

The Effect Of Islamic Leadership, Competence And Compensation On Work Discipline And Teacher Performance Of Madrasah Aliyah In Makassar City

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Abstract: This study aims to examine and analyze the influence of Islamic leadership, competence and compensation on teacher work discipline, and the influence of Islamic leadership, competence, compensation and work discipline on teacher performance and the influence of Islamic leadership, competence, compensation on teacher performance through teacher work discipline Aliyah Madrasah in Makassar City. The population of this study was 500 madrasah aliyah teachers in Makassar City, with 151 random samples drawn by simple random sampling. The results of the study were analyzed using Structural Equation Model (SEM) analysis, to see the effect of independent variables on the dependent variable directly. The results of this study indicate that Islamic leadership has a negative and insignificant effect on teacher work discipline, competence has a positive and significant effect on teacher work discipline, compensation has a positive and significant effect on teacher work discipline, Islamic leadership has a positive and significant effect on teacher performance, competence has a negative effect and not significant to teacher performance, compensation has a positive and significant effect on teacher performance, work discipline has a positive and significant effect on teacher performance, Islamic leadership has a non-significant influence on teacher performance through work discipline, competence has a non-significant effect on teacher performance through work discipline and compensation have a non-significant effect on teacher performance through work discipline.

Keywords: Islamic Leadership, Competence, Compensation, Work Discipline and Teacher Performance.

1 INTRODUCTION

The era of modernization marked by rapid technological advances, the teachers are required to have extensive insight and knowledge. Teachers must continue to try to improve their competencies, both independently learning and participating in training or workshop activities. The role of a teacher is seen in terms of duties and responsibilities is not light. For that a teacher should get the ideal attention. Professional teachers are teachers who want to prioritize quality and quality of services and products, teacher services must meet the standards of the needs of the community, the nation and users and maximize the ability of students based on the potential and skills of each individual. According to Wibowo (2015: 271), states that "competence is an ability to carry out or do a job or task based on skills and knowledge and supported by the work attitude demanded by the job". The competencies possessed and compensation received by a teacher are very important factors in influencing work discipline and teacher performance in schools in order to achieve educational goals. Competence and Compensation is a driving force for someone to carry out an activity that is manifested in the form of a real act. Thus the better the competencies possessed and the compensation received by a teacher, the higher the performance and vice versa, the lower one's competence and compensation received by a teacher, the lower the work discipline and performance. If the teachers have good competence and compensation received, then they will be encouraged and try to improve their abilities in planning, implementing, and evaluating the applicable curriculum in the school so that they obtain maximum work results. Compensation is basically a reward received by the teacher after carrying out their duties and responsibilities. The understanding of compensation according to Cahyani (2005: 77-78), states that "Management of compensation is the process of developing and implementing strategic, policy, and compensation systems to achieve its goals by obtaining and retaining the people needed and by increasing their motivation and commitment".

Based on observations in pre-research activities at the Makassar Madrasah Aliyah 1 school and Makassar Madrasah Aliyah 2 on February 1, 2018, it shows that compensation received by teachers related to salaries has been considered sufficient and balanced with the task of teaching teachers in schools. But this is only felt for teachers who are ASN (State Civil Apparatus). But on the other hand, compensation received by non-ASN teachers is still far from expectations, in order to sustain the survival of their families. The government should balance salaries, for teachers who are still non-ASN status whose amounts are in accordance with the UMP provisions set by the government itself. Given the duties and responsibilities of teachers with the same ASN and non ASN status at school. Teachers who excel, deserve to be given a position by looking at their existence, education, work loyalty, honesty, responsibility, competence, but must be given additional income in accordance with the position given. In addition, the position is one of the most decisive indicators in improving teacher performance in carrying out daily work activities. Giving office, the teacher will utilize all the potential he has to be able to increase his work activities in achieving goals by looking at work experience, levels of education, loyalty, honesty, and responsibility. Teacher performance is a reflection of the level of actualization of work that each teacher has to develop in achieving his goals. Teacher performance improvement is largely determined by the competency variables that are owned and, compensation received by the teacher concerned. It can be seen that Islamic leadership variables, competencies possessed, compensation received, and the application of work discipline greatly influence teacher performance. The research was conducted by Agung Prihantoro, (2012) with the title: Improving Human Resource Performance through Motivation, Discipline, Work Environment and Commitment. The results of the study show that Discipline Effective use of time, adherence to established regulations, and coming and returning on time. Next is the research conducted by Zulkifli Harahap, (2016) with the title: The Influence of the Role of Leadership, Communication and

Compensation on Job Satisfaction and its implications for employee performance moderated by Employee Engagement. (survey of 4 and 5 star hotels in West Java). The results showed that there was a direct influence of Leadership on Job Satisfaction of 17.18 percent, direct influence of Communication on Job Satisfaction of 4.96 percent, direct effect of Compensation on Job Satisfaction of 20.49 percent. Furthermore, the research carried out by Soemardjono (2015), with the title: Relationship between the implementation of the Principal Supervision Technique, Compensation, Work Motivation and Job Satisfaction with the Performance of Vocational Teachers in Malang Regency. Based on the results of the study found that The most effective compensation is the incentive, teacher performance will be considered good if the teacher is able to implement the program. The results of the study illustrate that Islamic leadership, competence, compensation and work discipline have a significant positive influence on the performance of employees or employees in an organization.

2 LITERATURE REVIEW AND HYPOTHESIS TESTING

A leader in carrying out his duties, is not only limited to his ability to carry out existing programs, but more than that, he must involve all layers of his organization or his community to contribute actively, so that they also contribute positively. In Islam leadership comes from the words of the caliph which means representative. The use of the word caliph after the Prophet Muhammad, died, also touched on the intent contained in the words "amir" which was assumed by Umara or the ruler. Therefore, in Indonesian it is called a leader who tends to connote formal leaders. But if it refers to the firm of Allah SWT, in the Qur'an Surah Al-Baqarah verse 30, the words of the Caliph in the verse are not only addressed to the caliphs after the Prophet, but the creation of the Prophet Adam is called a human being in the task of prospering the earth which includes the task of calling on others to do something wrong and prevent it from taking place. Being a fair leader is certainly not an easy job, especially in leading the composition of a very diverse and heterogeneous society. The motivation of leadership to serve the people will result in honesty, but unfortunately the principle of simplicity is often overlooked by today's leaders. The development of science, the framework of Islamic management as long as it is in the scientific corridor is certainly highly recommended considering the complexity of problems from time to time will always increase and the history of records in each era will give birth to renewal of Islamic thought that builds conceptual foundations relevant to the era. The leadership style includes how one acts in an organizational context, so the easiest way to find out the various types of styles is to describe the type of organization or situation produced by or that matches one particular style. According to Rivai Veithzal Zainal, Ramly Mansyur, Mutis Thoby and Arafah Willy (2009: 305): Bureaucracy; this is a style characterized by continuous attachment to organizational rules, permissiveness; here the desire is to make everyone in the group satisfied, *Leisses-faire*; this is not leadership at all. This style lets everything go on its own, Participatory; this style is used by those who believe in ways to motivate people and be autocratic; this style is characterized by dependence on the authorities. Human resource competencies have an important role in achieving organizational goals. Every individual is required to increase their competency at any time. The better the competencies a person has in the organization,

the better the organization can run. According to Wibowo (2015: 271), states that "competence is an ability to carry out or do a job or task based on skills and knowledge and supported by the work attitude demanded by the job". From this opinion it can be explained that an individual in an organization is required to have good knowledge, abilities and skills, so that the tasks and responsibilities given can be carried out professionally and produce quality work as well. Marwansyah (2009: 36), states that "Competence is a combination of knowledge, skills, attitudes, and other personal characteristics needed to achieve success in a job, which is usually measured using agreed standards and which can be improved through training and development". The achievement of an organizational goal requires new innovations for each individual in an organization. The competence of knowledge and skills can be formed easily and can experience rapid improvement if through a continuous process of training and HR development. From this opinion, it can be explained that competencies are knowledge, skills, attitudes, which must be possessed by everyone in the organization / company, so that the workload to be completed can be predicted a better outcome. Moreover, the implementation process was carried out with great anticipation with high morale. Employees must get rewarded for the efforts they have spent to achieve their own organizational goals and objectives. Compensation management is a very important part because employees can obtain or create, maintain and maintain their productivity. Without adequate interests, current employees tend to leave the organization and the organization will experience difficulties in the management process. Compensation is very important for the organization because it reflects the organization's efforts to maintain human resources as the main component and is the most important cost component. Giving compensation is an encouragement for employees / employees to work hard and provide all their abilities for the benefit of the organization or company. Relations between the company and employees are like sellers and buyers in the market. Compensation according to Cahayani (2005: 77-78), states that "Compensation management is the process of developing and implementing strategic, policy, and compensation systems to achieve its goals by obtaining and retaining the people needed and by increasing their motivation and commitment. Giving compensation in general in the perspective of a company according to Gilbert (2004: 49), basically divided into three parts, namely material compensation, social compensation, and activity compensation. The description above gives the view that in understanding compensation is not adapted to the form of material giving of office or services. However, the intended compensation is to provide a nuance of appropriateness and appropriateness to employees to carry out more productive activities. Work discipline is two words that have their own understanding. Understanding of discipline according to Sinambela Lijan Poltak (2016: 334), states that "Discipline is compliance with rules or orders set by the organization. Furthermore discipline is a process used to deal with performance problems; this process involves managers in identifying and communicating performance problems to employees". Furthermore, according to Handoko (2001), states that "Discipline is the willingness of someone who arises with his own awareness to follow the rules that apply in the organization". While Heidjrachman and Husna in Sinambela Lijan Poltak (2016: 334), stated that "discipline is

every individual and group that guarantees compliance with orders and takes the initiative to take an action if there is no order". Then Dervish and Sibambela (2012), states that discipline is the application of management to strengthen and implement organizational guidelines. Enforcement of work discipline is not aimed at punishing an employee or employee but aiming for coaching, in order to work better. Implementation of correct disciplinary actions not only improves employee behavior, but also minimizes disciplinary problems in the future through positive relationships between subordinates and superiors. According to Hani Handoko (2001), argues that discipline aims to improve activities in the future, not punishing past activities. Meanwhile, the disciplinary action goals should be positive that is educational and corrective, not negative actions that bring down wrongdoing employees. These negative actions usually have a variety of adverse side effects such as disturbed emotional relationships, increased absenteeism, antipasti or lethargy, and fear of supervisors. From some of the concepts above, it can be explained that work discipline is the elaboration or implementation of a commitment made by an employee / employee in the organization / company in the form of rules / norms, both written and unwritten, so that they have the awareness to carry out their duties and His responsibility is sincere and sincere on the basis of his own awareness. Definition of performance management. It has been widely stated by management experts. According to Zainal Veithzal Rivai (2013: 361), states that "Performance management (performance management / PM) is the process of planning, evaluating, coaching, & counseling, and reviewing employee performance, but also management of organizational performance. The definition of performance management is often used is a process or set of processes about what will be achieved and how to achieve it, and regulate people in such a way that the goals to be achieved become more open. Furthermore Wibowo (2015: 7) states that "Performance management is management about creating relationships and ensuring effective communication. Performance management focuses on what organizations, managers and workers need to succeed. Performance management is about how performance is managed to get success. Nawawi Hadari (1996: 15) states that "Performance is the ability possessed by an individual in doing a job, so that his work performance can be seen in achieving goals". Whereas according to Suryo Subroto (1997: 15) states that "The teacher's performance in teaching and learning achievement is the ability or skill of the teacher in creating an educative communication atmosphere between the teacher and students which includes affective, cognitive and psychomotor aspects as an effort to learn something based on planning up to the stage evaluation and follow-up to achieve teaching goals. From the above opinion it can be concluded that performance management is the result of achievement of organizational activities carried out through clear planning and management and the establishment of good communication between individuals.

3 RESEARCH METHODS

Scientific research requires a type of approach to better assist the course of the research process and the type of research must be relevant and in accordance with the case to be studied. When viewed from existing problems, the researcher uses research with a quantitative approach. Quantitative research is a study that basically uses a deductive-inductive

approach. This approach departs from a theoretical framework, expert ideas, as well as the understanding of researchers based on their experience, then developed into problems and their solutions proposed to obtain justification or rejection in the form of empirical data support in the field. The population in this study were 243 Aliyah Madrasah School teachers in Makassar City. Determination of Madrasah location as a place of research is done by purposive sampling, while the withdrawal of the number of samples in madrasahs that have been determined purposively is done through probability sampling with a simple random sampling system. Based on the results of calculations using the Sloving formula, then the number of samples drawn from the entire population in this study were 151 people scattered in the Aliyah Madrasah within the Makassar City area. To test the truth of the hypothesis that has been formulated previously, the analytical method used in this study is to test research instruments, namely by using two test methods, namely validity test and reliability test. This test is conducted to ensure that the research instrument (questionnaire) meets the requirements to be used as a data collection tool. Having tested the validity and reliability testing later This study uses two approaches to the method of analysis, namely descriptive analysis and Structural Equation Modeling (SEM) using AMOS application 16.0 0. (Solimun, 2010).

4 RESULTS AND ANALYSIS

Testing and proof of empirical influence between variables of this study in addition to using descriptive statistical analysis is also used inferential statistical analysis, namely structural equation modeling. Analysis of Structural Equation Modeling (SEM) to analyze the feasibility of the structural model and analysis of the structural relationship model can be described as follows:

Feasibility Test Results for Structural Models

The feasibility test of the structural model aims to determine the suitability of the data with the results of observations that were built and estimated using the values of standardized regression weights. Structural models that are built and estimated consist of direct relationships and indirect relationships referring to the formulation of the problem and the purpose of the study. The structural model is said to be in accordance with the observation data if the Chi-square is small and non significant at $\alpha = 0.05$; robability p value ≥ 0.05 ; CMIN / DF ≤ 2.00 ; RMSEA ≤ 0.80 ; GFI, AGFI ≥ 0.90 ; and TLI, CFI ≥ 0.95 . The results of processing the data in Appendix 6 show the criteria for the model suitability test conducted by comparing the cut-off value of the goodness of fit index obtained from the results of the model estimation, that the model has not met the criteria for requirements. Furthermore, to evaluate each construct to direct effect is the coefficient of all coefficient lines with one end arrows, while indirect effects are effects that arise through intermediate variables (intervening variables) and the total effect is the effect of various relationships (Ferdinan, 2000: 139) the test results are presented. The structural relationship model test is carried out after the structural model built in this research is in accordance with the observational data and conformity index of the structural model. The purpose of testing the structural relations model is to find out the relationship between latent variables built in this study. The latent variable built in this study is Islamic Leadership (X_1), Competence (X_2), Compensation

(X₃), Work Discipline (Y₁) and Teacher Performance (Y₂).

Hypothesis Testing and Path Coefficient Value

HIP	Variable			P-Value	Direct Effect	Indirect Effect	Total Effect
	Exogenous	Intervening	Endogenous				
1	Islamic Leadership		Work Discipline	0.457	-0,151	0,000	0,151
2	Competence		Work Discipline	0,000	0,928	0,000	0,928
3	Compensation		Work Discipline	0,007	0,209	0,000	0,209
4	Islamic leadership		Teacher Performance	0,003	0,821	0,000	0,821
5	Competence		Teacher Performance	0,165	-0,647	0,000	-0,647
6	Compensation		Teacher Performance	0,046	0,194	0,000	0,194
7	Work Discipline		Teacher Performance	0,046	0,641	0,000	0,641
8	Islamic leadership	Work Discipline	Teacher Performance	0,884	0,821	-0,097	0,724
9	Competence	Work Discipline	Teacher Performance	0,944	-0,647	0,595	0,052
10	Compensation	Work Discipline	Teacher Performance	0,986	0,194	0,133	0,327

Source: Processed primary data, 2018

Estimation results of standardized regression weights, CR (critical ratio) are equated with t test on regression and probability analysis which shows that there are seven direct relationship models built in this research, namely: (1) Islamic leadership has significant and significant influence on work discipline; (2) influential and significant competence towards work discipline; (3) compensation has a positive and significant effect on work discipline; (4) Islamic leadership has significant and significant influence on teacher performance; (5) competence berpengaruh negative and no significant effect on the performance of teachers; (6) compensation has a positive and significant effect on teacher performance; (7) work discipline has a significant and significant effect on teacher performance; (8) Islamic leadership has a positive and insignificant effect on teacher performance through work discipline; (9) competence does not have a significant positive effect on teacher performance through work discipline; (10) compensation has a positive and insignificant effect on teacher performance through work discipline.

5 DISCUSSION OF ADVANCED RESEARCH

This discussion focuses on decisions that result from hypothesis testing, in an effort to answer the formulation of research problems. The results of the analysis of hypothesis testing are outlined as follows:

Effect of Islamic Leadership on Teacher's Work Discipline

The results of confirmatory factor analysis show that the important factors that reflect Islamic leadership variables are indicators of At-taqwa (X_{1.4}) with the value of loading factors. This explains that the teacher has a great sense of responsibility and honesty in carrying out his duties and functions will produce quality and quality performance. The influence of Islamic leadership on teacher performance can be proven by the standardized value of -0.151 in a positive direction. This condition, caused by the average value (mean) of Islamic leadership is higher, compared to the mean (mean) work discipline of madrasah aliyah teachers in Makassar City. This gives the meaning that Islamic leadership is not able to exert influence to produce good work discipline for madrasah aliyah teachers in Makassar City. In addition, it can be proved by a probability value of 0.457 < 0.05. The results of testing the first hypothesis prove that Islamic leadership has a negative and insignificant effect on teacher work discipline, so that one hypothesis (H₁) is proposed that Islamic leadership (X₁) has a positive and significant effect on teacher work discipline which is rejected. This study does not support the research conducted by Ratna Wijayanti (2012), which states that Islamic leadership has a significant positive effect on employee performance, while the research conducted by Imron Fauzi (2016), which states that teachers in carrying out the learning process are required to be a model for their students by conditioning the learning atmosphere that can lead to peace of mind, joy, compassion, caring, patience, creativity, modesty heart, wisdom, commitment and honesty.

Effect of competence on work discipline of madrasah aliyah teachers in Makassar City

Competence is a combination of knowledge, skills, attitudes and other personal characteristics needed to achieve success in a job, which he usually measures by using agreed standards and which can be improved through training and development (Marwansyah, 2009: 36). The results of the descriptive analysis show that the high competencies possessed by the madrasah aliyah teachers in Makassar City can be seen in the personality competency indicators (X_{2.2}) with the average value of respondents' responses of 4.34. This condition explains that the personal abilities of each teacher, reflecting a stable, stable, mature, wise and authoritative personality, become an example for students and have a noble character. Maturity of a teacher must continue to be built, so that the nature of love that is in him will continue to be poured out to the students. The results of confirmatory factor analysis show that the more dominant / very important factor of competency indicators is professional competence (X_{2.4}), with the value of loading factors. This condition shows that the madrasah aliyah teachers in Makassar City master the material, structure, concepts and scholarly mindsets that support the subjects that are accomplished. Mastery of the material of a teacher must always be improved both learning independently, through various reading literature as well as through electronic media and print media including through the internet. Seeing the responses of respondents, then recommending to the principal to provide sufficient space for the teacher to improve his competence, especially thanks to the ability of the teacher to master and develop creative material that is strengthened. Teachers in carrying out their

tasks must always innovate so that the material taught to students, along with the development of the progress of the current era.

Effect of compensation on work discipline of madrasah aliyah teachers in Makassar City

Compensation is very important for the organization because it reflects the organization's efforts to maintain human resources as the main competent and is the most important cost component. The definition of compensation according to Gomes (2003: 129), states that compensation is anything that is received by workers as remuneration for their services. Compensation is not only given in the form of money, but can also be in the form of material, or Compensation objects, other than in the form of money and material, the company can also be provided in the form of facilities or facilities for its employees. Compensation in the form of providers of these facilities usually does not stand alone, but at the same time as an addition to the form of monetary or material compensation. The types of facilities provided by the madrasa include work environment, health facilities, safe connections and lunch (side dishes). This is in line with the opinion of Mondy and Noe (1993: 320), stating that "compensation is divided into 2 (two) types, namely financial compensation and non-financial compensation. Financial compensation consists of direct financial compensation and indirect financial compensation. Direct compensation consists of salaries, bonuses and incentives. Whereas indirect financial compensation includes all financial rewards that are not covered by direct compensation. This statement can be interpreted that to produce a good work discipline, compensation has a very important role to be considered by the government. Compensation received by the teacher, especially the teacher professional allowance that he receives is able to provide spirit for the teacher, especially related to the discipline of time in carrying out their duties and functions at school. The results of this study support the statement of Zainal Veithzal Rivai (20 05), arguing that "Compensation is something that employees receive as their service contribution to companies / organizations". Based on the discussion of compensation, it can be argued that the problem of compensation is not only important because a person's main impulse is being an employee, but this compensation is important because the compensation given has a large effect on the enthusiasm and enthusiasm of work for its employees. Every organization must be able to determine the most appropriate compensation to support the achievement of organizational goals more effectively and efficiently.

The influence of Islamic leadership on the performance of madrasah aliyah teachers in Makassar City

The results of testing the fourth hypothesis indicate that leadership influences teacher performance in Aliyah Madrasas in Makassar City. This is indicated by the results of testing the hypothesis that the value of the path coefficient (standardized) of Islamic leadership variables is significant. This gives the meaning that Islamic leadership has a large influence on the performance of teachers in Islamic schools in the city of Makassar. Teachers in carrying out their duties and functions must have the nature of Islamic leadership in themselves, so that the resulting performance can be of higher quality. To produce quality performance, a leader must be able to present four characteristics of the prophet's leadership within him. As

the opinion expressed by Rivai Veithzal and Arvian Arifin (2009: 113) which states that there are 4 (four) traits that must be fulfilled by the prophets who are essentially leaders of the people, including: Ash-shiddiq, Al-amanah, Al-fathanah and At-tablig. This study supports the research conducted by Ratna Wijayanti (2012), which states that Islamic leadership has a positive and significant effect on employee performance.

Effect of competency on the performance of madrasah aliyah teachers in Makassar City

The results of testing the hypothesis that the value of the path coefficient (standardized) variable competence is not significant for teacher performance. This gives the meaning that competence does not have a large influence on teacher performance in Aliyah Madrasas in Makassar City. This condition, caused by the lower average (mean) of competency, compared to the mean (mean) performance of madrasah aliyah teachers in Makassar City. To produce high performance, a teacher must be able to improve his competence. The results of this study do not support the theory proposed by Spencer and Spencer (1993: 9), which states that competence is the underlying karakteristik someone who produces effective or superior performance in a particular job or situation. Increasing teacher competency can be done through competency-based education and training. This is in line with the opinion expressed by Moeheriono (2012: 83), stating that "Competency-based education and training is one approach to HR development needed by all companies or a human resource planning system that focuses on the end result". The expectation of competency-based education and training is the birth of employees / employees who have good and quality competencies, and are able to become examples and motivators for other employees / employees in the organization / company.

The effect of compensation on the performance of madrasah aliyah teachers in Makassar City

The results of testing the hypothesis that the value of the path coefficient (standardized) variable compensation is significant to the variable performance of madrasah aliyah teachers in Makassar City. This leads to the meaning that compensation has a large influence on teacher performance in Madrasah Aliyah in Makassar City. To produce quality performance, a teacher must obtain balanced compensation. Compensation given to teachers includes Financial compensation and non-financial compensation. Financial compensation consists of direct financial compensation (direct final compensation) and indirect financial compensation (final indirect compensation), (Mondy and Noe, 1993: 320). This research is in line with the theory put forward by Thomzon (2002: 118), which states that Compensation is an important factor that influences how and why people work in an organization and not other organizations. Besides that, this research is in line with research conducted by previous researchers including: Trisni Handayani (2015) which states that there is a significant influence between compensation and teacher performance in Bekasi Independent Vocational Schools. These results are obtained based on testing the hypothesis that for the correlation coefficient obtained r Calculate greater r Table at a significant level of 5% is $0.460 > 0.396$.

The effect of work discipline on the performance of madrasah aliyah teachers in Makassar City.

The results of testing the hypothesis that the value of the path coefficient (standardized) variable work discipline is significant to the variable performance of Madrasah Aliyah teachers in Makassar City. This gives the meaning that work discipline has a big influence on the performance of madrasah aliyah teachers in Makassar City. to produce employee work discipline in order to produce good teacher / employee performance, there are 2 (two) things that need to be considered in managing teacher / employee discipline. Every employee and supervisor needs to understand company policies that follow the procedure in full. Employees breaking the rules are given the opportunity to improve their behavior. Managers need to gather some evidence to justify discipline. This evidence must be carefully documented so that it cannot be debated. But this research is in line with research conducted by: (1) Ivoni AS Sajangbati (2013), which states that work discipline has a positive effect on employee performance. This can be seen from the results of work discipline has a positive and significant influence on the performance of employees at PT. Pos Indonesia (Persero) Bitung Branch. The work discipline that is applied will affect the existing performance in other words without discipline, the level of time management will not be stable so that performance can be disrupted. (2) Candra Aji Baskoro (2014). Stating that work discipline variables have a positive and significant effect on the performance of KSU Prima Mandiri employees.

The influence of Islamic leadership on performance through the work discipline of madrasah aliyah teachers in Makassar City.

The results of testing the hypothesis that the value of the path coefficient (standardized) Islamic leadership variables is not significant to the performance variable through the work discipline of the Madrasah Aliyah teachers in Makassar City. This condition is caused by the average value (mean) of Islamic leadership is still higher, compared with the value (mean) of work discipline. Likewise, the average value of the work discipline is still lower, compared to the average value of the teacher's performance. This gives the meaning that the work discipline is not capable of being a mediation or a good intermediary to see the influence of Islamic leadership on the performance of madrasah aliyah teachers in Makassar City. Indeed, the position of work discipline only weakens the influence of Islamic leadership on teacher performance in Aliyah Madrasahs in Makassar City.

Effect of competency on performance through work discipline of madrasah aliyah teachers in Makassar City

Competence is not significant to the performance variable through the work discipline of the Madrasah Aliyah teachers in Makassar City. This condition is caused by lower mean scores, compared to the mean scores of teacher performance and work discipline of Madrasah Aliyah teachers in the city of Makassar. The role of work discipline as a mediator in explaining the influence of competence on teacher performance has no role in strengthening this influence. In fact, the position of work discipline only weakens the influence of competence on teacher performance in Aliyah Madrasahs in Makassar City. Achieving an organizational goal requires new innovations for a teacher at school. Therefore, a teacher is

expected to be able to continuously improve his competency. A teacher is required to continue to study both independently, as well as participating in trainings, seminars, workshops, technical guidance and so on. Teachers must continue to innovate so that the work they do can be resolved as well as possible. A teacher must be able to have pedagogical, personality, social and professional competencies, so that the workload to be completed can be predicted a better outcome. Moreover, the implementation process is carried out seriously with high morale. Everyone has different competencies, but with the ability and desire to continue to learn and innovate, someone's competence can be developed and improved.

The effect of compensation on performance through work discipline of madrasah aliyah teachers in Makassar City

Hypothesis testing results of the path coefficient value (standardized) compensation variable is not significant to the performance variable through the work discipline of madrasah aliyah teachers in Makassar City. This happens because the compensation average value is lower, compared to the mean value of the work discipline. Likewise, the average value of the work discipline is still lower, compared to the average value of the teacher's performance. The compensation program is very important for the organization because it reflects the organization's efforts to maintain human resources as the main component and the most important cost component. Compensation is also one meaningful aspect for the teacher, because for the teacher the amount of compensation reflects a measure of the value of work among teachers, families and communities. Proper compensation can not only affect the material conditions of the teachers, but also can reassure employees to work more diligently and have initiative. Giving compensation that is not feasible, on the contrary will disturb work passion so that work performance will decline. Giving compensation can also make the life and status of the teacher more secure in the midst of the community, so that the teacher feels happy and cared for.

6 CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the discussion and research findings, conclusions can be made as follows: Islamic leadership has a negative and insignificant effect on teacher work discipline. Therefore, teachers in carrying out their duties and functions are required to make every effort to improve their work discipline. Competence has a positive and significant effect on teacher work discipline. This happens because teachers have high competence and are able to correlate with the application of work discipline in carrying out their duties and functions at school. Compensation has a positive and significant effect on teacher work discipline. Compensation received by the teacher, is able to improve the work discipline of the teacher itself. The teacher has understood well that the large compensation he receives, must be accompanied by a good level of discipline. Islamic leadership has a positive and significant effect on teacher performance. The understanding of Madrasah Aliyah teachers in Makassar City towards Islamic leadership has been able to deliver far better performance. The nature of Islamic leadership possessed by the teacher must be applied properly, so that the resulting performance can be increased. Competence has a negative and not significant effect on teacher performance. This condition is caused by lower mean scores, compared to the mean (performance) performance of madrasah aliyah teachers in

Makassar City. Compensation has a positive and significant effect on teacher performance. this condition is caused by compensation received by the teacher considered to be in accordance with the workload that is charged to them. Work discipline has a positive and significant effect on teacher performance. The teacher has been able to implement work discipline well in carrying out his duties and functions in the madrasa. Islamic leadership has a insignificant influence on teacher performance through work discipline. The teacher's work discipline is not able to be mediated to produce good and quality teacher performance. Competence has a non-significant effect on teacher performance through work discipline. Therefore, the teacher must make every effort to improve his competence and work discipline so that the quality of his performance can be even better. Compensation has a non-significant effect on teacher performance through work discipline. Work discipline is not able to become mediation to produce high / quality teacher performance.

B. Suggestions

Based on the research conclusions stated above, the following suggestions can be put forward: To implement a good work discipline, a teacher is expected to have understanding and master the characteristics of Islamic leadership and good competence so that the teacher is able to apply work discipline in carrying out his duties and functions in Madrasas. To get good / quality teacher performance, it is expected that teachers have understanding, mastering and possessing the characteristics of Islamic leadership, competence, and good work discipline, so that they are able to carry out their duties and functions at school, so that the quality of the performance can be better. To get good work discipline and teacher performance, it is expected that the government will provide balanced compensation with the workload given to teachers, while still paying attention to the quality of work discipline and the performance of teachers produced. It is recommended for future researchers to expand the research area so that it can cover all teachers in South Sulawesi or throughout Indonesia.

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