

**THE INFLUENCE OF ORGANIZATIONAL CULTURE, WORK
COMPETENCE AND COMPENSATION TOWARDS THE
PERFORMANCE OF THE HEAD OF MADRASAH TSANAWIYAH
IN DELI SERDANG DISTRICT**

Amiruddin¹, Benyamin Situmorang², Zainuddin³

Email: amirhsb84@gmail.com¹

Email: benyaminsitumorang@gmail.com²

Email: zainjaros1955@gmail.com³

Abstract

This study aims to address the problems of the eleven hypotheses proposed, which include 1) the direct influence of organizational culture on compensation, 2) the direct effect of work competence on compensation, 3) the direct influence of organizational culture on the performance of the madrasa head, 4) the direct effect of work competence on performance madrasah head, 5) direct effect of compensation on madrasa head performance. The population of this study was the Head of Madrasas as many as 133 people with a total sample of 103 people taken using the Krejcie and Morgan tables. The research instrument was a questionnaire with a Likert scale and tests. The research data is processed and analyzed by path analysis path analysis. This path analysis begins by testing the analysis requirements including the normality test through the Lilifors formula, and the linearity and regression significance test. The results of the analysis show there is a direct influence of organizational culture on compensation with a path coefficient of 0.285, a direct effect of work competence on compensation with a path coefficient of 0.286, Likewise, there is a direct effect of organizational culture on the performance of madrasah heads with a path coefficient of 0.216, there is a direct influence of work competence on the performance of madrasa head with a path coefficient of 0.171, there is a direct effect of workers compensation on the performance of the madrasa head with a path coefficient of 0.178. This study aims to address the problems of the eleven hypotheses proposed, which include 1) the direct influence of organizational culture on compensation, 2) the direct effect of work competence on compensation, 3) the direct influence of organizational culture on the performance of the madrasa head, 4) the direct effect of work competence on the headmaster's performance, 5) the direct effect of compensation on the headmaster's performance. The population of this study was the Head of Madrasas as many as 133 people with a total sample

¹ Department of Educational Management State University of Medan, Indonesia

² Lecturer of State University of Medan, Indonesia

³ Lecturer of State University of Medan, Indonesia

of 103 people taken using the Krejcie and Morgan tables. The research instrument was a questionnaire with a Likert scale and tests. The research data is processed and analyzed by path analysis. This path analysis begins by testing the analysis requirements including the normality test through the Lilifors formula, and the linearity and significance test of regression. The results of the analysis show there is a direct influence of organizational culture on compensation with a path coefficient of 0.285, a direct effect of work competence on compensation with a path coefficient of 0.286, Likewise, there is a direct effect of organizational culture on the performance of madrasahs head with a path coefficient of 0.216, there is a direct influence of work competence on the performance of madrasah head with a path coefficient of 0.171, there is a direct effect of workers compensation on the performance of the madrasah head with a path coefficient of 0.178.

Keywords: Madrasah Head Performance, Organizational Culture, Work Competence, and Compensation

I. INTRODUCTION

The performance of the madrasah head is a significant factor in the process of achieving madrasah education goals, so that if the madrasah head is good then madrasah progress will be achieved, and vice versa. As an education leader, the madrasah head is demanded to strive to manage all activities in the madrasah as effectively and efficiently as possible so that the education process in the madrasah is as expected.

The performance of the madrasah head is a significant factor in the process of achieving madrasah education goals, so that if the madrasah head is good then madrasah progress will be achieved, and vice versa. As an education leader, the madrasah head is demanded to strive to manage all activities in the madrasah as effectively and efficiently as possible so that the education process in the madrasah is as expected.

The headmaster is a manager and educator who has a strategic role in driving the success and quality of educational institutions. The headmaster of the madrasah as a manager carries out maintenance activities and professional development of the teachers. In this case, the headmaster of madrasah should be able to facilitate and provide broad opportunities for teachers to be able to carry out professional development activities through various education and training activities, both carried out in madrasahs, such as KKM, K3M, in house training, professional discussions and so on, or through education and training activities outside the madrasah, such as the

opportunity to continue education or participate in various training activities organized by other parties.

The headmaster is a manager and educator who has a strategic role in driving the success and quality of educational institutions. The headmaster of the madrasa as a manager carries out the maintenance and professional development activities of the teachers. In this case, the headmaster of madrasa should be able to facilitate and provide broad opportunities for teachers to be able to carry out professional development activities through various education and training activities, both carried out in madrasas, such as KKM, K3M, in house training, professional discussions and so on, or through education and training activities outside the madrasa, such as the opportunity to continue education or participate in various training activities organized by other parties.

The task of the education manager is to plan something or find the best strategy, organize and coordinate educational resources that are still scattered about to unite in implementing education, and to exercise control over the implementation and results of education. The madrasa head has the authority to make decisions, because for his role as a manager in madrasas are required to be able to: 1) make predictions of the madrasa, for example about the qualities desired by the community, innovate by taking initiatives and creative activities for madrasah progress, 3) creating strategies or policies for the success of innovative thoughts, 4) planning, both strategic planning and operational planning, 5) finding educational resources and providing educational facilities, 6) controlling or controlling the implementation of education and its results. Following the roles and tasks above, the head of Madrasas as madrasa managers are required to be able to create effective madrasah management. As the foremost manager of the headmaster of Madrasas is a key figure in encouraging the development and progress of madrasas. The madrasah head not only increases his responsibility and authority in madrasa programs, curriculum, and personnel decisions, but also has the responsibility to increase the accountability of the success of students and their programs. The madrasa head must be clever to lead the group and be able to delegate tasks and authority.

The task of the education manager is to plan something or find the best strategy, organize and coordinate educational resources that are still scattered about to unite in implementing education, and to exercise control

over the implementation and results of education. The madrasa head has the authority in making decisions because, for his role as a madrasa manager, he is required to be able to: 1) make predictions of the madrasa, for example about the qualities desired by the community, to innovate by taking creative initiatives and activities for madrasah progress, 3) creating strategies or policies for the success of innovative thoughts, 4) planning, both strategic planning and operational planning, 5) finding educational resources and providing educational facilities, 6) controlling or controlling the implementation of education and its results. Following the roles and tasks above, the head of the Madrasah as the madrasa manager is required to be able to create effective madrasah management. As the foremost manager of the headmaster of Madrasahs is a key figure in encouraging the development and progress of madrasahs. The madrasah head not only increases his responsibility and authority in madrasa programs, curriculum, and personnel decisions, but also has the responsibility to increase the accountability of the success of students and their programs. The madrasa head must be good at leading the group and be able to delegate tasks and authority.

A madrasa head, the context of the MPMBS, is required to have the ability to: 1) describe madrasa resources to support the implementation of the teaching and learning process, 2) the administrative head, 3) as a planning manager and teaching leader, and 4) has the task of organizing, organizing and leading the overall implementation of educational tasks in madrasahs. It was also stated that as head of administration, the head of the madrasa had the duty to develop madrasa management and was responsible for implementing madrasa management and policy decisions.

A madrasa head, the context of the MPMBS, is required to have the ability to: 1) describe madrasa resources to support the implementation of the teaching and learning process, 2) the administrative head, 3) as a planning manager and teaching leader, and 4) has the task of organizing, organizing and leading the overall implementation of educational tasks in madrasahs. It was also stated that as head of administration, the head of the madrasa had the duty to develop madrasa management and was responsible for implementing madrasa management and policy decisions.

One factor in the spotlight is based on the results of research data released by UNESCO in the Education for All Global Monitoring Report (EFA-GMR), Indonesia's Education Development All Index (EDI) in 2014

ranked 57th out of 115. (<https://www.kemendiknas.go.id/artikel/indonesia-performing-ke-57-edi-from-115-negara-tahun-2014>. Drakes November 24, 2018). Currently, Indonesia is in a position 108 in the world with a score of 0.603. In general, the quality of education in the country is under Palestine, Samoa, and Mongolia. Only 44% of the population completed secondary education. While 11% of students fail to complete their education alias leaving the madrasa. (<https://www.dw.com/en/rangking-pendidikan-negara-negara-asean/g-37594464>. accessed 24 November 2018). Madrasa's position which is very strategic in community life is inseparable from the function of madrasa as a constructive institution for the community that plays a role in determining future community development needs to be managed by the madrasa head who has the right managerial quality. The madrasa head is responsible for implementing policies through the educational system in the madrasah to realize quality madrasahs.

One factor in the spotlight is based on the results of research data released by UNESCO in the Education for All Global Monitoring Report (EFA-GMR), Indonesia's Education Development All Index (EDI) in 2014 ranked 57th out of 115. Indonesia is currently in the 108th position in the world with a score of 0.603. In general, the quality of education in the country is under Palestine, Samoa, and Mongolia. Only 44% of the population completed secondary education. While 11% of students failed to complete their education, alias dropped out of madrasahs. Madrasa's position which is very strategic in community life is inseparable from the function of madrasa as a constructive institution for the community that plays a role in determining future community development needs to be managed by the madrasa head who has the right managerial quality. The madrasa head is responsible for implementing policies through the educational system in the madrasah to realize quality madrasahs.

The madrasa head as a leader must be able to provide guidance and supervision, increase the willingness of the teaching staff, open two-way communication, and delegate tasks. Wahjosumidjo, (2010: 82) madrasa head role as manager, as a leader, and as an educator. As an education leader, the headmaster of a madrasa functions: 1) encourages the emergence of a strong, passionate and confident will of teachers, staff and students in carrying out their respective duties; 2) provide guidance, direct and inspire teachers, staff and students for the progress of the madrasa. Furthermore

Mulyasa, (2005: 98) said that the head of the madrasa in carrying out their duties must be able to carry out the work and act as a leader, innovator, and motivator in the madrasa. The factors that affect performance, causing the performance of the madrasa head is something that can be measured and observed through the tasks they carry.

The madrasa head as the leader must be able to provide guidance and supervision, increase the willingness of the teaching staff, open two-way communication, and delegate tasks. Wahjosumidjo, (2010:84) the headmaster of the madrasa plays the role of manager, leader, and educator. As an education leader, the headmaster of a madrasa functions: 1) encourages the emergence of a strong, passionate and confident will of teachers, staff and students in carrying out their respective duties; 2) provide guidance, direct and inspire teachers, staff and students for the progress of the madrasa. Furthermore, Mulyasa, (2005:99) said that the head of the madrasa in carrying out their duties must be able to carry out work and act as a leader, innovator, and motivator in the madrasa. The existence of factors that affect performance, causing the performance of the madrasa head is something that can be measured and observed through the tasks they carry.

According to Elmore, Friesen & Jacobsen, Hattie, Leithwood, and Marzano (in Dharma, 2010: 52) the role of madrasa principals in the 21st century is more participating in learning, which is 91%. This shows that the head of the madrasa has a big enough share in improving the quality of education in madrasahs. Thereby increasing the performance competency of the madrasa head is necessary.

According to Elmore, Friesen & Jacobsen, Hattie, Leithwood, and Marzano (in the Dharma, [5] the role of madrasa head performance in the 21st century is more participatory in learning, which is 91%. Education in madrasahs, increasing the performance competency of madrasa principals is absolutely must be done.

The results of Eyal & Roth's study, (2010: 256-275) in Israel show that the leadership of madrasah principals influences teacher motivation. Success in creating a supportive atmosphere for the learning process and interaction between teachers and staff will facilitate the achievement of madrasah goals. The role of the madrasa head is not only at the organizational level, but madrasa head also determines how individual performance through decision-making as the madrasa head. While the

results of the analysis of Ozge E Oztekin, et al, (2017: 57) show that leadership has a medium level positive influence on organizational commitment. Furthermore, the results of the analysis of H. Hulpia, et al, (2016: 2) revealed that the presence of the leadership team and the amount of leadership support played a significant positive key role in predicting organizational commitment of teachers. Also, participatory decision making, and the distribution of supportive leadership functions have a significant positive impact on teachers' organizational commitment. Conversely, the distribution of supervisory leadership functions, and teacher work experience has a significant negative impact.

The results of Eyal & Roth's research, [6] in Israel show that madrasa head leadership influences teacher motivation. Success in creating a supportive atmosphere for the learning process and interaction between teachers and staff will facilitate the achievement of madrasah goals. The role of the madrasa head is not only at the level of the organization, but madrasa head also determines how individual performance through decision-making as madrasa head. While the results of the analysis of Ozge E Oztekin, et al, (2017) show that leadership has a positive medium level influence on organizational commitment. Furthermore, the results of the analysis of H. Hulpin, et al, (2016) revealed that the presence of the leadership team and the amount of leadership support played a significant positive key role in predicting organizational commitment of teachers. Also, participatory decision making, and the distribution of supportive leadership functions have a significant positive impact on teachers' organizational commitment. Conversely, the distribution of supervisory leadership functions, and teacher work experience has a significant negative impact.

The role of the madrasa head at the secondary education level is more complex and not just as a manager. The dynamics of environmental change and the demands on the performance of the madrasa head need to be managed properly. Therefore, madrasa principals are required to produce quality performance by encouraging the increase in attributes that describe the formation of high performance such as competence, compensation, commitment, and motivation oriented to madrasa head performance. Various factors that affect the quality of performance of madrasah principals will impact on the effectiveness of madrasahs. Madrasah principals who are unable to display optimal quality of performance find it

difficult to realize quality in education. Madrasa's head performance is a picture of the quality of work that is shown by the achievement of the vision, mission, and madrasa. As stated in Article 12 paragraph 1 PP. 28 of 1990 that: "The madrasa head is responsible for organizing educational activities, madrasa administration, fostering other education personnel, and the utilization and maintenance of facilities and infrastructure.

The role of the madrasa head at the secondary education level is more complex and not just as a manager. The dynamics of environmental change and the demands on the performance of the madrasa head need to be managed properly. Therefore, madrasa principals are required to produce quality performance by encouraging the increase of attributes that describe the formation of high performance such as competence, compensation, commitment, and motivation oriented to madrasa principals' performance. Various factors that affect the quality of performance of madrasah principals will impact on the effectiveness of madrasahs. Madrasah principals who are unable to display optimal quality of performance find it difficult to realize quality in education. Madrasa's head performance is a picture of the quality of work that is shown by the achievement of the vision, mission, and madrasa. As stated in Article 12 paragraph 1 PP. 28 of 1990 that: "The madrasa head is responsible for organizing educational activities, madrasa administration, fostering other education personnel, and the utilization and maintenance of facilities and infrastructure.

The reality on the ground shows that the performance of the madrasa head is not yet optimal, so that the issue of madrasa head performance is a serious concern by the Ministry of Religion of the Regency. Deli Serdang. The success of a madrasa certainly cannot be separated from the role of the madrasa head to advance and achieve the success of a madrasa, then how the performance of the madrasa head in managing the resources owned is also interesting to study.

The reality on the ground shows that the performance of the madrasah head is not yet optimal, so that the issue of the madrasa head's performance becomes a serious concern by the Ministry of Religion of the Regency. Deli Serdang. The success of a madrasa certainly cannot be separated from the role of the madrasa head to advance and achieve the success of a madrasa, then how the performance of the madrasa head in managing the resources owned is also interesting to study.

Another thing is evidenced from the results of observations made by the author in Madrasha Tsnawiyah State and Private in the District. Deli Serdang and the results of the writer's interview with the teachers, in October 2018 there was still a madrasa head who was present at the madrasa past the time of entering the madrasa. Madrasah principals are often not in place during the study hours, with various reasons or needs, among others; 1) affairs to the Ministry of Religion, 2) attending meetings, 3) whether internal meetings with foundations, 4) many college assignments are in campus, and 5) monthly meetings held by Madrasa Head Working Groups or meetings related to the organization (KKKM).

Another thing is evidenced from the results of observations made by the author in Madrasha Tsnawiyah State and Private in the District. Deli Serdang and the results of the author's interviews with the teachers, in October 2018 there was still a madrasa head who was present at the madrasa past the time of entering the madrasa. Madrasah principals are often not in place during the study hours, with various reasons or needs, among others; 1) affairs to the Ministry of Religion, 2) attending meetings, 3) whether internal meetings with foundations, 4) many college assignments are in the campus, and 5) monthly meetings held by Madrasa Head Working Groups or meetings related to the organization (KKKM).

Aside from the problem, the madrasa head goes out on other business or duties. The average madrasa head does not return to madrasas when they go out, this is because the hours of study at the madrasa are very short. So if calculated in general, the Madrasa headmaster's working hours average around three hours / day. In addition to some of the reasons above, there are other things that cause the madrasa head's performance has not been as expected, namely the madrasa head has personal affairs that are carried out during study hours such as family affairs, attending parties or misfortune or illness. This causes the madrasa head does not carry out their duties and responsibilities as madrasa head as rarely or even does not carry out supervision activities to the teachers. The madrasah head never controls the time and learning activities carried out by the teacher, does not check the administration of the teacher's class and checks the attendance of students which in the end is always too late in sending reports to the Ministry of Religion.

Aside from this problem the madrasa head went out on other business or duties. The average madrasa head does not return to madrasas

when they go out, this is because the hours of study at the madrasas are very short. So if calculated in general, the Madrasa headmaster's working hours average around three hours/day. In addition to some of the reasons above, some things cause the performance of the madrasa head is not as expected: the madrasa head has personal affairs that are carried out during the study hours such as family affairs, attending parties, or misfortune or illness. This causes the madrasa head does not carry out their duties and responsibilities as madrasa head as rarely or even does not carry out supervision activities to the teachers. The madrasa head never controls the time and learning activities of the teacher do not check the administration of the teacher's class and check the attendance of students which in the end is always late in sending reports to the Ministry of Religion.

The quality of madrasah heads as decision-makers both administratively and strategically (strategic planning in realizing vision and mission) will be seen as follows: 1) leadership in teaching, 2) madrasa climate created, 3) human resource administration, 4) evaluation of teachers, 5) madrasa operational management, 6) communication and relationships with the surrounding environment, 7) professionalism to encourage the success of all students based on ethical values, and 8) fairness and integrity as well as how students achieve overall achievements. Madrasa principals are managers who need to think, act, and behave as madrasa managers. The effectiveness of the madrasah head is assessed by the extent to which the development and implementation of the madrasa strategic plan is carried out, how the quality of graduates and how leadership encourages teacher and student interaction following the learning objectives of this matter as explained by Akpan and Archibong, (2012: 235-245) that: "The ability of the school administrator to perform his leadership role effectively could be influenced by the way he perceives himself ". The madrasa head is responsible for the planning and evaluation starting from the technical and strategic aspects of the madrasa.

The role of the manager is a role that is quite difficult in practice. Madrasah principals are more preoccupied with administrative roles and place decision-making processes that are more focused on madrasa heads. Involving all teachers in the decision-making process is rarely done. The process of meeting in making strategic decisions is used more as a process to legitimize the decisions of the madrasah head. The headmaster of the madrasa should share leadership both with the teacher and with the

education staff. The headmaster is considered to have low performance when unable to create quality teaching through monitoring teaching and supervision to teachers. One factor in the spotlight based on the results of research by the UNESCO Agency (2013) in Indonesia is the quality of the teaching staff. The madrasah head should be able to design a system that can improve the quality of the education workforce through supervision and managerial skills in the HR field. As Krüger and Scheerens (2012: 19) explain that: "The conceptions of leadership are presented so far that leaders assume both practical and formal means for guiding their subordinates appropriately".

The performance of madrasah principals does not stand alone and is only supported by competence. The quality of performance of madrasah principals is produced from several factors, both individual, external environment, and the condition of the system applied in madrasahs. The madrasah head has a role to encourage the professionalism of the teacher as a form of madrasah head's work on teaching leadership and HR administration as well as teacher evaluators. The challenges of managing madrasahs are increasingly severe as changes and demands in education increase.

Colquitt, Jason A., Jeffery A. LePine, and Michael J. Wesson, (2015: 1-11) in the form of a model called the Integrative Model of Organization Behavior confirms that individual outcomes that are considered to influence behavior performance and organizational commitment consist of: job satisfaction, stress, motivation, trust, fairness, and ethics, as well as learning and decision making. Meanwhile, individual mechanisms are influenced by organizational mechanisms consisting of, organizational culture and organizational structure, group mechanisms, consisting of leadership styles and behaviors, leadership power and influence, team processes, team characteristics, and individual characteristics, consisting of: personality and cultural values and abilities. Based on this model, it is shown that organizational culture is a factor that directly influences work motivation, while performance is an indirect effect. Gibson, et al, (2006: 56) provide a more detailed and comprehensive picture in the performance process model which emphasizes the factors of motivation, compensation, and work competence because of the emergence of performance that comes from groups and organizations. Meanwhile, Armstrong, (2010: 134) in the performance model places performance, commitment, and compensation

as one aspect of personal factors, which are considered to directly affect performance. Based on the views of Colquitt, Gibson, and Armstrong above, it can be explained that organizational culture, work competence, compensation, work motivation, and organizational commitment are the determining variables for efforts to improve the performance of madrasah principals.

Organizational culture is also a determining factor in organizational commitment and performance. Mulyana, (2003: 18) illustrates that culture is defined as the order of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religions, time, roles, relationships, spaces, concepts of the universe, material objects and possessions obtained a large group of people from generation to generation through individual and group efforts. Culture tells employees how everything is done and what is important, besides containing what can or may not be done so that it can be said to be a guideline used to carry out organizational activities. Lunenburg and Ornstein, (2004: 90) emphasized that organizational culture influences employee performance, organizational effectiveness, organizational structural processes, and many other management or administrative processes such as motivation, leadership, decision making, communication, and change.

About the influence of organizational culture on the performance of Robbins and Coulter, (1990: 82-84) also expressed the same view that organizational culture in addition to influencing organizational performance, also affects employee job satisfaction. High employee job satisfaction is also an indicator of management effectiveness, which means that organizational culture is well managed. A strong culture is characterized by the organization's core values that are held and agreed upon and run by its members. The more members of an organization accept the core values and the greater their commitment to these values, the stronger a culture. The results of research conducted by Robert Kreitner and Kinicki, (2004: 144) show the importance of organizational cultural values in influencing individual behavior and attitudes. The results of this study also indicate that there is a relationship between person-organization fit and the level of job satisfaction, commitment and employee turnover, where individuals who are following organizational culture tend to have job satisfaction and high commitment to the organization, and also have a high intensity to remain life and work in an organization, whereas individuals

who are not following organizational culture tend to have low job satisfaction and commitment, consequently the tendency to leave the organization is certainly higher. Based on the theory and some of the research results above, it clearly shows that organizational culture and influence directly on organizational commitment and performance.

In addition to organizational culture factors, work competence is also considered to influence performance. Spencer and Spencer, (1993: 34-39) emphasize that work competence contributes to 5 characteristics of work competency, namely; 1) competence; 2) Nature; 3) self-concept; 4) knowledge; and 5) skills. Another component that is influenced by work competency is performance as expressed by Mc. Clelland in Sedarmaynti, (2011: 127) illustrates that work competency is a fundamental characteristic possessed by someone who directly influences or can predict excellent performance.

By looking at the concept above that work competence can work in someone by integrating knowledge, skills, and personal values based on experience and learning to carry out their duties.

Compensation is a very influential factor in improving the performance of madrasah principals. Employees expect appropriate compensation so that employees can be motivated to work better. According to Hasibuan, (2012: 119) Compensation is all income in the form of money, direct or indirect goods received by employees in return for services provided to the company. The objectives of the compensation are: 1) respecting work performance; 2) job satisfaction; 3) effective procurement; 4) motivation; 5) discipline; and 6) guarantee justice. Compensation is usually given to attract qualified and qualified employees in the organization, encourage madrasa principals to excel, retain productive and qualified employees to remain loyal, ensure fairness, control costs, follow the rule of law, improve administrative efficiency and improve employee performance. This shows the results. Achmad's research results, (2017: 105) stated the positive contribution of compensation for performance and the simultaneous positive contribution of leadership style, managerial skills of madrasah head, and compensation for employee performance. This study recommends improving employee performance by increasing attention to leadership style, managerial ability, and compensation.

Compensation itself is also one of the factors considered to influence the performance of an employee at work. Although the ability of the maximum employee is dissertated with adequate equipment completeness, but if there is no compensation for doing the work then the work will not proceed as expected. Besides giving compensation by the leadership or foundation in incentives is also very necessary to move, mentally, and carry out coaching of his subordinates. Compensation has a relationship with organizational performance. Compensation systems are designed to improve the productivity and performance of employees, improve work performance and motivation. Compensation is an instrument for members of the organization to act following the wishes of the company. Through compensation, organizations can manage work programs.

The madrasah headmaster needs to direct the teacher through his instructions so that a learning environment that is oriented towards the achievement of both the teacher and students is realized. While the results of Yi-Gean Chen's research, (2017: 65) show that public and private madrasah tsanawiyah teaching performance of teachers does not have a significant difference, but the head of private madrasahs is better than the head of state madrasahs in showing various leadership behaviors.

Madrasa head performance issues need to be done scientifically. The results of the research will encourage improvement efforts at the madrasa head level. Without research on aspects related to the performance of the madrasa head, it is difficult to formulate a solution to the problems in the madrasa. The performance of madrasah principals cannot only be measured by the achievements of students. The real value of a madrasa head's performance is how a madrasa head thinks, and acts like a manager who works efficiently and effectively, especially in making strategic decisions in madrasa management.

II. METHODS

This research is a quantitative research with ex post facto research design that is the variables studied are not controlled and manipulated by the researchers themselves, but the facts are expressed based on empirical and measurement of symptoms that have been owned or test what will happen.

The population in this study were all of the Principal of Madrasah Tsnawiyah in Deli Serdang Regency with a total of 130 Madrasah Heads. The sample of this study is a portion of the population to determine the sample size by

arguing with tebael Krejcie and Morgan. Based on the table, for the population of 133 Madrasah Principals, the sample is 103 Tsanawiyah Madrasah Heads.

Data Collection Techniques and Research Instruments

Instrument Arrangement

This study uses instruments and tests based on the study of relevant theories.

Measurement scale

The procedure in making questionnaires with tests and Likert scale, to assess the performance of the madrasa head used the assessor rubric provided. As for the data collection on organizational culture variables, compensation, a questionnaire was used. As for the work competency used with the test accuracy test. The work competency test is validated by looking at the coefficients of validity and reliability. The reliability coefficient is calculated using the Kuder Richardson formula (KR-20). J.P Guilford, and Benjamin Fruchter, (1981:427)

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{St^2 - \sum pq}{St^2} \right)$$

Furthermore, the calculation results are consulted with r table at a significance level of 5%. The validity coefficient is calculated by the opinion of J.P Guilford, and Benjamin Fruchter, (1981:427) with the formula:

$$r_{pbi} = \frac{\bar{X}_p - \bar{X}_t}{s_t} \sqrt{\frac{p}{q}}$$

Test the validity of the instrument (validity)

The instrument that was tested was processed and analyzed using the Product Moment correlation technique by Person. The significance level used was 5% ($\alpha = 0.05$). The results of the calculation of the coefficient of validity with Product Moment Correlation by Person are then corrected with Spurious overlap, using a formula:

$$r_{i(x-1)} = \frac{r_{xi} s_y - s_{xi}}{\sqrt{(s_y^2 + s_{xi}^2) - 2r_{xi} s_y s_{xi}}} \text{ Saifuddin Azwar. (2001:158)}$$

Instrument reliability test

To determine the number of items to be used as data collection instruments, also consider whether all valid items will be used. after consultation with the counselor, the valid items of each variable are used. The reliability of the questionnaire was analyzed by using the Cronbach Alpha technique with the formula:

$$r_k = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum Sb^2}{St^2} \right) \text{ Husaini Usman \& Ali Akbar, (2008)}$$

Research Data Analysis Techniques

1. Descriptive Analysis

Identifying the prevalence of each study variable, the mean ideal score (Mi), and the ideal standard deviation (SDi) of each variable using the normal curve.

2. Research Variable Tendency Test

categorizing the data tendency of each research variable used the average ideal score (Mi) and the ideal standard deviation (SDi) of each variable,

3. Test Requirements Analysis

For this reason, a requirement analysis test is carried out, namely: 1) normality test; 2) linearity test, and regression. To test the normality of data from each study variable the Liliefors Test formula is used and to test the linearity of the exogenous variable relationship with the endogenous variable the analysis of variance is used with $\alpha = 0.05$. Sudjana, [27] (1992: 330). To calculate and analyze research data carried out with the help of the SPSS For Windows Version 20 computer program with a significance level of 5%.

III. RESULT AND DISCUSSION

The direct influence of Organizational Culture on Compensation

The direct influence of organizational culture on compensation by 0.078 So, organizational culture has a direct positive effect on compensation where 7.8% changes in compensation can be determined by organizational culture. The findings of this study can be interpreted that empirical employee compensation is also influenced by organizational culture. The findings of this study at least provide the firmness of the views of previous experts such as the view of Sonnentag, (2002:449) stating that organizational culture has a model that links organizational culture with individual and organizational results as shown below:

P-ISSN: 2716-5132
E-ISSN: 2723-0783

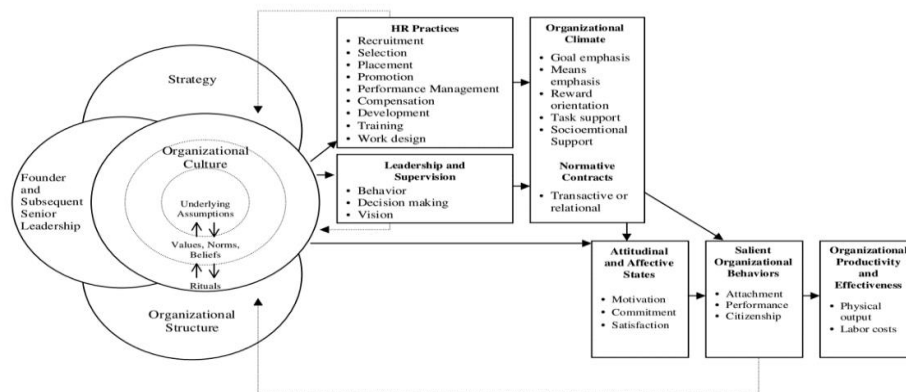


FIGURE 22.1 Model linking organizational culture to individual and organizational outcomes

Image: 1 Performance.

John Wiley & Sons, Inc., 605 Third Avenue, New York, NY 10158-0012,
USA

The picture above states that organizational culture has the above influence as follows model: 1) Practices namely: a) recruitment; b) selection; c) placement; d) promotion; e) performance management; f) compensation; g) development; h) training; and i) work design. 2) leadership and oversight namely: a) behavior; b) decision making; and c) vision. 3) Attitudinal and Affective states namely: a) motivation; b) commitment; and c) satisfaction.

The direct effect of Work Competence on Compensation

The direct effect of work competence on compensation was 0.078. Thus, work competency directly determined the madrasa head compensation at 7.8%. These findings at least reinforce the view that to increase madrasa head compensation, one of which is influenced by work competence. The madrasa head compensation system is a reward or service provided by the government or foundation to the madrasa head because the madrasa head has contributed energy and thoughts for the progress of the madrasa, so that the objectives set can be achieved. Compensation received by the madrasa head, can be physical, such as salary, benefits, etc., can also be non-physical, such as calm at work, a conducive situation, career development, and others. The head of the madrasa, besides getting a salary, functional allowance, professional allowance as an educator, special

allowances, other benefits as civil servants, or additional benefit foundation benefits for those who excel, also gets benefits as head of madrasas. Only the amount of allowance as head of the madrasa, the amount is not significant when compared to the workload it has. As part of the results of Fakhru Rozi Yamali's research, (2018:29) the findings obtained compensation, organizational culture is partly positive and has a significant effect on organizational commitment, only competence and positive influence is not significant on organizational commitment. But simultaneously a positive and significant effect on organizational commitment. Contributions affect jointly (R²) by 67% while the remaining 33% are influenced by other variables, and organizational culture has a partially dominant influence on organizational commitment. Compensation, competence, organizational culture, and organizational commitment partly or together with a positive and significant effect on the performance of experts. Contributions affect jointly (R²) by 85% while the remaining 15% are influenced by other variables, but organizational commitment is in part the most dominant influence on performance.

Direct influence of Organizational Culture on the Performance of Madrasah Heads

The direct influence of organizational culture on performance is 0.048. Thus, organizational culture directly determines the performance of madrasah principals by 4.8%. This finding at least reinforces the view that one of the ways to improve the performance of madrasas is influenced by organizational culture. The results of this study prove that the culture of madrasah organizations influences the performance of madrasah principals. This result means that a strong and supportive organizational culture within the madrasah organization will have an impact on improving the performance of the madrasah head. The results of O'Reilly's research as quoted by Dwyer, Richard, and Chadwick (2003) that organizational culture influences or can improve organizational performance. The results of this study indicate that the culture of madrasa organizations in the Deli Serdang Regency, North Sumatra is seen from the perspective of Denison's theory in Sobiirin (2007) which includes indicators: involvement, consistency, adaptability, and mission have a positive influence on the performance of madrasah principals, especially when seen from indicators quality in leading; responsible for the task; look for the right way to lead; convey clear information; and time discipline in tasks and

responsibilities has a relatively strong and solid madrasa organizational culture, in which values are summarized: involvement, consistency, adaptability, and mission. These values are massively incarnated in the form of ways of thinking, behaving, and behaving daily in madrasas.

The direct effect of Job Competence on Madrasa Head Performance

The direct effect of work competence on performance is 0.029. Thus, madrasa head performance directly determines madrasa head performance by 2.9%. These findings at least reinforce the view that to improve the performance of madrasah principals, one of which is influenced by work competence. The findings of this study at least provide the firmness of the views of previous experts such as the views of Sedarmayanti, (2011:127) suggesting that competence is a fundamental characteristic possessed by someone who has a direct effect on performance, or can predict excellent performance. In other words, competency is what outstanding performers do more often, in more situations, with better results than what policy assessors do. Another factor that must be considered is behavior. Mathis and Jackson, (2006) that competencies are basic characteristics that can be related to the increased performance of individuals or teams. There are a growing number of organizations that use some aspect of competency analysis. The three main reasons organizations use a competency approach are: 1) communicating valued behavior throughout the organization, 2) increasing the level of competency in the organization, and 3) emphasizing employee capabilities to increase organizational competitive advantage.

Direct Effect of Compensation on Madrasah Principal Performance

The direct effect of compensation on performance is 0.032. Thus, the performance of the madrasah head directly determines the performance of the madrasah head by 3.2%. These findings at least reinforce the view that to improve the performance of madrasah principals, one of which is influenced by compensation. Compensation is all compensation received by the employee for the employee's work to the organization. Compensation can be physical or non-physical and must be calculated and given to employees following the sacrifice that has been given to the organization/company where he works. Madrasas in providing compensation to employees first calculate the performance by creating a fair performance appraisal system. The system generally contains assessment criteria for each employee, for example, starting from the amount of work that can be completed, speed of work, communication with other workers, behavior, knowledge of work, and so on. The findings of this study at least provide the firmness of the views of previous experts such as the views of Bruce R. Ellig, (2007) describing the compensation design described as follows:

P-ISSN: 2716-5132
E-ISSN: 2723-0783

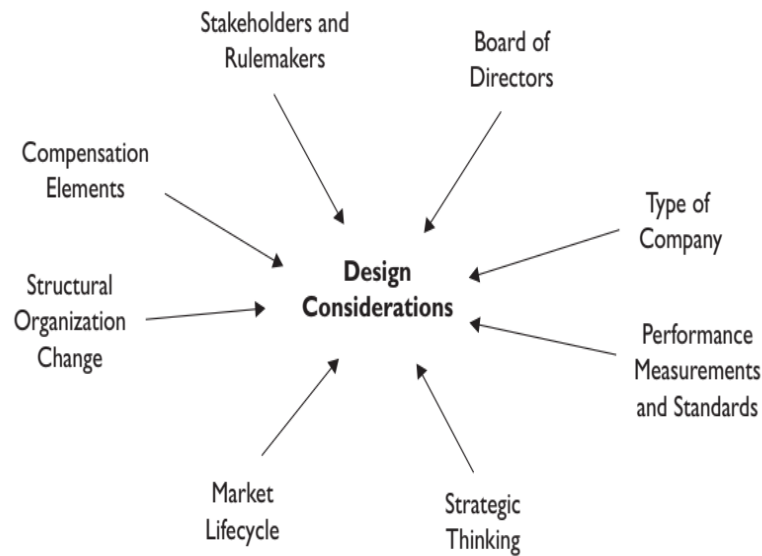


Image: 2. Compensation Design

Sumber: *The Complete Guide to Executive Compensation.*

Bruce R. Ellig, (2007:23)

The design drawings above show that compensation is influenced by: 1) organizational structure; 2) thinking strategies; 3) marketing; 4) stakeholders and regulators; 5) performance; and 6) leader (the board of directors). As revealed by Sutermeister, (1996:11). The performance of the madrasah head is influenced by two dominant factors, namely ability and motivation. And in terms of ability, the performance of madrasah principals is related to the competency of madrasah principals and the professionalism of madrasah principals in carrying out their main duties as madrasah principals, both of whom grow and are within the madrasa head itself, while in terms of motivation, madrasa head performance is related to physical conditions and social conditions of work, namely the climate of the school organization and the fulfillment of the needs of the teacher's life, namely compensation. The climate of the school organization and compensation are both outside the headmaster of the madrasa itself. Compensation as part of the motivation is a reward received by the madrasa head either in monetary or nonmonetary form, directly or indirectly for some works or initiatives that have been given in a certain period or at any time. As the motivation of most people in working is to get rewards, the

compensation policy that is set must be able to reflect a sense of fairness and worthiness to be able to get professional employees, be able to retain outstanding employees, and maintain human dignity and dignity.

The design drawings above show that compensation is influenced by: 1) organizational structure; 2) thinking strategies; 3) marketing; 4) stakeholders and regulators; 5) performance; and 6) leader (the board of directors). As revealed by Sutermeister, (1996) The performance of the madrasah head is influenced by two dominant factors namely ability and motivation. And in terms of ability, the performance of madrasah principals is related to the competency of madrasah principals and the professionalism of madrasah principals in carrying out their main duties as madrasah principals, both of whom grow and are within the madrasa head itself, while in terms of motivation, madrasa head performance is related to physical conditions and social conditions of work, namely the climate of the school organization and the fulfillment of the needs of the teacher's life, namely compensation. The climate of the school organization and compensation are both outside the headmaster of the madrasa itself. Compensation as part of the motivation is a reward received by the madrasa head either in monetary or non-monetary form, directly or indirectly for some works or initiatives that have been given in a certain period or at any time. As the motivation of most people in working is to get rewards, the compensation policy set must be able to reflect a sense of fairness and worthiness to be able to get professional employees, be able to retain employees who excel and maintain human dignity.

IV. CONCLUSION

Based on the data and analysis results that have been presented, it can be concluded as follows:

1. Organizational culture has a direct positive effect on compensation. In other words, the better the organizational culture, the better the performance compensation for the Head of the Madrasah Tsanawiyah in Deli Serdang Regency.
2. Work competence has a direct positive effect on compensation. In other words, the better the work competence, the better the compensation for the Head of Madrasah Tsanawiyah in Deli Serdang Regency.

3. Organizational culture has a direct positive effect on the performance of madrasah principals. In other words, the better the culture of the organization, the better the performance of the Tsanawiyah Madrasah head in Deli Serdang Regency.
4. Work competence has a direct positive effect on the performance of the madrasah head. In other words, the better the work competency, the better the performance of the headmaster of the Madrasah Tsanawiyah in Deli Serdang Regency.
5. Compensation has a direct positive effect on the performance of madrasah principals. In other words, the better the compensation, the better the performance of the headmaster of the Madrasah Tsanawiyah in Deli Serdang Regency.

V. REFERENCES

- Achmad, Paturisi. (2017) *Contributions of Leadership Style, Managerial Skills of Principals, and Compensation to the Performance of Teachers*. *Journal of Education and Human Development*. Decemberr 2017, Vol. 6, No. 4, pp. 105-114 ISSN: 2334-296X (Print), 2334-2978 (Online) Copyright © The Author(s). All Rights Reserved. Published by the American Research Institute for Policy Development DOI: 10.15640/jehd.v6n4a12 URL: <https://doi.org/10.15640/jehd.v6n4a12>.
- Akpan C.P dan Archibong, I A. *Personality Variables as Predictors of Leadership Role Performance Effectiveness of Administrators of Public Secondary Schools in Cross River State, Nigeria*. *International Education Studies*; 5, (4) 2012.
- Amstrong, M. (2010) *Armstrong's Handbook of Reward Management Practice*. London N1 9JN United Kingdom.
- Azwar, Saifuddin. (2001) *Reliabilitas dan Validitas*. Yogyakarta: Pustaka Pelajar.
- Colquitt, Jason A., Jeffery A. Le Pine, dan Michael J. Wesson, (2015) *Organizational Behavior: Improving Performance and Commitment in the Workplace*. New York: McGraw Hill.
- Dharma, Surya, (2010) *Manajemen Kinerja*, Jakarta: Penerbit Pustaka Pelajar.
- E. Mulyasa. (2005) *Menjadi Kepala Sekolah Profesional*. Bandung: Remaja Rosda Karya.
- Ellig, Bruce R. (2007) *The Complete Guide to Executive Compensation*. New York Chicago San Francisco Lisbon London Madrid Mexico City Milan New Delhi San Juan Seoul Singapore Sydney Toronto.

- Eyal, O. & Roth, G. (2010) *Principals' leadership and teachers' motivation Self-determination theory analysis*. Journal of Educational Administration.2010, pp. 256-275.
- Fakhrul Rozi Yamali, (2018) *Effect of Compensation, Competencies, and Organizational Culture on Organizational Commitment its Implications on Experts Performance of Construction Services Company in Jambi Province*. ISSN: 2278-3369 International Journal of Advances in Management and Economics Available online at: www.managementjournal.info.
- Fred C. Lunenburg, and Allan C. Ornstein. (2004) *Educational Administration: Concepts and Practices*. Belmont: Wadsworth.
- Gibson, James L, dkk. (2006) *Organization*, (Djarkasih, Terjemahan) Jakarta: Erlangga.
- Guilford J.P, Fruchter Benjamin (1981) *Fundamental Statistics in Psychology and Education*. Sixth Edition, Singapore: McGraw-Hill International Book Company.
- H. Hulpia. (2016) *The Influence of Distributed Leadership on Teachers' Organizational Commitment: A Multilevel Approach*. See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/249037815>. 2016.
- Hasibuan, (2012) *Manajemen Sumber Daya Manusia*, edisi revisi, Jakarta: Bumi Aksara.
<https://www.dw.com/id/rangking-pendidikan-negara-negara-asean/g-37594464>. diakses tanggal 24 November 2018)
<https://www.kemendikbud.go.id/artikel/indonesia-peringkat-ke-57-edisi-dari-115-negara-tahun-2014>. diakses Tanggal 24 November 2018).
- Kreitner Robert & Kinicki Angelo, (2004), *Organizational Behavior*, (New York:Irwin Mc Graw-Hill, Int. Edition.
- Krügern, M dan Scheerens, J. (2012) *Conceptual Perspectives on School Leadership*. Dalam *School leadership effect revisited*. Springer. Netherlands.
- Mathis.L. Robert dan Jackson. H.John. (2006) *Manajemen Sumber Daya Manusia*, Jakarta: Buku kedua.
- Mulyana. D dan Rakhmat. J. (2003) *Komunikasi Antar Budaya: Panduan Berkomunikasi dengan orang-orang Berbeda Budaya*. Bandung: Rosdakarya.
- Ozge E Oztekin, Sabiha E. Ice, and Engin Karadag, (2017) *The Effect of Leadership on Organizational Commitment*. Springer International Publishing Switzerland 2015 E. Karadag (ed.), *Leadership and Organizational Outcomes*, DOI 10.1007/978-3-319-14908-0_4. 2017.
- Robbins. Stephen P. & Mary Coulter. (1990) *Manajemen*. Terjemahan T. Hermaya, Jakarta: Prenhallindo.

P-ISSN: 2716-5132
E-ISSN: 2723-0783

- Sabine Sonnentag, (2002) *Psychological Management of Individual Performance*. John Wiley & Sons, Inc., 605 Third Avenue, New York, NY 10158-0012, USA.
- Sedarmayanti. (2011) *Good Governance dalam Rangka Otonomi Daerah*. Bandung: Mandar Maju.
- Spencer, L.M. dan Spencer S.M. (1993) *Competence at Work*. New York: Jhon Wiley and Sons Inc.Springer.
- Sudjana. (1992) *Metode Statistika*. Edisi kelima. Bandung: Tarsito.
- Sutermester, R. A. (1996) *People and Productivity*. Third Edition. New York: Mc.Graw Hill Book Company.
- UNESCO. (2013) *Education for All*. Paris. UNESCO Publishing.
- Usman, Husaini & Akbar, Ali. (2008) *Pengantar Statistik*. Jakarta: Bumi Aksara.
- Wahjosumidjo, (2010) *Kepemimpinan Kepala Sekolah*, Jakarta : Rajawali Pers.
- Yi-Gean Chen, (2017) *Exploring Differences from Principals' Leaderships and Teachers' Teaching Performances in Public and Private Schools*. <http://www.jimsjournal.org/8%20Yi-Gean%20Chen.pdf>. The Journal of International Management Studies, Volume 12 Number 2, August, 2017.