



The Effects of Transformational Leadership, Competence and Compensation on Work Motivation and Implications on the Performance of Lecturers of Maritime College in DKI Jakarta

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<http://dx.doi.org/10.18415/ijmmu.v7i6.1741>

Abstract

This research aims to examine and analyze the Effects of Transformational Leadership, Competence and Compensation on work motivation and implication on the performance of lecturers of Maritime College in DKI Jakarta region both partially and jointly. Sampling 250 lecturers from the research population of 290 people with sampling of all population members including pre test samples of 40 lecturers. The method used is a quantitative method. The hypothesis testing method is through Structural Equation Modelling (SEM). The results showed transformational leadership, competence, compensation and motivation of work positively and significantly both in a paraxia and simultaneously response to lecturers ' performance. The results of Square Multiple Correlation (R^2) Provide work motivation information of 62% at the College of Maritime Sciences in DKI Jakarta area provided by the transformational leadership, competence, compensation. And the dominant variables are transformational leadership. The 85% contribution to the performance of lecturers was given by transformational leadership, competence, compensation, and motivation, with a more dominant variable is the motivation of work.

Keywords: *Transformational Leadership; Competence, Compensation; Work Motivation; Lecturer Performance*

Introduction

Indonesia as a maritime country requires development with a security base. One of the aspects that need to earn attention in relation to maritime development is located in the world of education. Development in the field of education is indicated by the number of maritime universities scattered throughout Indonesia, especially in the area of DKI Jakarta.

Maritime Universities as a college in the field of shipping organizes education in the field of sea transportation to earn the soul and spirit of modernism and obtain experts who has special abilities in the field of modernism. Therefore it takes educators especially high-performance lecturers who has the ability to functional tasks and behavioural tasks. Lecturers who performs functional tasks will have the ability to

complete the ins and outs of tasks or their work especially in the completion of technical aspects in the task and have the behavior in charge including in overcoming conflicts, managing time, and cultivate students.

One effort is to prioritize the performance of lecturers located at Tri Dharma Colleges, which include education, research, and community service. Lecturers who has high performance is found to have not achieved the work target in accordance with expectations. This is appropriate and supported by the data contained in the Training Department of the Directorate of Transportation that the implementation of Tri Dharma Colleges has not been implemented with maximum. According to an article contained in the Bulletin (*Directorate of Educators and Education Ditjen Dikti., 2014*) stated that lecturers who conducts research through the publication of scientific papers is one of the efforts to improve the performance of lecturers.

Lacking the performance of lecturers in carrying out their duties, one of which is caused by low motivation work lecturer. The motivation of work is the strength that exists in a person, which encourages its behavior to perform actions (*Widodo, 2015*). The success or failure of a college is based on the spirit of the lecturer as the lecturer itself. Various aspects of success from the high motivation of the lecturers including the transformational leadership must be able to effects the subordinates and able to transform the values adopted by the subordinates, the competence owned by the lecturers, and the compensation received during the task,

Considering the importance of lecturers performance from the motivation of the work of the lecturer with the factors influencing it, then the research carried out the title in the study is: "*The effects of transformational leadership, competence and compensation on the motivation of work and implications on the performance of the College of Maritime Sciences in DKI Jakarta region*"

Research Method

The method used is a quantitative method with the census method using a questionnaire research instrument. Hypothesis testing is done with Structural Equation Modelling (SEM). The main structures consist of transformational leadership, competence, and compensation as exogenous variables and motivation work as intervening variables as well as performance as endogenous variables. Sampling 250 lecturers from the research population of 290 people with sampling of all population members including pre test samples of 40 lecturers.

Theoretical Framework

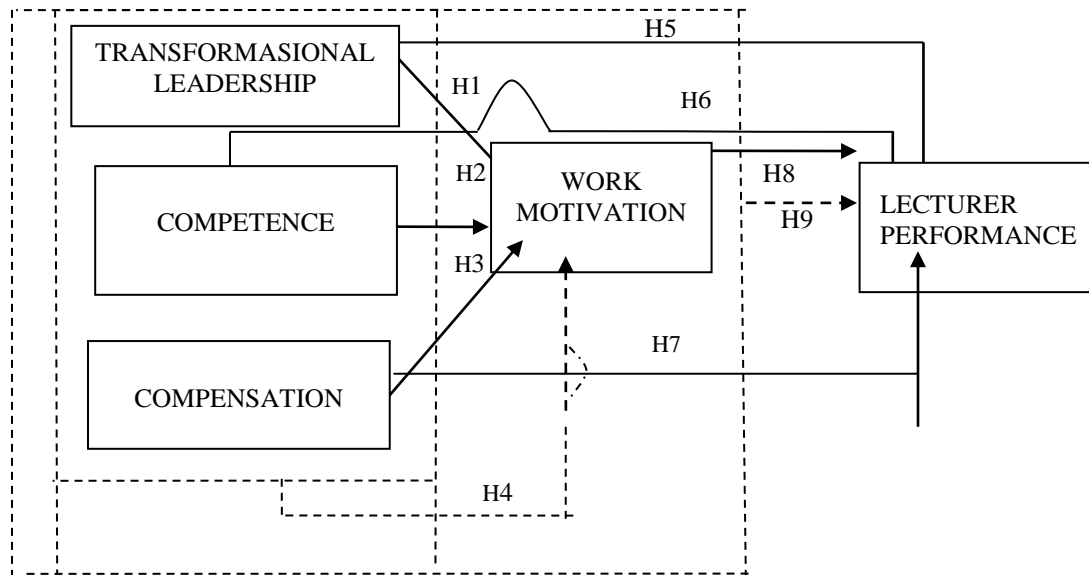


Figure 1 Research Model

Based on the above statement, a temporary answer is formulated in the form of hypotheses as follows:

Table 1 Research Hypothesis

Statement	
H ₁	There is a transformational leadership effects on the motivation of work of maritime colleges lecturers in DKI Jakarta
H ₂	There is the effects of competence on the motivation of the teaching of maritime universities in DKI Jakarta
H ₃	There is a compensation effects on the motivation of the Faculty of Maritime universities in DKI Jakarta
H ₄	There is the effects of transformational leadership, competence and compensation in conjunction to the motivation work of lecturers at the Maritime College in DKI Jakarta
H ₅	There is the effects of transformational leadership on the performance of the lecturer of Maritime universities in DKI Jakarta
H ₆	There is a competency effects on the performance of the lecturer of Maritime College in DKI Jakarta
H ₇	There is a compensation effects on the performance of the lecturer of Maritime universities in DKI Jakarta
H ₈	There is effects of work motivation to the performance of the lecturer of Maritime College in DKI Jakarta
H ₉	There is the effects of transformational leadership, competence, compensation and motivation of work toearnher to the performance of the lecturers of higher maritime universities in DKI Jakarta

Discussion

Table 2 The Validity Test of the Forming Variable

Research Variables 2ndCFA		Standarized <i>Loading factors</i> ≥ 0,50	Significance
Performance of the Lecturer	KINJ1	0,99	Significance
	KINJ2	0,98	Significance
	KINJ3	0,97	Significance
Work Motivation	MTV1	0,90	Significance
	MTV2	0,99	Significance
Transformational Leadership	KTRAN1	0,84	Significance
	KTRAN 2	0,76	Significance
	KTRAN 3	0,98	Significance
	KTRAN 4	0,95	Significance
Competence	KTEN 1	0,96	Significance
	KTEN 2	0,94	Significance
	KTEN 3	0,89	Significance
	KTEN 4	0,98	Significance
Compensation	KSAS 1	0,97	Significance
	KSAS 2	0,95	Significance
	KSAS 3	0,93	Significance

Structural Model Testing

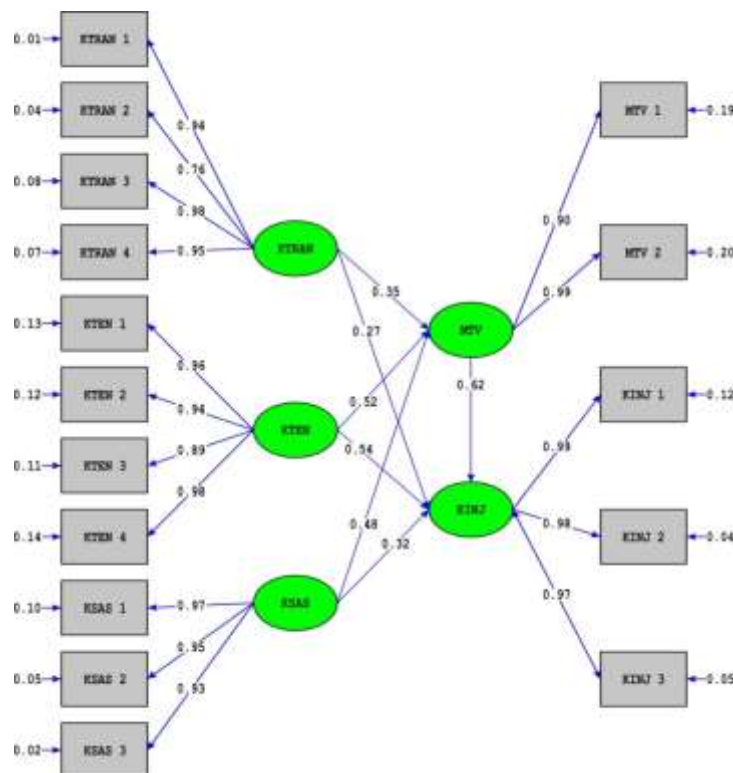


Figure 2 Standard Solution Measurement Model Analysis

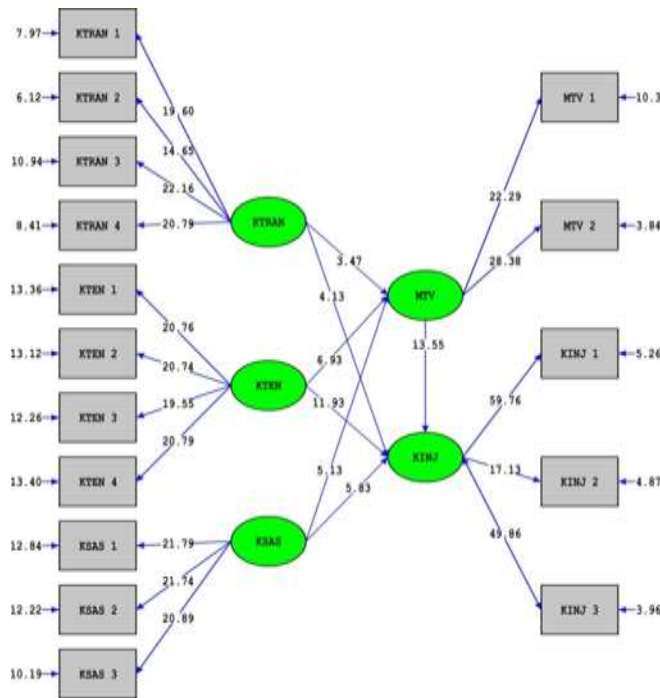


Figure 3 t-values Measurement Model Analysis

The GOF evaluation of the proposed research model can be seen in the following table:

Table 3 Goodness of Fit Model Structural Results

Model Precision Index	Expected range	Model Index	Description
Chi-Square	Small value or Acceptable if	231,33	Chi-Square tabel
$P \geq 0,05$	$P \geq 0,05$	0,00000	140,169
GFI	$\geq 0,90$	0,90	Good and acceptable
RMSEA	$\leq 0,05$	0,042	Good
RMR	$\leq 0,05$	0,030	Good
CFI	$\geq 0,90$	0,99	Good
IFI	$\geq 0,90$	0,99	Good
TLI/NNFI	$\geq 0,90$	0,99	Good
NFI	$\geq 0,90$	0,99	Good
AGFI	$\geq 0,90$	0,97	Good

Based on the table Goodness of Fit Model Structural shows good value, it can be expressed the estimate structural model is acceptable, and the relationship of various variables in this variable is a structural relationship.

Table 4 Summary Evaluation of Structural Model Coefficient and Relation with Research Hypothesis

No	Description	t-value	Estimation	R ²	Conclusion
1	Effects of Transformational Leadership To work motivation	3,47	0,35	0,1225	Significant, H ₁ Accepted, H ₀ denied
2	Competency effect on lecturer work motivation	6,93	0,52	0,2704	Significant, H ₂ Accepted, H ₀ denied
3	Effect of compensation on the motivation of work lecturers	5,13	0,48	0,2304	Significant, H ₃ Accepted, H ₀ denied
4	Effects of transformational leadership, competence and compensation jointly with motivation of lecturer work	0,62	20,312	2,28	Significant, H ₄ Accepted, H ₀ denied
5	Effects of transformational leadership on the performance of the lecturers of the Maritime college	4,13	0,27	0,0729	Significant, H ₅ Accepted, H ₀ denied
6	Effect of competence on the performance of the Faculty of Maritime Colleges	11,93	0,54	0,2916	Significant, H ₆ Accepted, H ₀ denied
7	Effect of compensation on the performance of the Faculty of Maritime Colleges	5,83	0,32	0,1024	Signifikan, H ₇ Accepted, H ₀ denied
8	Effect of work motivation on the performance of the lecturers of the Maritime College	13,55	0,62	0,3844	Significant, H ₈ Accepted, H ₀ denied
9	Effects of transformational leadership, competence, compensation and work motivation, jointly of lecturers of the Maritime College	0,85	34,152	2,28	Significant, H ₉ Accepted, H ₀ denied

Note

H₀ = No effects between variables (*related*)

H_{1...9} = There is an effects between variables (*related*)

Table 5 Structural Equation of Work Motivation and Lecturer Performance

Variable	Structural Equations
Work Motivation	MTV = 0.35*KTRAN + 0.52*KTEN + 0.48*KSAS, Error var. = 0.038, R ² = 0.62 (0.048) (0.084) (0.080) (0.062) 3.47 6.93 5.13 8.50
Description	In the first endogenous variable, the work motivation is seen significantly effectsd by factors of trnasformasional leadership and working competence and compensation. The third contribution to the motivation of work is 62% so that there are 38% other factors that affect the motivation of work.
Lecturer Performance	KINJ = 0.27*KTRAN + 0.54*KTEN + 0.32*KSAS + 0.62*MTV, Errorvar.= 0.15 (0.057) (0.054) (0.052) (0.046) 4.13 11.93 5.83 13.55
Description	In the second endogenous variable, the performance of lecturers is seen significantly effectsd by factors of trnasformasional leadership, work competence, compensation, and work motivation. These four variables contributed to the lecturer performance of 85%, so there are still 15% of other factors affecting the lecturer performance.

The Effects of Transformational Leadership Affects Work Motivation

Transformational leadership style can encourage to increase motivation of work. Good leadership will encourage or motivate all workers to be more active in work and feel appreciated so that it will work optimally (Ariyani, 2012). (Davis & Newstrom, 1994) stated that the general nature of the leader in influencing success and effectiveness in his leadership, including self-motivation and performance encouragement. Leaders have relatively strong motivation to achieve. They work to earn an intrinsic award compared to extrinsic. With motivation from the self, the objective that the organization wants will be accomplished well. A leader can be a driving factor for employees to work better, because one of the leader's roles is being able to give him motivation (Stoner, 2004).

The results showed that the transformational leadership proved to be positive and significant to the work motivation of the lecturers, with the acquisition of t-value (3.47) higher than t table (1.960) and the coefficient of determination indicating that 12.25% of the transformational leadership contributed to increased lecturer work motivation. The dimension of the dominant transformational leadership is formed by the "*intellectual stimulation*" because it has a value of loading factor = 0.98 higher than other dimensions that affect the lecturer work motivation.

Through transformational leadership styles consisting of charisma, individual attention, individual and inspirational stimuli, employees can work increasingly motivated to improve their abilities. With the increasing motivation of lecturers, there is a positive relationship between a transformational leadership style with the lecturer work motivation. Through transformational leadership style, the lecturer work motivation will be increased in the sense according to the indicators that the task is done successfully by the leader, full responsibility and the work of the lecturers are increasing.

Effects of Work Competence on Work Motivation

(Husaini, 2009) stated that competence means a matter that describes a person's qualifications or abilities, both qualitative and quantitative. Competence is defined as the knowledge, skills, and abilities of a person who has become a part of him, so that he can perform the most appropriate cognitive, affective, and psychomotor behaviors.

The competence of educators is one of the factors that effects the achievement of learning and education objectives. According to law No. 14 of 2005 on teachers and lecturers article 10 paragraph (1) competency of teachers and lecturers include pedagogic competence, personality competence, social competence, and professional competence obtained through professional education.

Another study conducted (Blašková et al., 2014) showed that the capabilities or competence of the lecturers at the University of Zilina Slovak Republic brought effect to the motivation and spirit of the students and to improve the quality of the teachers.

The statement is in accordance with the results of research indicating that competence proved to be positive and significant to the motivation of work of lecturers, with the acquisition of t-value value (6.93) higher than t table (1.960) and the coefficient of determination that indicates that 27.04% working competency contributes to the motivation improvement of the lecturer's work. The dimension of the dominant work competence is formed by the "*professional competence*" factor as the competency of lecturers, because it has the value of loading factor = 0.98 which affects the motivation of lecturers.

Effects of Compensation on the Work Motivation

Basically people are motivated or encouraged to behave in a way that leads to rewards. (Monday & Robert, n.d.) Stated that compensation is a total of all rewards that employees receive as the replacement of services they have provided. With the compensation, it will be able to increase the motivation of employee work and will be the employee at home in the business work (Nitisemito, 1996). According to (Simamora, 2006) components of the overall compensation program are largely comprised of financial compensation and non-financial compensation.

In line with the statement the results showed that compensation proved to be positive and significant to the motivation of work of lecturers, with the acquisition of t-value (5.13) higher than t table (1.960) and coefficient of determination indicating that 23.04% compensation contributed to increased motivation work of lecturers. The dimensions of the dominant compensation formed by the factor of "*direct financial payment*" is a compensation that affects the motivation of lecturers.

Basically, compensation becomes the basis for motivating someone, including in motivating to improve their work. Thus compensation is said to affect one's motivation and spirit in carrying out its duties.

Effects of Transformational Leadership, Work Competence and Compensation Jointly Affects the Work Motivation

Work motivation is an important thing for everyone to work with. A high level of work motivation will affect the person in completing his job, so that the organizational goals are well achieved.

(Am, 2011) explained the type of motivation divided into two intrinsic and extrinsic. Intrinsic motivation is the motivation that comes from within the followers. Followers with high awareness of doing something perform its job feel because it is its job. Someone will not do it because of compulsion or want to be praised or want to earn rewards. For people with high work ethic, work is obligatory, something to do. Extrinsic motivation is an motivation that comes from outside people. People work because they expect rewards: salary, rank or appreciation. Labour relations in the company, for example are mostly based on extrinsic motivation. These relationships often lead to strikes, if management does not reward the desired unions. Leaders should develop intrinsic motivation and minimize extrinsic motivation.

Competence that is in the form of pedagogic competence, personality, social and professional lecturers in the task of learning and devotion and research that is done will be able to improve the spirit and motivation work of lecturers. (Dharma, 2005) presented professional competence is a range of skills needed to be able to realize itself as a professional education force. (Gumelar and Dahyat, 2012) expressed the professional competence of educators including the ability to foster the motivation of learners.

Research (Widyatmini & Hakim, 2011) proved that compensation has a significant weak relationship with the employee's performance, the relationship is positive, meaning the better compensation received by the employees then the employee's performance is also better. Thereby through an increase in transformational leadership, competence and compensation is able to improve the lecturer work motivation.

It is in line with the research results showing that the transformational leadership of work, work competence and compensation jointly positively and significantly affect the motivation of work of

lecturers, with the acquisition of the value of F count (20.312) higher than F table (2.28) and with the value of coefficient of determination that indicates that the transformational leadership of work, work competence and compensation jointly contributed to the improvement of the increasing of lecturer work motivation. Based on the value of R^2 obtained by 0.62 that gives information that amounted to 62% about the contributions given by the leadership of the work transformational, work competence and compensation jointly to the work motivation of the Faculty of Maritime College DKI Jakarta. As for the more dominant variables influencing the work motivation of lecturers is a competency variable because it has a coefficient value on structural equations (0.52) higher than the value of other variables.

Effects of Transformational Leadership Affects the Lecturer Performance

Good performance is a performance that follows ordinances or procedures according to predefined standards. According to the decree the leader conduct various things to effects the groups in the organization to achieve its objectives. A leader will have the ability of their individual traits and skills. A wide range of leadership forms one of which is transformational leadership. Transformational leaders can usually alter the organization by identifying the need for change, starting a vision, and mobilizing a commitment to this vision. In accordance with the opinion (Baek, Joo,-Kyoo., Yoon, Hea J., & Jeung, 2010) stated that "*Transformasional leaders can typically transform the organization by identifying the need for change, initiating vision, and mobilizing commitment to these visions*".

(Bass et al., 2003) argues that transformational leaders can use its three components (*charisma, individualized consideration, and intellectual stimulation*) to change employee motivations and improve the performance of more units than expected. Transformational leaders also use intellectual stimulation to challenge their followers's minds and imagination, creativity, and recognition and values, beliefs, and mindsets (Bass & Avolio, 1993)

The results showed that transformational leadership proved to be a positive and significant impact on lecturer performance, with the acquisition of t-value (4.13) higher than t table (1.960) and a coefficient of determination indicating that 7.29% of transformational leadership contributed to the improvement of lecturer performance. The "*intellectual stimulation*" because it has a value of loading factor = 0.98 is higher than other dimensions that affect the lecturer performance.

The success of the college depends on the success of the leadership and lecturers, the employees who moves it. The leaders of the colleges and lecturers must work in accordance with the instructions given by the leaders, therefore leadership role is very important in an organization to move an organization to stay on the right track. Thus it can be said that the leadership of trnasformasinal affects improved performance.

Competency Effects on Lecturer Performance

Various definitions of competency include (Veithzal, n.d.) that competence is the ability of an observable person that includes knowledge, skills, and attitudes in completing a defined work or task to perform. Whereas according to Amstrong competence refers to (Dharma, 2005) dimensional behavior of a role or behavior that is required by someone who can perform his/her work satisfactorily.

From the results of the research gained that competency of the work proved to be positive and significant impact on the lecturer performance, with the acquisition of t-value (11.93) higher than t table (1.960) and the coefficient of determination indicating that 29.16% of lecturers ' competence contributes to the improvement of lecturer performance. The dimension of the dominant competence is formed by the

factor of "*professionalism competence*" as the competency of the lecturer, because it has the value of loading factor = 0.98 which affect the lecturer performance.

Competence defined under Law No. 14 of 2005 on teachers and Lecturers article 10 paragraph (1) competency of teachers and lecturers include pedagogic competence, personality competence, social competence, and professional competence obtained through professional education will be able to bring a lecturer to perform the task well in accordance with expectations. In accordance with the results of previous research conducted by (Suparno, 2005) and (Huling, 2000) where the findings are the competence of the performance effect.

Compensation Effects on the Lecturer Performance

The characteristic of a measurement of performance can be seen from compensation. According to (Siagian, 2017) a good reward or compensation system is a system that is able to make positive behaviors work productively for the benefit of the organization. Compensation is also a reply of merit received by a lecturer who works in a college, both financially and non financially.

According to (Ruky, 2002) compensation consisted of direct compensation and indirect compensation. With the compensation given will be established relationship with the college faculty where it performs the task. Lecturers will strive to improve their performance and performance.

The results of the study gained that compensation proved to be positive and significant to the lecturer performance, with the acquisition of t-value (5.83) higher than t table (1.960) and coefficient of determination indicating that 10.24% compensation contributed to the improvement of lecturer performance. The dimensions of the dominant compensation are formed by the "*direct payment*" factor which affects the lecturer performance. This is in accordance with the results of research conducted by Sudarsono in the Journal of Education Research, (2008) with the results showed the effects of compensation on motivation and performance by taking the case study of economic lecturers at private universities in Surabaya. It can be said compensation given or received by lecturers has a relation and effects on its performance.

Work Motivation Effects on the Lecturer Performance

Based on the results of the research, the work motivation proved to have a positive and significant impact on the lecturer performance, with the acquisition of t-value (13.55) higher than t table (1.960) and the coefficient of determination indicating that work motivation contributes to the improvement of lecturer performance. The dimension of the dominant work motivation is the "*extenern motivation*" that has the value of loading factor = 0.99 able to improve lecturer performance.

The motivation of making someone produce something better. One form of work success from lecturers can be seen from his motivation work. According to (Winardi, 2007) Work motivation is a desire that is found in an individual who is stimulating to take action. Similarly, the motivation work lecturer. The motivation of work becomes one of the factors that affect the performance of lecturers. In the study (Mulyanto, 2011) showed there is a positive effects of work motivation to performance

According to (Nawawi, 2008) Intrinsic motivation is sourced from the work undertaken, either because it is able to fulfill the need, or be enjoyable, or allow to achieve a goal or because it grants certain positive expectations in the future. Employees who works on a dedicated basis solely because they feel the opportunity to develop themselves and actualize themselves will produce maximum work. Extrinsic motivation is an motive that arises from outside of one's own or from outside stimuli. Lecturers who work

on the task with extrinsic motivation expect to receive praise or want to earn a reward from his leadership or head of the education environment.

The motivation of work owned by the lecturer will provide the strength to carry out the work activities, causing the lecturers to know there is a relevant objective between the objectives of the college where they are responsible for their personal purpose. Thus, it can be said that the objectives and objectives of the college will be achieved when all the components inside the campus including the lecturers have a high motivation optimally.

Effects of Transformational Leadership, Work Competence, Compensation and Motivation of Work Jointly Influential in the Performance of Lecturers

To achieve good performance it takes a leader that can affect subordinate performance. With the motivation that is in the self will be more helpful to achieve better performance. Leadership and motivation related things to support the performance aspect of one. (Wirawan., 2009) says that performance is effected by leadership. Next (Mangkunegara & Prabu, 2007) expressed another thing that affects the level of performance is motivation. Every organization always expects its employees with high working motivation, because the high work motivation will increase the productivity of its work.

A lecturer who has a leader in charge of providing direction to act in accordance with the objectives of the Embelajaran will make the lecturer perform the task properly. (Istiarini & Sukanti, 2012) stated in his research that the factors affecting the performance of a lecturer include: skills, abilities, leadership factors, and internal environment (*work motivation*).

There is a professional lecturer characterized by the mastery of capability/competence that includes pedagogic competence, personality competence, social competence and professional competence, will be able to master the material and concepts of the college that he has, will be able to perform the learning process effectively.

Previous research was conducted by (Wlodkowski & Ginsberg, 1995) with research results showed that the effective work as an indication of the performance of lecturers was effected by the motivation of lecturers in teaching related pedagogic teaching and also effected by the competence of lecturers in the university in London. Other studies conducted by (Polnaya et al., 2018) with research showed that jointly the competencies owned by lecturers and compensation received have an impact on the performance of lecturers thereby sharing the factors affecting the performance of a lecturer. Based on the explanation above the results of research obtained that the transformational leadership of work, work competence, compensation and motivation work to earn her positively and significantly effect on the faculty performance, with the acquisition of the value of f count (34.152) higher than f table (2.28) and with the value of coefficient of determination that demonstrates that the transformational leadership of work, competence and compensation and motivation jointly contributed to Based on the value of R^2 obtained by 0.85 that provides information that amounted to 85% about the contributions provided by the transformational leadership of work, competence of work, compensation, and motivation jointly to the performance of the lecturer of the DKI Jakarta Maritime College. A more dominant variable affecting the lecturer performance is the working motivation variable because having a coefficient value on the structural equation (0.62) is higher than the value of other variables. This is because motivation can be a motivator and spirit to achieve something. Many factors that make the motivation or spirit of various dimensions both from inside and outside are the main factors that can make lecturers have high performance. The results of this research show that motivation comes from outside greatly support the achievement of performance. Outside factors related to the research variables such as the existence of transformational leadership, the compensation received lecturers and competencies that the lecturers have

will be able to raise the spirit or *Motivasi* to achieve the performance of lecturers in accordance with expectations.

Conclusion

Based on the results of the analysis, this research can be concluded:

1. Transformational leadership, competence, and commentary respectively proved to be positive and significant impact on the lecturer work motivation.
2. The transformational leadership of the work, work competence and compensation jointly positively and significantly affect the lecturer work motivation.
3. Transformational leadership, work competence, work compensation, and motivation of each work proved to be positive and significant impact on the lecturer performance.
4. The transformational leadership of the work, work competence, compensation and motivation of work jointly positively and significantly affect the lecturer performance

Managerial Implications

The results of this research can be used as a reference in providing advice, especially in order to improve the motivation of work and the performance of the lecturer of in DKI Jakarta Maritime College. Thereby it can be recommended scale priority policy that should be precedence. In an effort to improve the performance of lecturers in DKI Jakarta Maritime College environment, the research implications are as follows:

1. This study found that there are effects of the transformational leadership of the work, competence of work and compensation jointly towards the motivation of the lecturer work. The work competency factor is the dominant effect on the motivation of work. To improve the motivation work of lecturers then universities and related management, need to improve the competency of lecturers and jointly also try to foster the spirit or motivation of work of the lecturers and provide and enforce the compensation system that applies in accordance with the provisions of the Government.
2. This study found that there is a effects of work transformational leadership, work competence, compensation and motivation work to earnher to the lecturer performance. The work motivation factor is a dominant factor affecting the performance of lecturers in the environment of the in DKI Jakarta Maritime College. In order to improve the performance of the lecturer of in DKI Jakarta Maritime College and related management should pay attention to and improve the motivation of the lecturer work and followed by improving the transformational leadership of the work, growing and improving competence, and improving the compensation that occurs in the campus environment, so that the lecturers feel the spirit and motivation is great and will ultimately improve the performance of lecturers in carrying out tasks.

Managerial Suggestion

Transformational leadership variables, competencies and compensation have proven to have a positive and significant effect on work motivation. Transformational leadership variable influences work motivation by 0.35 (35%), Competence variable influences work motivation by 0.52 (52%), compensation variable influences work motivation by 0.48 (48%), the dominant variable that influencing work motivation is the competency variable with the most reflective dimension is professional competence. Hence, the indicators relating to the dimensions of professional competence are mastery of teaching materials, mastery of methods and togetherness with fellow teachers need to be the focus of attention without ignoring the dimensions and other indicators that make up the competency variable.

Transformational leadership variables, competence, and compensation as well as work motivation together proved to have a positive and significant effect on lecturer performance. Transformational leadership variable influences lecturer performance by 0.27 (27%), competence variable influences lecturer performance by 0.54 (54%), compensation variable influences lecturer performance by 0.32 (32%), and work motivation variable affect the performance of lecturers by 0.62 (62%). The dominant variable influencing lecturer performance is work motivation. For this reason, those related to internal factors such as the desire to be able to live, the desire to be able to have, the desire to obtain appreciation, the desire to obtain recognition, the desire to rule, and those related to external factors such as working environment conditions, good supervision, the existence of guarantees jobs, status and responsibilities, and flexible rules need to be considered by universities or institutions.

To improve the motivation of work of the Faculty of Maritime Colleges in DKI Jakarta which is reflected by the dimension of outside (*external*) and indicators of working environment, good supervision, occupational assurance, status and flexible responsibility and regulation, then the party of Maritime College in DKI Jakarta can improve the support to the transformational leadership that is reflected by the dimension of intellectual stimulation and innovative indicators, professional and creative, supported with competence that is reflected by the dimension of professional competence and the material evaporation indicators, mastery of methods and togetherness with teachers, and followed by increased compensation reflected with the dimensions of Direct Financial payment and salary indicators, incentives and bonuses/commissions.

To improve the performance of lecturers at the Maritime College in DKI Jakarta is reflected by the dimension Darma education, and indicators to foster student activities in the field of Academy, developing teaching materials, guiding the subordinate lecturers in office and delivering scientific Orasi, then the College of Maritime in DKI Jakarta can increase the motivation of work reflected by the dimensions of external factors (*extern*) and indicators of the working environment, the good supervision, occupational guarantees, status and flexible responsibilities and regulations and transformational leadership reflected by the dimension of intellectual stimulation and innovative, professional and creative indicators, supported with competence reflected by the dimension of professional competence and indicators of material evaporation, mastery of methods and togetherness with the teachers, and followed by increased compensation reflected with the dimensions of Direct Financial payment and salary indicators, incentives and bonuses/commissions.

There are still many factors that affect the performance of lecturers in maritime universities such as commitment, work discipline and other factors to be researched further, because there may be other factors in addition to this research that has an effects on the performance improvement of lecturers. In advanced research is expected to be done at the maritime colleges other than DKI Jakarta or with other maritime objects, so the benefits of this research will more wider.

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