

## **The Effect of Compensation to Commitment, Motivation Andperformance of Vocational Teachers in Samarinda, East Kalimantan Province, Indonesia**

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**Abstract:** *The purpose of this study is to analyze and test whether compensation has effect towards commitment, motivation, and performance of teachers at vocational school in Samarinda City of East Kalimantan Province. The population of this study is teachers of vocational school in that are government employees. The sample frame is limited to vocational school situated in Samarinda city of East Kalimantan Province. Based on the collected data, the number of vocational school is 20 vocational school with 520 government employee teacher and 84 respondents as samples. The statistic hypothesis testing is conducted using path analysis by first calculating the correlation coefficient of each variables suspected has direct correlation, continued with determining each path coefficient of calculated correlation coefficient. The result shows that compensation variables has positive and significant effect towards commitment, motivation, and performance of vocational schools' teachers, either directly or indirectly.*

**Keywords:** *Compensation; Commitment; Motivation; Performances; Teachers; Vocational Schools*

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### **I. Introduction**

Along with the government's efforts to reduce unemployment, especially for high school graduates, starting in 2012 the government began to campaigning the benefits and opportunities in the working world by joining vocational schools. Nevertheless, in terms of quantity, the data in 2012 showed that the increase in the number of students who enter vocational, both public and private students is only about 3400 people or increase about 34% from the previous year. It indicates that the interest of students to vocational schools is still too low compared to the regular high school.

From its quality, the amount of high school graduates who can be hired in 2012 are 755 people or about 25% of the number of graduates, while vocational graduates only 389 or 11.12% of total graduates. As well as those who continue their education to a higher level. High school graduates are accepted into college amounted to 1725 people or 61.23% of the total number of graduates and vocational school graduates as many as 6601 people or 21%. The quality of the graduates are related to the teaching quality of their teacher. The competence of teachers in addition to producing high quality graduates also affect the teacher's performance. Performance is a function of an individual teacher or someone in carrying out its duties and functions.

The teachers performance is one determinant factor in achieving educational goals. So it is critical to pay attention to the factors that may affect the performance of the teacher, so they keep on achieving their objectives. A phenomenon in vocational schools today; there are teachers with low performance, for example, delays in the making of learning tools, irresponsible in the learning hours indicated the lack of commitment, motivation to work and maybe compensation. The key to improving the productivity and performance of educator or member of school, are individual understanding in the object and purpose of the organization. The implementation of performance management is one way to increase the performance of educators or members of an educational organization,

Theoretically, there are several factors that matters in all the efforts to increase the competitiveness of Vocational Schools. One of them are considered to have a very major influence is the performance of teachers. In other words, if the quality has become a culture for every vocational education institution, then this institution will be able to provide stimulus for prospective students to enroll in the institution.

Compensation awarded to teachers with the main purpose of which attract qualified employees, retain employees, motivate their performances, build employee commitment, encourage increased knowledge and skills improvement in an effort to improve the competence of the whole organization. Another goal of the provision of compensation to help employees meet their needs beyond the need for a sense of justice, physical needs in an effort to increase employee commitment to the organization, so that competence can also be seen as one aspect of human resource development (Hariandja, 2002: 245).

Educators with high commitment are expected to show an optimum performance. Commitment as the nature of an individual relationship with the organization that allows one to have a high commitment shows three characteristics, have a strong to be to remain to be a member of the organization, willingness to do the best, a strong trust and acceptance of the values and the goals of the organization (Kusjainah 2004). Research conducted by Mahennoko (2011) shows that organizational commitment influence on employee performance. Attention to the commitment of educators to the development of their ability seems to be not fully addressed positively by the apparatus, though the commitment is one of the capital value to an organization. This is because employees who have high commitment will be able to improve their performance.

Motivation is also one of indicator for teachers satisfaction and performance. According Luthans (2006: 345) motivation is the process as a first step of a person to act due to lack of physical and psychic, or in other words is an impulse that is intended to fulfill a specific purpose. Research conducted by Listianto and Setiaji (2007) stated that the motivation has positive and significant effect on performance.

To achieve organizational goals, management of human resources is a very important thing to do. Efforts to develop and improve human resources, demands the involvement of the entire organization so that everyone can feel the importance of improving teacher performance and then participate in it.

## **II. Literature Review**

### **A. Compensation**

According to Sastrohadiwiryo (2005: 181) Compensation is a fee or remuneration provided by the organization to workers, since labor has to contribute energy and thoughts for the betterment of the organization in order to achieve the intended purpose.

Meanwhile, according Hariandja (2002: 244) compensation is "the overall remuneration received by an employee as a result of the implementation of the work in the organization in the form of money or any other form of salaries, wages, bonuses, incentives, and other benefits such as health benefits, holiday allowance, money for food, leave and others".

The view is very clear that compensation is a reward to be received by employees for what they have done or being done, whether it be cash or other goods or that they feel cared for their well-being and can improve more optimal performance.

### **B. Commitment**

According to George and Jones (2002: 391-393) assert that organizational commitment is a collection of feelings and beliefs that each member of the organization about the organization as a whole. On the other hand, McShanedan Von Glnow (2009) define it as an attachment, identification, and emotional involvement of individual in a particular organization. Robbins define it as the degree to which a individual identifies himself with a particular organization and its goals, and want to maintain membership in the organization (Robbins, 2001: 69).

Opinions and Meyer Allen (1998) in Sopiah (2008:23) classifying organizational commitment into three dimensions; effective commitment, continuance commitment and normative commitment.

This study focuses attention on the commitments that have moral dimensions. It is based on the fact that the organization of the study is an educational organization. As an educational institution activity is intended for the benefit and welfare of the people. In this organization contained a moral responsibility to create smart communities as contained in the constitutional basis of the Republic of Indonesia.

### **C. Motivation**

According to Maslow's thinking in Hasibuan (2002: 110), which outlines that human needs into five levels; 1) Physiological Needs (basicneeds); 2) The need for security; 3) Social needs; 4) The need for an award; and 5) The need for self-realization. Motivation theory is basically rooted in the need which is based on the priority needs of human beings. There are several way that can lead to motivation, one of them is encouragement of environmental factors and motivations that arise from within ourselves. If human needs are met then there will be a strong motivation the inside of the individual human being to work as expected. Motivation to carry out a job between one another have a different perspective, it can be seen that the person will tend to work vigorously if that job provide a high satisfaction and in accordance with what is desired.

### **D. Performance**

Performance refers to the achievement as measured by the standards or criteria established by school. Understanding performance or achievements is defined by Maier in As'ad (2003: 67) as a person's success in carrying out a job. Of these limits can be concluded that the performance is the results, according to the rules of a particular type of job. Furthermore, according Wirawan (2009: 6), pointed out that the performance is the

result of the synergy of a number of factors including the school's internal environmental factors, external environmental factors and internal factors of the educators.

Mangkunagara (2001: 67) gives the notion of performance is the result of the quality and quantity of work achieved by the educators in implementing the tasks in accordance with the responsibilities given to him. Hersey, Blanchard dan Johnson in Wibowo (2007: 75) to formulate their seven performance factors that affect the performance and formulated with the acronym ACHIEVE, which can be described as follows: **Ability** (Knowledge and Skills); **Clarity** (Understanding or role perception); **Help** (organizational support); **Incentive** (Motivation or willingness); **Evaluation** (Coaching and performance feedback); **Validity** (Valid and Personal Legal Practice); and **Environment** (Environment Fit). The key to improving the productivity and performance of an educator or member of a school is understand each individual object and purpose of the organization. One way to increase the performance of educators or members of an organization is implementing performance management.

## **E. Relations Between Variables**

### **1. Compensation Against commitment**

Organizational commitment related to the identification and loyalty to the organization and its objectives. Compensation often makes companies have to make an evaluation, especially if it resulted in a lot of employees whose never concern about the "future" of the organization and no longer concerned about their working environment. Moreover, if it persists it is not impossible that there will be a very high turnover and causing loses to the company because they must pay more costs in recruiting new employees as well as train them. Compensation becomes a solutions to satisfy the employees, so as to create commitment and high performance (Jati and Khusaini, 2003). Compensation is very important for employees as individuals because the amount of compensation reflects the size of the value of their work among the employees themselves, their families and communities. Then the compensation program is also important for the company, because it reflects the organization's efforts to defend human resources or in other words so that employees have the loyalty and commitment to the company (Handoko, 1994: 155).

### **2. Compensation Against Motivation**

Notoatmodjo (2003: 153) states that, "The size of the compensation can affect work performance, motivation and job satisfaction of employees. If compensation is given correctly and the employees will gain satisfaction in work and motivated to achieve organizational goals. However, if the compensation provided inadequate or inaccurate, work performance, motivation, and employee satisfaction will decrease. " Wertherand Davis (1996: 381) says there are several goals of providing compensation: a) Obtain a qualified personal; b) Maintaining existing employees; c) Represents both internal equity and fairness external equity; d) Giving rewards for appropriate behavior with the organization; e) Controlling the fund; f) Adjusting existing wage regulations; g) Motivating employees; and h) Reducing Labor Turnover.

### **3. Compensation Against Performance**

According Nawawi (2001: 315) compensation is everything received by employees as their remuneration. It must be recognized that, although not the only factors that affect performance, but compensation one factor that could encourage employee performance. If employees feel valued by the organization in terms of their services with good compensation, the employee will be motivated to improve their performance.

According Hasibuan (1997: 137), the purpose of compensation (remuneration) are: a) the bond of cooperation; b) job satisfaction; c) effective procurement; d) motivation; e) the stability of the employees; f) discipline; g) the influence of trade unions; and h) the effect of government.

### **4. Commitment against Motivations**

Mowday in Kuntjoro (2009: 56): "The commitment of the organization known as attitudes towards the organization. Positive attitude and behavior towards the organization encourage someone to love their work and creates job satisfaction for the teachers. Motivations in performing a job between one another have a different perspective, it can be seen that the person will tend to work vigorously when the job give high satisfaction and in accordance with what is desired (Luthans, 1998).

### **5. Commitment against Performance**

Kreitner and Kinicki (2001) argues that job satisfaction is an affective or emotional response of a job. Davis and Newstorm (2007: 22) states that a person's level of satisfaction can lead to a greater attachment or smaller attachments that may affects effort and in the end affecting the achievement.

## 6. Motivations against Performance

Mondy and Noe (2005: 83) indicate that employee motivation is very effective to meet and improve employee satisfaction. Motivation factors are measured through financial and non-financial compensation as well as their accepted expectations. Munandar (2001: 66) states there is a positive relationship between motivation and performance against the achievement, it means the manager who has a high motivation tend to have high performance, whereas those with low performance is possible because of lack of motivation.

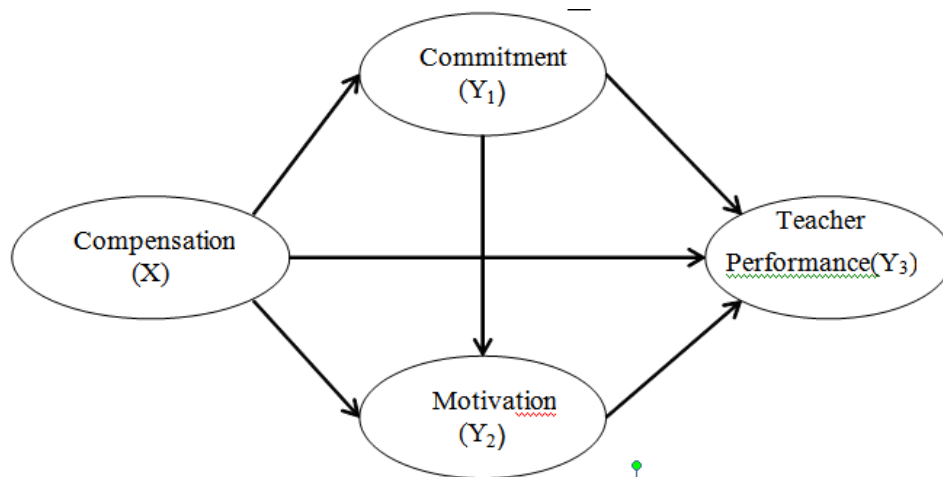
### III. Conceptual Framework And Hypothesis

#### 3.1 Conceptual Framework

Based on the results of previous studies by Nawawi (2001: 315) compensation is everything received by employees as their remuneration. It must be recognized that, although not the only factors that affect performance, but compensation one factor that could encourage employee performance. If employees feel valued by the organization his services with good compensation, the employee will be motivated to improve their performance.

Furthermore, based on the argument about organizational commitment, organizational commitment can be presumed that the direct effect on job satisfaction. In other words, the strong commitment of the organization, will lead to increased job satisfaction and performance. Results of research conducted Rachmawati (2009) shows that the stronger the commitment, the stronger the tendency of a person to be directed to the appropriate standard action that led to the increase.

From the description above, the proposal developed theoretical research model as shown in the following figure:



**Figure1 The Constellationinfluence between variable of the Research**

#### 3.2 Hypotesis

Based on theoretical studies and previous research as pointed out previously, the proposed research hypothesis as follows:

1. Compensation Variable has positive and significant effect on the commitment of vocational teachers in Samarinda, East Kalimantan province.
2. Compensation Variable has positive and significant effect on the motivation of vocational teachers in Samarinda, East Kalimantan province.
3. Compensation Variable has positive and significant impact on the performance of vocational teachers in Samarinda, East Kalimantan province.
4. Compensation Variable positive and significant effect on the motivation through the commitment of vocational teachers in Samarinda, East Kalimantan province.
5. Compensation Variable has positive and significant impact on the performance through the commitment of vocational teachers in Samarinda, East Kalimantan province.
6. Commitment Variable has positive and significant impact on performance through motivation of vocational teachers in Samarinda, East Kalimantan province.
7. Commitment Variable has positive and significant impact on the performance of vocational teachers in Samarinda, East Kalimantan province.
8. Motivation variable has positive and significant impact on the performance of vocational teachers in Samarinda, East Kalimantan province.

## **IV. Research Methods**

### **4.1 Research Design**

In general, this study aims to reveal the influence Compensation for Motivation, Commitment, and the performance of vocational teachers in Samarinda east Kalimantan province. specifically, the purpose of this study was to verify, analyze and examine and explain: 1) direct effect on the motivation of compensation; 2) direct influence of compensation on commitments; 3) direct influence on the performance of compensation; 4) direct influence on performance motivation organization; 5) direct influence on the performance commitments; 6) the effect of indirect commitment to performance through motivation; 7) the effect of indirect compensation to performance through motivation; and 8) the effect of indirect compensation to performance through commitment.

### **4.2 Population and sampling**

The population was all vocational school's teachers, specifically civil servants teachers. The sample framework (sample frame) is restricted to the vocational in the city of Samarinda. Based on data collected, the number of public vocational schools into the framework of this sample in Samarinda much as 20 Schools with 520 populations of civil servant teachers

Arikunto (2002: 43) says "If the population is large, then the sample can be taken 10-15% or 20-25% or more". For sampling the author uses a sample size formulation of Umar (1999: 108) thus obtained 84 respondents in the sample.

### **4.3 Research Variables**

This research is using survey method with causality studies techniques or studies on the causal relationship between four variables that have been studied. The first variable is the endogenous variable, which are Commitments (Y1), Motivation (Y2), Performance (Y3). Other variables included in the exogenous variables, is Compensation (X). This research was analyzed using multivariate statistical analysis lane techniques (pathanalysis).

### **4.4 Research Instruments**

The research data captured through a set of questionnaire or questionnaires for each of the variables studied. The questionnaire is structured in the form of grains of statement that is built based on the indicators for each of the variables that have been obtained in the theoretical studies in the previous chapter. Each item prepared by providing an alternative choice of five respondents.

### **4.5 Location and Time of the Research**

The location of this research is in the city of Samarinda in East Kalimantan province, and the duration of study is three (3) months.

### **4.6 Decision Procedure and Data Collection**

In this study the authors used data collection techniques as follows:

#### **a. Primary Data**

Data obtained directly from the source, observed and recorded by the first party. Primary data were obtained by Questionnaire methods / Questionnaire, which is a collection of data by using questions / statements to the respondents. A number of questions or statements, given to the research subject, the subject is a person who really know about himself, and the subject statement to the researcher is true and trustworthy, the interpretation of the subject about the questions on him is the same as that referred to by researchers.

#### **b. Secondary Data**

Data that are not directly derived from the source, but through a second party. Secondary data is commonly obtained by:

1. Seeing the administrative records of the office / agency concerned.
2. Study of literature, by reading the literature or references and books dealing with existing problems.

With a variety of information from this document will at least help in the re-checking of data accountability and completeness of the analysis.

### **4.7 Data Processing and Analysis**

Research embodied in the form of this dissertation uses a statistical data analysis tool. Data analysis techniques referred to can be described as follows:

1. Descriptive statistics; statistics that aims to provide an overview of data in each study variable;
2. Test requirements analysis include: (1) test data normality (2) test the homogeneity of the data; and (3) multivariate regression test.



3. The correlation statistics to see the causality relationship that occurs between exogenous and endogenous variables that are interrelated to one another.

### V. Results And Discussion

Results of the effect of variable compensation to the commitment, motivation, andvocationalteacher performance Kota Samarinda in East Kalimantan province can be summarized as follows:

**Table1. Coefficient and Effect of Variable Compensation Hypothesis Testing of the commitment, motivation and performance.**

Lane	StandardizedCoefficient Beta	t	sig	Annotation
X - Y1	0,473	4,862	0,000	Significant
X - Y2	0,480	4,955	0,000	Significant
X - Y3	0,314	2,908	0,005	Significant
X - Y1 - Y2	0,106913	3,172	0,002	Significant
X - Y1 - Y3	0,099429	2,424	0,018	Significant
X - Y2 - Y3	0,110768	2,911	0,005	Significant
Y1 - Y3	0,173	1,598	0,114	Not Significant
Y2 - Y3	0,243	2,240	0,028	Significant

Source: The results of data processing

1. The table above shows the default values positive coefficient 0.473. The value illustrates that Compensation have a relationship and influence and also have positive impact on vocationalteacher commitment in Samarinda. The greater the compensation received the higher teacher's commitment to the responsibility dan duties as a teacher in Samarinda. 0,000 significance value less than alpha 0.05, it is concluded that teacher compensation directly significant effect on the commitment ofvocational teachers in Samarinda. So the first hypothesis is accepted.
2. Based on the table shows the default values positive coefficient 0.473. Compensation value illustrates that have a relationship and influence a positive impact on vocationalteacher commitment in Samarinda. The larger compensation received the higher teacher's commitment to the responsibilities and duties as a vocational teacher in Samarinda. 0,000 significance value less than alpha 0.05, it is concluded that teacher's compensation directly significant effect on the commitment of vocationalteachers in Samarinda. So the first hypothesis is accepted
3. Based on the table shows the default values positive coefficient 0.480. itillustrates thatCompensation value have a relationship and influence and have a positive impact on work motivation of vocationalteachers in Samarinda. The greater the compensation received the higher motivation of teachers in carrying out its duties and responsibilities as a vocationalteacher in Samarinda. 0,000 significance value less than alpha 0.05, it is concluded that teacher compensation directly significant effect on work motivation of vocationalteachers in Samarinda. So that the second hypothesis is accepted.
4. The table above shows the standard values positive coefficient 0.314. It illustrates that Compensation value have a relationship and influence and have a positive impact on vocational teacher performance in Samarinda. The greater the compensation received by teachers the better teacher performance in carrying out its duties and responsibilities. 0.005 significance value less than alpha 0.05, it is concluded that teacher compensation have directly significant effect on the performance of vocational teacher in Samarinda. So the third hypothesis is accepted.
5. The effect of indirectly or through commitment of teachers (0,323x0,331) is 0.106913 positive value means good compensation directly affect the commitment of teachers who have an impact on the increased of work motivationofvocational teachers in Samarinda. Significance value less than alpha 0.05, it is concluded that teacher compensation indirectly through commitment significantly influence. So the forth hypothesis is accepted.
6. The effect of indirectly or through commitment of teachers (0,393x0,253) is 0.099429, the positive value means good compensation directly can lead to higher teacher commitment to their duties as teacher subsequent impact on increasing the performance of teachers in the public vocationalSamarinda. The table above shows the results of the *t* test of the effect of variable compensation and Commitment to vocationalteachers Performance in Samarinda showed a significance value less than alpha 0.05, it is concluded that teacher compensation indirectly through the commitment of teachers significantly influence the performance ofvocational teacher in Samarinda , So the fifth hypothesis is accepted.
7. Indirect effect on performance or through teacher motivation for (0,368x0,301) = 0.110768 positive value means good compensation directly can lead to higher motivation of teachers to their duties as a teacher subsequent impact on increasing vocational teachers performance in Samarinda. Significance value less than alpha 0.05, it was concluded that the compensation indirectly through work motivation of teachers

significantly influence the performance of vocational teacher in Samarinda. So the sixth hypothesis is accepted.

8. The table above shows the standard values of 0.173 positive coefficient. This value illustrates that the higher the commitment of teachers who have a relationship and influence a positive impact on vocationalteacher performance in Samarinda. The higher the commitment that teachers have the better performance of the teachers in carrying out their duties and responsibilities Significance value of 0.114 is greater than alpha of 0.05, it was concluded that the commitment of teachers did not significant effect on performance of vocationalteacher in Samarinda. So the hypothesis 7 is accepted.
9. The table above shows the standard value of 0,243 positive coefficient. The value of teachers' work illustrates that the higher the motivation have relationship and effect that has a positive impact on vocationalteacher performance in Samarinda. The higher motivation of teachers in performing their duties as a teacher, the better performance achieved by vocational teacher in Samarinda. Significance value of 0.028 is smaller than alpha 0.05, it was concluded that work motivation of teachers significantly influence the performance of vocational teacher in Samarinda. So the hypothesis 8 is accepted.

Results of the analysis of simultaneous influence of variable compensation, commitment and motivation of the teacher performance can be presented as follows:

**Tabel 2. Compensation Effect Analysis Results, Commitments, and Motivation on Teacher Performance**

<b>Model Summary</b>				
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of theEstimate</b>
1	,594 <sup>a</sup>	,353	,329	,37499

a. Predictors: (Constant), Commitment, Compensation, Motivation

Source: Result of data processing

The results show the value of the coefficient of determination 0.353 or 35.3% and the remaining is 64.7% explained by other variables that have not been included in this study as a variable competence of teachers, Leadership and Working Environmental allegedly also affect the performance of vocational teachers Samarinda in East Kalimantan Province.

Results of analysis and testing of hypotheses can be summarized as follows:

1. Variable Compensation positive and significant effect on the commitment of vocationalteachers Samarinda in East Kalimantan province. This situation indicates that the compensation received by vocational teachers composed of Teachers Income Supplement, Teacher Professional Allowance, Income Improvement (Incentives) Province and City, holiday allowance (THR), and teacher's uniform, has been able to create teacher's commitment in carrying out the task and responsibilities as a vocational teacher in Samarinda. This means that the better the compensation received by teachers the better teachers' commitment to carry out his duties as a vocational teacher in Samarinda. With improvements in the compensation given to the teacher could give a significant and positive impact on the possibilityofincrease their commitments are getting better. The results are consistent with theories or opinions According to Gomez-Mejia, et al., (1995); Schuler and Jackson (1999); and Luthans (1998), Attributed to the theory of hope, then the compensation is based on skills will motivate teachers, because the expectancy theory says that a teacher will be motivated to do the work as a teacher with the better if feel confident that his efforts will result in achievement assessment the good one. As a profession and livelihood, teachers are given the amount of compensation still vary depending on the policies in their respective local governments. in Samarinda for example, teachers are given allowances of civil servants in the amount of Rp. 1 million, but in other areas, no such allowance. Ironically, there are many teachers in some other areas that received salaries below the minimum wage, means that the teacher's salary can not meet the needs of their daily lives.
2. The results of the analysis and hypothesis testing concluded that the variable compensation has a positive and significanteffect on the motivation ofvocationalteachers Samarinda in East Kalimantan province. This situation illustrates that the compensation received byvocational teachers consisting of a Income Supplement for Teacher, Teacher Professional Allowance, Income Improvement (Incentives) Province and City, holiday allowance (THR), and teacher's uniform, has been able to create work motivation of teachers in implementing their duties and responsibilities as a teacher in Samarinda. This is evident from answers of the the respondents; average compensation of perceived teacher showed the same values that were classified as very good. With improvements in the compensation given to the teacher could pose a significant and positive impact on increase the better teacher motivation. Compensation here does not necessarily mean the granting of financial rewards, but also can be a reward is not money. For example, the facility operational vehicles, home offices, facilities of health insurance, personal accident protection,

- old age security and so on. The results are consistent with theories or opinions Schuler and Jackson (1999), Mondy, et al. (1999), Schermerhorn, et al. (1998), Robbins (1996), and Siagian (1995).
3. Compensation Variable have positive and significant impact on vocationalteacher performance in Samarinda in East Kalimantan province. Results of analysis and hypothesis testing concluded that the compensation variable have positive and significant effect on the motivation ofvocational teachers Samarinda in East Kalimantan province. This situation illustrates that the compensation received by vocationalteachersconsisting of a Income Supplement PNS Teacher, Teacher Professional Allowance, Income Improvement (Incentives) Province and City, holiday allowance (THR), and teacher's uniform, and it has been able to create theteacher'sperformance in carrying out the duties and responsibilities as a teacher in vocationalSchool Samarinda. This is evident from the respondents' answers or teachers' average compensation of perceived teacher showed the same values that were classified as very good. With improvements in the compensation given to the teacher could pose a significant and positive impact on the creation of an increase in teacher performance is getting better. Another issue that often arises in connection with the performance of the teacher is the compensation received by teachers. Compensation is all the income in the form of money or goods directly or indirectly received by teachers in exchange for services rendered by the Institute. The results are consistent with the theory or opinion (Hasibuan, 2002: 117).
  4. CompensationVariable indirectly through commitment have a positive and significant effect on work motivation ofvocational teachers Samarinda Kalimantan Timur. With improvements in the compensation given to the teachers can pose a higher commitment, which in turn can lead to thehigherwork motivation of the teacher. The results are consistent with theories or opinions by Sincere (1996) compensation or remuneration is defined as giving the awards directly or indirectly, a financial or non-financial fair and reasonable to the employees for their contribution to the achievement of organizational goals (Sincere, 1996). Compensation is important for teachers because the amount of compensation can increase the motivation of teachers themselves. Compensation has a great influence in carrying out the duties of teachers, motivation, productivity, and the mutation rate teachers. (Benardin and Russel, 2003).
  5. CompensationVariable indirectly through teachers' commitment have positive and significant effect on the performance of vocationalteachers Samarinda in East Kalimantan province. This is evident from the respondents' answers or teachers' average compensation of perceived teacher showed the same values that were classified as very good. With improvements in the compensation given to the teacher can increase the commitment and significant positive impact on the creation of an increase in teacher performance, is getting better. Organizational commitment is a psychological state that characterizes the relationship between employees with the organization, and the implications for the decision to continue membership in the organization. Commitment to the organization have almost the same emphasis on the individual process (teacher) in identifying himself with the values, rules, and goals of the school and make an individual has the desire to maintain membership as a teacher at the school itu.Hasil this study are consistent with the theory or opinions Meyer and Allen (1997).
  6. CommitmentVariable indirectly through motivation have positive and significant impact on performance through motivation of vocationalteachers Samarinda in East Kalimantan province. This situation illustrates that the higher the commitment which consists of a teacher's willingness to sacrifice for the goodness of the organization; willingness to abide by the rules of the organization; willingness to participate actively in the organization, willingness to promote the organization; and are willing to devote his ability to the organization has been able to create the motivation to work better, impacting also on a good performance. The higher the commitment that teachers have, the higher work motivation of teachers, with a high motivation to create better teacher performance. Organizational commitment is a psychological state that characterizes the relationship between employees with the organization, and the implications for the decision to continue membership in the organization. Commitment to the organization have almost the same emphasis on the individual process (teacher) in identifying himself with the values, rules, and goals of the school and make an individual has the desire to maintain membership as a teacher at the school. These results are consistent with Lower research and Porter (1968) in NisunN.R. (2005).
  7. Commitment Variable have positive effect but not significant to the performance of vocationalteachers Samarinda in East Kalimantan province. This situation illustrates that the higher the commitment which consists of a teacher's willingness to sacrifice for the sake of the organization; willingness to abide by the rules of the organization; willingness to participate actively in the organization, willingness to promote the organization; and are willing to devote his ability to the organization have not been able to create a teacher's performance. The higher commitment teachers supposed to have the higher and the better performance achieved by the teachers. However, the results illustrate a commitment to providing a positive impact but not significant increase in the performance of teachers. This situation can occur that the performance of teachers is not limited to the willingness of teachers to observe and serve active



participation in the organization but loyalty in carrying out duties and responsibilities with either an indication that the higher teacher commitment can result in improved performance. It has been described consistent with the theory or opinion of Steers and Porter (2001: 290) that a commitment to the organization as the relative strength of identification and involvement of individuals in a particular organization, which indicated the presence of a strong belief in the goals and values of the organization, willingness to perform certain efforts for the organization as well as a strong desire to continue to be a member of the organization, can be translated that commitment to the organization is the relative strength of identification and involvement of individuals with organizations that performance can be achieved.

8. Motivation Variable have positive and significant impact on vocational teacher performance Kota Samarinda in East Kalimantan province. This situation illustrates that the motivation of work that consists of the demands of physiological needs, security needs, social needs, esteem needs and self-actualization needs has been able to encourage teachers to improve teacher performance. The higher motivation required by the teachers the higher performance achieved by the teachers. Results of the analysis show description on work motivation average value is very good, as well as assessment of teacher performance on average is good. The results are consistent with theories or opinions Winardi (2001: 207) and Suparno (2001) which states Motivation is a potential force that is in the human person, which can be developed alone, or developed by a number of outside forces that in essence about monetary rewards, and non-monetary rewards, which can affect the results of its performance positively or negatively, which it depends on the circumstances faced by the persons concerned Motivation is also not an easy thing to do, because a leader is hard to know the needs and desire (wants) required by a subordinate in completing the work. Motivation not arise from within man alone but also from the environmental forces that influence individuals to do something based on the objectives previously set objectives to achieve. The impulse can be positive or negative impact for the individual if not directed, either by themselves or other people who also know the potential possessed by a particular individual. The impetus to the positive direction will increase the optimal results for individual and others who are colleagues and that is outside the work environment. Conversely, if that happens as a boost to the negative direction, then there is a loss of the activities carried out both for themselves and for other people and the surrounding environment so that the impact of this kind should be redirected back to the positive direction for the sake of truth for progress.

## V. Conclusions And Suggestions

### 5.1 Conclusions

Based on the analysis and hypothesis testing and discussion presented some conclusions as follows:

1. Variable Compensation have positive and significant effect on the commitment of vocational teachers Samarinda in East Kalimantan province. Evident as the results of *t* test showed significant value  $<0.05$  then H1 stating that Compensation have significant effect on the work commitment of teachers. The first hypothesis proved to be correct or acceptable.
2. Variable Compensation have positive and significant effect on the motivation of vocational teachers Samarinda in East Kalimantan province. Evident from the results of *t* test showed significant value  $<0.05$ , the H2 which states that the Compensation have significant effect on work motivation of teachers proved to be true or the second hypothesis is accepted.
3. Variable Compensation have positive and significant impact on vocational's teacher performance in Samarinda. Evident from the results of *t* test showed significant value  $<0.05$  then the H3 which states that the Compensation have a significant effect on the working performance of teachers, the third hypothesis proved to be correct or acceptable.
4. Variable compensation have positive and significant effect on the motivation of the commitment of vocational teachers in Samarinda. Evident from the results of *t* test showed significant value  $<0.05$  then the H4 which states that the compensation directly and indirectly significant effect on teacher performance, or forth hypothesis proved to be correct or accepted.
5. Variable Compensation have positive and significant impact on the performance through the commitment of vocational teachers in Samarinda. Evident from the results of *t* test showed significant value  $<0.05$  then the H5 which states that the compensation directly and indirectly through the commitment of a significant effect on teacher performance are proved to be correct or fifth hypothesis is accepted.
6. Variable Commitment have positive and significant impact on performance through motivation of vocational Teachers in Samarinda. Evident from the results of *t* test showed significant value  $<0.05$  then the H6 which states that the commitment of teachers either directly or indirectly through the motivation of teachers significantly influence performance are proved to be correct or sixth hypothesis is accepted.
7. Variable commitment have positive and significant effect on the performance of vocational teachers in Samarinda. Evident from the results of *t* test showed significant value  $> 0.05$  then H7 which states that the

commitment of teachers significantly influence teacher performance proved that Seventh hypothesis can be accepted.

8. Motivation variable have positive and significant impact on vocationalteacher performance in Samarinda. Evident from the results of t test showed significant value  $<0.05$  then the H4 which states that work motivation of teachers significantly influence teacher's performance or eighth hypothesis proved to be true or accepted.
9. Teacher's Opinions to compensation and motivation of work very well on average, while the teacher's commitment and performance is quite good.
10. Compensation variable, commitment and work motivation can be used to estimate the performance of teachers, evident from the classical assumption that concluded Multicollinearity did not happen, Heteroskidastity and autocorrelation.

## 5.2 Suggestions

Based on the analysis, hypothesis testing and discussion as well as the conclusions that have been raised in the previous chapter presented some suggestions as follows:

1. Welfare can motivate teachers to improve their performance, therefore proper compensation in accordance with the needs of the teacher's life, needs to be considered by the school to motivate and improve the performance of teachers.
2. Compensation can increase teacher commitment to responsibility in carrying out the work as a teacher, therefore, the schools and the government needs to pay attention to the increase in compensation in order to improve well-being welfare.
3. The quality improvement of further research needs to be done to develop other variables in order to improve the motivation and performance of teachers, as well as promotion or career development opportunities.

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