work, it is not an easy issue to discuss. A principal's leadership style is within the factors which have been believed to influence the level of a teacher's work motivation (Sumartono et al., 2017). Besides, how teachers are satisfied with the given compensation also contributes to work motivation (Budiman, 2018). How the principal leads the school and how to satisfy the honorary teachers with the given compensation may lead to the level of work motivation of honorary teachers. (OBJECTIVE)

### **Literature Review**

The Self-Determination Theory, also known as SDT, was developed by Deci and Ryan (1985) as a broader way to explain human motivation. According to SDT, people are motivated by three psychological needs; needs for competence, connection, and autonomy are fulfilled affects a person's well-being (Deci & Ryan, 1991). Autonomy means choosing to engage in behaviour that is consistent with one's values, beyond self-interest or self-expression (Ryan & Deci, 2002). Relatedness means feeling connected to other people, feeling interdependent with others, and feeling belonging to a group or to other individuals (Ryan &

Deci, 2002). Finally, need of competence refers to the need for a sense of proficiency and a feeling of effectiveness in one's work (Ryan & Deci, 2002).

According to Gagne (2014a), work motivation based on the SDT explained that rewards affect work motivation depending on how the individuals attribute their jobs in their functional and significance. If the honorary teachers find their job valuable and satisfying, they will be likely engaging in their work despite their low salaries, which means they are autonomously motivated. Fitria and Nio (2020) said that honorary teachers are content with their professions because they value their job regardless of significantly lower compensation. However, the value of the job as an honorary teacher may depend on many factors. So, there is an urgency to view other factors influencing the satisfaction of this fundamental psychological need to understand how the job is valuable to honorary teachers.

According to Gagne (2014), the SDT researchers found that interaction quality with crucial people in the workplace somehow influences employees' motivation. Brought to the honorary teacher's context, how they interact with principals, fellow teachers, and staff may affect their work motivation. In a private Islamic school case, the principals are responsible for managing the school and its finances. Suppose the honorary teachers view their principal as the one who supports them, motivates them to work beyond their expectations, pays attention to teachers' needs, and involves them in decision-making like the salary administration process. In that case, they will likely be satisfied and value the job as honorary teachers, enhancing their work motivation. These traits of principal's leadership have proven by Sumartono et al (2017), who found that the principal's leadership who encourage meeting the needs of teachers contribute to the work motivation of teachers.

In the context of transformational leadership, a principal who acts as a transformational leader is believed to have a desirable impact on the school. Positive outcomes could result from a transformative principal who serves as a coach, mentor, and social support person while paying close attention to the needs of the teachers. These behaviours exhibited by transformative principals can help them win the respect of their staff members and become role models for them. Thus, transformational leadership greatly influences teacher behaviour, performance, and prosocial behaviour (Gunawan, 2015).

A high level of teacher's work motivation is one of the positive results if a principal applies transformational leadership. Kuswaeri (2017) found that the principal's transformational leadership contributed positively and significantly to teacher work motivation. Moreover, in implementing transformational leadership, teachers find the principal as the person who directs and motivates them to do their work, hence enhancing the level of teacher's work motivation (Zulkarnaen et al., 2020). It makes sense because transformational principals engage in a way that gives teachers meaning and challenge in their work, inspiring and motivating them. If teachers perceive the principal as the person who encourages them to go beyond what is expected of them, attends to their needs, and includes them in decision-making. In that situation, they will probably be content and value their role as teachers, increasing their motivation at work. These characteristics of principal leadership have been demonstrated by Sumartono et al (2017), who discovered that principal leadership that promotes fulfilling the needs of teachers contributes to teachers' work motivation. And that also may result in a good level of teacher job satisfaction (Sulaeman et al., 2018). School principals' valuing employees and showing them interest, strengthening justice and confidence in interactions throughout school processes, and creating a solid vision around common goals and a sincere school atmosphere can positively affect job satisfaction (Cansoy, 2019). Since the teachers and staff members feel respected and trusted, principals



with transformational leadership qualities typically have a good work environment and atmosphere.

Finally, The Quality of Education in an Islamic School is significantly improved by the Principal's Transformational Leadership (Daheri and Fransiska, 2022). Transformational leadership requires school principals to be aware of the needs of teachers, teamwork, and goal orientation. Therefore, it is reasonable that transformational principals, besides improving the quality of human resources in private Islamic schools, also help Islamic schools advance in a better direction.

Aside from the influence of the principal's transformational leadership style, many researchers have proven that compensation satisfaction will influence the job-related behaviour of honorary teachers. According to Khasanah & Aulia (2020), if teachers are satisfied with the compensation, they will not look for another job, so they will fully engage and commit more to teach at schools. The lack of fulfilling the needs of honorary teachers through salaries significantly affects teachers' professionalism in both the learning preparation process and the teaching process in the classroom (Merdja & Seto, 2020; Munandar, 2021). Moreover, teachers dissatisfied with compensation will not be able to enjoy their work. Hence this dissatisfaction then affects the teacher's professionalism (Munandar, 2021).

Due to the small salary, honorary teachers prioritize their interests to meet their daily needs rather than carrying out their duties at school. Giving low wages will ultimately impact the quality of teaching by honorary teachers in private Islamic schools. As Nugraheni and Prasetyo (2021) justified, when honorary teachers feel that the compensation received is insufficient, it will decrease work motivation, job satisfaction, and individual performance. In other words, the compensation has direct effect on the behaviour of honorary teachers depending on their satisfaction with the compensation.

The school principal is responsible for managing the educational costs; however, teachers are expected to play a role in the administration of these costs, as it allows them to allocate funds to enhance the teaching and learning process. If the principal involved the honorary teachers in decision making regarding the educational costs, they will likely feel satisfied with the principal's leadership; thus, they will perform better. Rosilawati & Pigai (2019) found that compensation received by honorary teachers has an influence on the welfare of teachers so that teachers can work more diligently. Furthermore, Khasanah & Aulia (2020) found that high payment received by teachers will make teachers motivated to work harder and engage themselves into their work even more. Therefore, to enhance the work motivation of honorary teachers, the compensation should at least as reasonable as the task that being carried out by the honorary teachers so that they may satisfied with the compensation given.

Based on the discussions by scholars above, it can be inferred that the principal's transformational leadership will reasonably influence the honorary teacher's satisfaction towards their given compensation. Along with that, it will also influence the work motivation of honorary teachers. Besides, how satisfied the honorary teachers with the compensation will also influence their work motivation. Finally, both principal's transformational leadership style and compensation satisfaction simultaneously influence the honorary teacher's work motivation. Principals who support and motivate teachers will enhance the honorary teachers' work motivation. Additionally, the level of work motivation of honorary teachers may also depend on the satisfaction toward the given compensation.

## Method

This study investigated the relationship between the principal's transformational leadership, compensation satisfaction and the work motivation of honorary teachers. Thus, this research is developed under the explanatory correlational research design. In calculating the principal's transformational leadership, the Global Transformational Leadership (GTL) by Carless et al (2000) which consisted of seven items and 5-likert point was adopted. The compensation satisfaction is measured by using The Comprehensive Compensation Satisfaction Questionnaire (CCSQ) by Williams et al. (2008), consisted of 29 items with 5-likert point. The work motivation is measured by using the Multidimensional Work Motivation Scale (MWMS) developed by Gagne et al (2014b) consisted of 19 items with 7-likert point. These instruments were used because they all have Cronbach alpha values greater than .70, which indicates the instruments are very reliable.

Since this research aimed at investigating the "pure" honorary teachers, therefore the researcher employed purposive sampling technique that includes snowballing technique to identify a heterogenous group of honorary teachers. Using Roscoe's rule of thumb (1975) formulation to take the number of targeted samples, a total 115 of honorary teachers actively teaching in private Islamic high schools in the Gerung sub-district were selected as respondents.

Gerung subdistrict is in the West Lombok district, West Nusa Tenggara Province of Indonesia. This area consisted of 11 villages and three urban villages with 14 private Islamic high schools.

For the analysis, the researcher firstly examined the demographic profile of the respondents and followed by the normality and reliability of the data. Bivariate Pearson was employed to identify the relationship between variables. To predict the contributing factors into the dependent variable, multiple regression was used.

## Results

A total of 115 respondents have participated in this study which consisted of 53 male and 62 female. Most of the respondents have monthly income of less than Rp. 500,000 per month (<33.3USD). the following table will show the relationship between all variables:

Table 1

*The correlation between principal's transformational leadership style, compensation satisfaction and work motivation among honorary teachers in private Islamic high school*

Variables	M	SD	1	2	3
Principal's Transformational Leadership Style	4.0882	.61360	-	.434**	.184*
Compensation Satisfaction	3.1460	.89391	.434**	-	.361**
Work Motivation	4.3144	1.24774	.184*	.361**	-

*Note: M and SD respectively represent the Mean and Standard deviation. The correlation coefficients being showed diagonally. \*\*Indicates  $p < .01$*

From the table, the overall mean score obtained by the principal transformational leadership style is 4.0882 (SD=0.61360). Since this variable received a mean score of 4.0882 (SD=0.61360) out of 5 points, respondents mostly perceived their principal has the characteristics of a transformational leader. Overall mean scores obtained by the compensation satisfaction landed on M=3.1460, SD=0.89391. This result means that

respondents mostly choose to be neutral upon the items. The overall interpretation of this situation is that the respondents mostly think they are quite satisfied with their compensation. Finally, the overall mean score received by the work motivation is  $M=4.3144$  and  $SD=1.24774$ . it means that the work motivation of honorary teachers is at moderate level.

Moreover, the table above shows a positive, moderate, and very significant correlation between the Principal’s Transformational leadership style and compensation satisfaction among honorary teachers in private Islamic high schools. This is proven at  $r=0.434$  and p-value at .000 ( $p<0.01$ ). The researchers found a positive, very weak, and significant correlation between principals’ transformational leadership and work motivation among honorary teachers, proven by  $r=0.184$  and  $p<0.05$ . However, the correlation between compensation satisfaction and work motivation was positive, weak, and incredibly significant at  $r=0.361$  and  $p<0.01$ .

Table below will inform the contributing factors of principal’s transformational leadership style and compensation satisfaction on work motivation of honorary teachers in private Islamic high schools.

Table 2

*The Predictions of Contributing Factors of Principal’s Transformational Leadership Style and Compensation Satisfaction Towards Work Motivation of Honorary Teachers*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error	Beta		
(constant)	2.516	.744		3.380	.001
Principal’s Transformational Leadership Style	.068	.199	.033	.341	.734
Compensation Satisfaction	.484	.136	.346	3.544	.001

*Dependent Variable: Work Motivation,  $R^2=.131$ , Adjusted  $R^2=.116$ ,  $F=8.454$ ,  $p<.01$*

*Predictors: (Constant), Principal’s Transformational Leadership Style, Compensation Satisfaction*

The result in Table 2 shows that  $F=8.454$  and is significant at  $p<0.01$  means that the principal’s transformational leadership style and compensation satisfaction simultaneously contributed to the work motivation. Additionally, the R square value at 0.131 is statistically significant at  $p<0.01$ , meaning that only 13.1% of the principal’s transformational leadership style and compensation satisfaction has simultaneously contributed to the work motivation of honorary teachers in Islamic private high schools. Meanwhile, the remaining percentage is contributed by other variables that were not focused on in this study. The multiple regression analysis is expressed in the formula;  $y = a + b_1x_1 + b_2x_2 \dots b_n$ . Therefore, the formula for the multiple regression analysis is  $y$  (Work Motivation) = 2.516 +0.068 Principal’s Transformational Leadership Style+0.484 Compensation Satisfaction. This estimation means that every unit of increase in work motivation would be predicted by the amount of increase in the principal’s transformational leadership style and compensation satisfaction. It is statistically significant at  $t = 3.380$  and  $p<0.01$ .



The breakdown into each contribution of both independent variables shows that the coefficient for the principal's transformational leadership style is 0.341, which is not statistically significant at  $p=0.734$ . It means that the principal's transformational leadership has no contribution towards the work motivation of honorary teachers. In the meantime, the coefficient for compensation satisfaction is 3.544 and is statistically significant at  $p<0,05$ . It means that the compensation satisfaction has a contribution toward the work motivation.

## Discussion

This study found that there is an impact of principal's transformational leadership style on compensation satisfaction among honorary teachers in private Islamic high schools. Principal's transformational leadership were found to have correlation at moderate level with the compensation satisfaction of honorary teachers. This finding supported the result of a study conducted by Sharma and Krisnan (2012) that there was a correlation between transformational leadership and pay satisfaction. They both referred compensation as comprising fixed pay including basic salary and allowances, and variable pay including incentives, bonuses and profit-sharing. Julaeha and Entang (2020) who included compensation facet in the measurement of job satisfaction also found that transformational principal has been linked to the job satisfaction of honorary teachers in private school in Cibungbulang Subdistrict.

In reference to findings by Purushotham and Wilson (2009), among the internal elements that affect pay satisfaction are culture, workforce demographics, affordability, and the economic cycle. Transformational leadership, in addition, is when a leader communicates the vision they have and invites followers to take part in problem solving. The funding source of private Islamic high schools including honorary teacher's compensation, still count heavily on the BOS fund which is managed and accounted by principals. Therefore, principals who implement the transformational leadership will make teachers feel involved in any issues and decision making, including the provision of compensation to them. The transparency in the distribution of salaries, benefit packages and bonuses, and how it is being determined and administrated, somehow will make honorary teachers feel satisfied with the compensation they get from their schools.

This finding on the correlation between transformational leadership and compensation satisfaction is opposite to research findings by Pratama (2021) who found that there is no correlation between transformational leadership and job satisfaction among mathematic schoolteachers. Even though Pratama (2021) investigated job satisfaction rather than the compensation satisfaction, but still, the compensation satisfaction is one of important facet of the job satisfaction (Williams et. al., 2006).

The principal's transformational leadership have very low correlation with work motivation. This result supported the study conducted by Zulkarnaen et. al (2020) who found that principal who applied the transformational leadership can enhance the work motivation of teachers. another study conducted by Sugiarto et. al (2020) found similar result that transformational principal correlated to work motivation of teachers. This finding is opposite to finding of study conducted by Soetopo et. al (2018) who found that principal's transformational leadership has no significance effect on the work motivation of teachers.

Transformational principals may help to increase honorary teachers' intrinsic motivation to work toward a common vision by matching their values with those of honorary teachers. As what Bass (1985) said, leaders can inspire their team members to realize a certain vision by demonstrating transformational leadership qualities. Moreover, transformational

leaders can communicate their own values with their team through the sharing of a vision, which may lead to employee internalization and sharing of those values (Jung & Avolio, 2000). This sharing one vision may lead to the meaningful of job which indirectly affect the work motivation of honorary teachers.

The compensation satisfaction showed a weak, positive, and very significant correlation with the work motivation of honorary teachers. This finding supported a study by Budiman (2018), who also found that compensation and work motivation among non-permanent teachers had a positive moderate, and very significant relationship. Other studies also found similar results; a study by Lubis (2018) on the compensation effect on the motivation of teacher work in Widya School Batam and a survey by (Nugraheni and Prasetyo, 2021). They found that how satisfied the honorary teachers are with the compensation will determine the level of their work motivation.

The weak relationship between this compensation satisfaction and work motivation in this study may depend on how the honorary teachers perceived their job. According to Gagne (2014), work motivation based on the self-determination theory explained that rewards affected the work motivation depends on how the individuals attribute their jobs in its functional and significance. Even though honorary teachers are quite satisfied or even more less satisfied with the compensation provided by the school, they continue to carry out their duties to teach. Fitria and Nio (2020) found that honorary teachers were satisfied in doing their jobs as teachers because they can motivate, bring happiness, and instil moral values to students even though the salary they get from teaching is much less.

This study is not in line with the findings of a study conducted by Mariatie (2021) in which they did not find a relationship between compensation satisfaction and work motivation among teachers. The characteristics of the honorary teachers who participated in this study may have influenced the result; most of them are honorary teachers who have salary less than Rp. 500,000. Therefore, it can take into consideration that this study found the compensation is correlated to the work motivation of honorary teachers even though the correlation showed in a weak level.

The compensation satisfaction has greater contribution on the work motivation of honorary teachers compared to the contribution of principal's transformational leadership into work motivation. This quite makes sense, honorary teachers who are also economic man seeks for satisfying compensation yet the issues surrounding honorary teacher compensation have yet to be settled. A low compensation may be unsatisfying for the honorary teacher, affecting their work motivation to the point where, despite the principal's outstanding leadership, he cannot do much about the honorary teacher's wage. This finding is opposite to Mariatie et. al (2021) who found that leadership has significantly contribute to the work motivation, but the compensation insignificantly contributes to the work motivation of teachers. The insignificant contribution of transformational leadership towards the work motivation of honorary teachers may be due to error measurement. Since it is online questionnaires and shared directly by their principals, honorary teachers may feel burden if they did not rate their principal positively.

## Conclusion

This study found that principal's transformational leadership and compensation satisfaction contribute to the work motivation of honorary teachers. Transformational leadership is necessary to be implemented by principals in private Islamic high schools since it is found to be impacted many aspects of school, including the work motivation of honorary

teachers. Compensation satisfaction also need to be more emphasized due to its importance to enhance work motivation among honorary teachers. This study gives an insight to school leaders about the importance of practicing the transformational leadership in leading school. This study found that transformational leadership practiced by the principal correlated to the compensation satisfaction hence it is important for school leaders to try to implement the transformational leadership and not be too rigid. A well-structured and advance training is probably a good choice for school leaders in instilling the transformational leadership style that they can lead schools into its effectiveness.

### Recommendations

This study mainly purposes to investigate the impact of principal's transformational leadership style and compensation satisfaction on work motivation of honorary teachers in private Islamic high schools. Hence, there are three variables identified in this study: transformational leadership, compensation satisfaction and work motivation. The future researcher may develop a new study on a similar main topic (work motivation) by associating it with other variables suitable for the new knowledge related to the honorary teacher's cases.

This study employed an explanatory research method which is included in the quantitative research design. A qualitative research design with interview-open questions and observation may be suggested to be employed in the future research to get more information about the honorary teachers. Additionally, the mixed method of research regarding this topic may also be greatly suggested to explore more about this topic.

This study was conducted in Islamic private high schools. Therefore, future research may come up with a comparative study between honorary teachers in private Islamic high schools and public Islamic high schools. Moreover, this study has been done in Islamic private schools in Gerung subdistrict which is also located in small and rural area in West Lombok district. Future research may conduct comparative research under the same topic between an urban area and a rural area.

### Corresponding Author

Mawarni Mohamed

Faculty of Education, Universiti Teknologi MARA, UiTM Puncak Alam Campus, Selangor, Malaysia

Email: mmawarni@gmail.com

### References

- Alawiyah, F. (2014). Pendidikan madrasah di Indonesia. *Aspirasi: Jurnal Masalah-masalah Sosial*, 5(1), 51-58.
- Arifa, F. N. (2020). PPPK Guru Sebagai Pemenuhan Kekurangan Tenaga Pendidik. *Kajian Singkat Terhadap Isu Aktual Dan Strategis*, 12(23), 13-18.
- Budiman, J. (2018). Pengaruh Kompensasi Terhadap Motivasi Kerja Guru Tidak Tetap (GTT) Di Kecamatan Meliau Kabupaten Sanggau. *Integra*, 6(2), 26-37.
- Cansoy, R. (2019). The Relationship between School Principals' Leadership Behaviours and Teachers' Job Satisfaction: A Systematic Review. *International Education Studies*, 12(1), 37-52.
- Carless, S., Wearing, L., & Mann, L. (2000). A Short Measure of Transformational Leadership. *Journal of Business and Psychology*, 14, 389-405.

- Daheri, M., & Fransiska, J. (2022). Pengaruh Kepemimpinan Transformasional Kepala Madrasah dan Kinerja guru terhadap Mutu Madrasah. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, 5(7), 2533-2541.
- Deci, E. L., & Ryan, R. M. (1985). The general causality orientations scale: Self-determination in personality. *Journal of research in personality*, 19(2), 109-134.
- Deci, E. L., & Ryan, R. M. (1991). A motivational approach to self: Integration in personality. In R. A. Dienstbier (Ed.), *Nebraska Symposium on Motivation, 1990: Perspectives on motivation* (pp. 237–288). University of Nebraska Press.
- Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11, 227–268.
- Deci, E. L., & Ryan, R. M. (2002). *Handbook of Self-Determination Research*. Rochester, NY: University of Rochester Press.
- Fitria, S., & Nio, S.R. (2020). Kepuasan Kerja dan Loyalitas Kerja pada Guru Honorer SMA Swasta Bukittinggi. *Proyeksi*, 15(2), 131-140.
- Gagne, Marylene. (2014a). *The Oxford handbook of work engagement, motivation, and self-determination theory*. New York: Oxford University Press.
- Gunawan, I. (2015). Pengaruh Kepemimpinan Transformasional dan Kepuasan Kerja Terhadap Perilaku Kewargaan Organisasi Guru Sekolah Dasar Negeri Kecamatan Kras Kabupaten Kediri. *Premiere Educandum*, 5(1), 59–79.
- Herzberg, F. (1968). *One more time: How do you motivate employees* (Vol. 65). Boston, MA: Harvard Business Review.
- Iskandar, W. (2019). Analisis kebijakan pendidikan dalam perspektif madrasah. *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah*, 4(1), 1-22.
- Israpil, I. (2020). Pengelolaan dan Pemberdayaan Guru Non PNS Pada Madrasah Negeri di Kota Kendari. *EDUCANDUM*, 6(1), 22-30.
- Jung, D. I., & Avolio, B. J. (2000). Opening the black box: An experimental investigation of the mediating effects of trust and value congruence on transformational and transactional leadership. *Journal of organizational Behavior*, 21(8), 949-964.
- Khasanah, U., & Aulia, L. A. (2020). Hubungan Antara Kepuasan akan Gaji, Kecerdasan Emosional dengan Komitmen Kerja. *Jurnal Psikologi*, 7(2), 157-17.
- Kuswaeri, I. (2017). Kontribusi Kepemimpinan Transformasional Kepala Sekolah Terhadap Motivasi Kerja Guru SMP Kabupaten Sumedang. *Tanzhim*, 1(01), 1-12.
- Lubis, L. E. (2018). Efek Kompensasi Terhadap Motivasi Kerja Guru Pada Sekolah Widya Batam. *Jurnal Dimensi*, 7(3), 582-592.
- Mariatie, N., Hasanah, S., Syarifuddin, Fanggalda, E., & Wardani, R. R. W. A. (2021). Pengaruh Kepemimpinan Kepala Sekolah dan Kompensasi Terhadap Kinerja Guru dengan Mediasi Motivasi Kerja. *MASTER: Jurnal Manajemen Strategik Kewirausahaan*, 1(2), 101-112.
- Merdja, J., & Seto, S. (2020). Pengaruh Pemberian Gaji Terhadap Motivasi Kerja dan Profesionalisme Guru Honor. *Pedagogika*, 11(1), 42-48.
- Munandar, A. (2021). Kepuasan Kerja Tenaga Pendidik di Lembaga Pendidikan Islam. *Jurnal Tawadhu*, 5(1), 12-24.
- Murtadlo, M. (2016). Strategi Pembiayaan Pendidikan Pada Madrasah Swasta Unggulan. *EDUKASI: Jurnal Penelitian Pendidikan Agama dan Keagamaan*, 14(1).
- Nugraheni, D. O., & Prasetyo, A. R. (2021). Job Insecurity dan Motivasi Kerja pada Guru Sekolah Dasar (SD) Honorer di Kecamatan Binangun Kabupaten Cilacap. *Jurnal EMPATI*, 10(4), 277-286.

- Pratama, A. (2021). The Influence of Transformational Leadership, Job Satisfaction, Motivation and Compensation on Mathematics School Teacher Performance. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(3), 3679-3684.
- Purushotham, D. P., & Wilson, S. Y. (2009). *Building Pay Structures: How-To Series for the HR Professional*. WorldatWork Press.
- Roscoe, J. T. (1975). *Fundamental Research Statistics for the Behavioral Sciences*. New York: Holt, Rinehart and Winston.
- Rosilawati, N. E., & Pigai, F. F. (2019). Pengaruh Kompensasi Terhadap Kinerja Mengajar Guru. *TKP: Jurnal Tata Kelola Pendidikan*, 1(2), 165-169.
- Ryan, R. M., & Deci, E. L. (2002). Overview of self-determination theory: An organismicdialectical perspective. In E. L. Deci & R. M. Ryan (Eds.), *Handbook of self-determination research (pp. 3-33)*. Rochester, NY: University of Rochester Press.
- Sharma, D., & Krishnan, V. R. (2012, June). The impact of pay satisfaction and transformational leadership on employee engagement. In *5th International Conference of Management and Behavioral Sciences, Haridwar, India*.
- Soetopo, I., Kusmaningtyas, A., & Andjarwati, T. (2018). Pengaruh gaya kepemimpinan transformasional, karakteristik individu, lingkungan kerja terhadap motivasi kerja dan kinerja guru SMK Negeri 1 Tambelangan Sampang. *JMM17: Jurnal Ilmu ekonomi dan manajemen*, 5(02).
- Statistic Indonesia. (2020). Jumlah Sekolah, Guru, dan Murid Madrasah Aliyah (MA) di Bawah Kementerian Agama Menurut Provinsi, 2020/2021. [https://www.bps.go.id/indikator/indikator/view\\_data\\_pub/0000/api\\_pub/UE1YYmk0TnR5TnoyCHYbzNnbkFIZz09/da\\_04/1](https://www.bps.go.id/indikator/indikator/view_data_pub/0000/api_pub/UE1YYmk0TnR5TnoyCHYbzNnbkFIZz09/da_04/1), derived on February 2nd, 2022.
- Sugiarto, Wahidin, Soefijanto, T. A. (2020). Pengaruh Kepemimpinan Transformasional Kepala Sekolah Dan Motivasi Kerja Terhadap Kinerja Guru SMK Negeri Jakarta Utara. *TADBIR: Jurnal Studi Manajemen Pendidikan*, 4 (1), 151-160.
- Sulaeman, M., Entang, M., & Muharam, H. (2018). Kepuasan Kerja Guru Ditinjau dari Kepemimpinan Transformasional Kepala Madrasah dan Budaya Organisasi. *Jurnal Manajemen Pendidikan*, 6(2), 617-625.
- Sumartono, M. M. B., Karta, W., & Setiadi, D. (2017). Pengaruh Kepemimpinan Kepala Sekolah dan Pemberian Kompensasi Kerja Terhadap Motivasi Guru SMK di Kecamatan Lingsar. *Jurnal Ilmiah Profesi Pendidikan*, 2(2), 164-176.
- The Ministry of Education, Culture, Research and Technology. (2021). *Petunjuk Teknis Pengelolaan Dana BOS Reguler*. <https://bos.kemdikbud.go.id/news/view/petunjuk-teknis-pengelolaan-dana-bos-reguler-13287a0f-6c0f-43c7-b78b-693d471a9b11>. Accessed on December 20<sup>th</sup>, 2021.
- Williams, M. L., Brower, H. H., Ford, L. R., Williams, L. J., & Carraher, S. M. (2008). A comprehensive model and measure of compensation satisfaction. *Journal of Occupational and Organizational Psychology*, 81, 639-668.
- Zulkarnaen, Z., Supriyati, Y., & Sudiarditha, I. K. R. (2020). Pengaruh budaya sekolah, gaya kepemimpinan transformasional, dan motivasi kerja terhadap kinerja guru SMK. *Jurnal Akuntabilitas Manajemen Pendidikan*, 8(2), 175-185.