

THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP STYLE ON WORK ENGAGEMENT REMUNERATION DIMEDIATION AND EDUCATOR MOTIVATION

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Abstract: The purpose of this study was to analyze the direct effect of transformational leadership on work engagement and the indirect effect mediated by remuneration and educator motivation. This type of research is positivist research. The object of this research is the lecturer at State Polytechnic of Malang. The population in this study amounted to 182 lecturers of Malang State Polytechnic. The sampling technique used census techniques, all populations were used as research samples. The analytical tool used is the Partial Least Square Smart Program (PLS) based on the Variance Based Structural Equation Modeling (SEM) approach. The results show that Transformational Leadership affects Work Engagement, Remuneration does not mediate the effect of Transformational Leadership on Work Engagement, Educator Motivation mediates the Effect of Transformational Leadership on Engagement. Implementation of Remuneration need to be repaired to meet related to the performance of supporting activities, indirect rewards, research performance, the performance of teaching/lectures, the performance of community service. Future researchers are expected to research teaching staff at all levels of office.



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Good quality Indonesian human resources determine the quality of education in Indonesia at every level of education, whether elementary school (SD), junior high school (SLTP), senior high school (SLTA, and higher

education (PT). at every level, especially in tertiary institutions, it is determined by one of the factors, including the quality of Lecturers' human resources. Lecturers are professional educators and scientists who have the main task of delivering, developing, and disseminating science and technology through education, research, and community service. This is manifested in the high practice of Work Engage-

ment. Work Engagement is a job that is carried out with full responsibility, hard work, and joy (Schaufeli and Bakker, 2001).

Gozukara and Simsek (2015), Raja (2012), Vincent et al. (2012), and Tims et al. (2011), states that a well-implemented Transformational Leadership style will be able to increase employee work engagement in service companies and higher education / public and private universities. Various research results confirm that Transformational Leadership has a positive effect on work engagement. In contrast, Evellyn and Hazel (2015), Soleman and Perry (2016), Evelyn and Elegwa (2015), and Stewart (2012), proved that Transformational Leadership has not been able to significantly increase Work Engagement.

There is a gap in the results of research on the effect of Transformational Leadership on Work Engagement, therefore this will be examined more deeply by filling the gap with the mediating variables of Remuneration and Educator Motivation. Research conducted by Soleman and Perry (2016), shows that Transformational Leadership has no significant effect on Work Engagement in the banking sector in Bangladesh. The results of this study are not in line with previous theories. Gozukara and Simsek (2015), that fully work autonomy mediates the Influence of Transformational Leadership on Work Engagement. Aunjum et al. (2017), states that Transformational Leadership has a significant, positive, and strong influence on employee motivation in the Pakistani banking sector.

Polinema lecturer performance in terms of research is still not optimal. This can be seen from the uneven sources of research funding. Besides, it is difficult to carry out collaborative research due to the short time for proposal preparation and various conditions that must be met which are considered complicated by Polinema lecturers, for example, the academic qualifications of the applicant which must at least have the rank of head lecturer, research topics that must be in accordance with the scientific field the chairman, research topics that must be in accordance with the research roadmap of the chairman, and the areas offered for research are not always included in the Polinema Strategic Plan.

There are also other obstacles to carrying out collaborative research, for example, cultural barriers, geographical location, language, character, nature of the object under study. Apart from the aforementioned problems, the low involvement of lecturers in carrying out collaborative research also occurs because of the obligation to collaborate with related ministries.

Apart from the research field, the low work involvement of lecturers can also be seen from the aspect of community service. In terms of supporting activities, many lecturers have not carried out supporting activities, for example following national/international seminars, writing articles published in ISSN / accredited / international journals, participating in training or workshops, participating in competency certification, or managing Intellectual Property Rights (IPR). Costs and excess teaching hours are the factors causing the low involvement of lecturers.

Next is the workgroup aspect, lecturer performance can be seen from the interrelationships of individual lecturers. So far, Polinema lecturers generally still work individually in carrying out Tridharma PT activities to get 100% remuneration points. This resulted in low academic and non-academic relations between lecturers. Furthermore, the aspect of lecturer attendance, lecturer performance can be seen from the number of lecturers' attendance on campus. The presence of lecturers is an obligation as evidenced by the fingerprint provided in each department. Proof of attendance will be recapitulated at the end of each month with a maximum calculation of 26 working days to get remuneration points.

Malang State Polytechnic is the only vocational higher education with the status of a Public Service Agency (BLU) that has imposed remuneration from 39 Polytechnics in Indonesia under the Ministry of Technology Research and Higher Education with PT autonomy management given to each PT based on Law No. 12 of 2012 which resulted in the formation of four (4) PT management, namely; 1) PTN Work unit, 2) PTN. Public Service Agencies, 3) PTN, Legal Entities, and 4) Private PT.

The application of Remuneration as part of the provision of performance allowances (Tukin) at POLINEMA has been implemented in 2016 until now referring to the Decree of the Director No. 263 of 2016, where Remuneration is also based on job grading and performance achievements of the Tridharma PT which are the main tasks of lecturers. The application of Remuneration in POLINEMA for Directors is at grade 17 and the lowest grading (08) is for non-functional employees (CPNS). For lecturers with the position of Head Lector at grading 11, Lector at grading 10, and expert assistant at grading 9. Of course, at the functional level of the lecturer, there are additional assignments that are carried out by each lecturer.

The provision of remuneration for lecturers and education staff at Polinema has been in effect since 2016 concerning Presidential Decree Number 88 of 2013 concerning Environmental Employee Performance Allowances at the Ministry of Education and Culture. This application is expected to improve performance, work engagement, motivation, and welfare, both for lecturers and education staff. According to the Director of Polinema, Remuneration is given to provide employee welfare with consequences for the institution, namely bureaucratic reform because remuneration is closely related to performance.

With this research, it is expected the results of this study can be used as a study to consider remuneration and educator motivation as an intermediary in realizing the effect of transformational leadership to increase work engagement at State Polytechnic of Malang.

LITERATURE REVIEW

Transformational Leadership Style

Robbins and Judge (2008), said that the Transformational Leadership style has an extraordinary ability to influence and can inspire followers to put their interests aside. Bass (1990) in McCleskey (2014), stated that transformational leaders can make their subordinates feel trust, loyal, admiration, pride, and respect of their superiors, even motivating those to want to do something more than ex-

pected. Thus it can be concluded that Transformational Leadership is leadership that has an orientation towards subordinates or employees.

Work Engagement

Brown (1996), argues that employees who can identify themselves psychologically with their work and consider their performance to be important to themselves, are said to have been involved in their work. Schaufeli et al. (2002), argued that Work Engagement is a working relationship to meet the needs of life in doing a job that is occupied. Bakker and Leiter (2010), argue that Work Engagement describes the ability of employees to use their capacity to solve problems, connect with people, and develop innovative services.

Remuneration

Remuneration is the total compensation received by an employee in return for services that have been performed. Usually, the form of remuneration is associated with appreciation in the form of money (monetary rewards) or it can also be interpreted as a wage or salary (Milkovich and Newman, 1999). Remuneration contains two elements, namely compensation, and commission (bonus). Commissions and compensation have the same goal, namely to motivate workers to improve work performance, efficiency, and production effectiveness. Therefore, if the compensation is given correctly, employees will be more satisfied and motivated to achieve organizational goals.

Motivation Educator

According to Salifu and Agbenyega (2013), Educator Motivation is all psychological processes that influence their behavior towards the achievement of educational goals, but this psychological process cannot be observed directly because many organizational and environmental challenges affect the achievement of educational goals. Mukminin et al. (2017), said that Educator Motivation is a drive that involves the interaction between altruistic, intrinsic, and extrinsic motives quantitatively and qualitatively to do the job. Educator Motivation is a psy-

chological process that influences a person's behavior towards achieving educational goals.

HYPOTHESIS DEVELOPMENT

Transformational Leadership Style for Work Engagement

Henkel (2017), explains that the components of Transformational Leadership, namely Idealized Influence Attributed (IIA), Idealized Influence Behavioral (IIB), Inspirational Motivation (IM), Intellectual Stimulation (IS), and Individualized Consideration (IC), have shown that the five attributes of Transformational Leadership style academic directors at universities around the world in the eastern states show a positive relationship with faculty work engagement. Park et al. (2016), also have the same opinion, that this research was conducted on teachers in Korea using elements of transformational leadership from Bass and Avolio (1994).

Hypothesis 1: Transformational Leadership Style has a direct effect on Work Engagement

Transformational Leadership Style towards Work Engagement Mediated by Remuneration

Kulikowski and Piotr (2020), the relationship between financial rewards and engagement, in the form of salary, additional benefits, and bonuses increases Work Engagement but does not lead to a significant increase in model fit and all new predictors are not significant. Ludviga and Kalvina (2016), the relationship between job satisfaction, Work Engagement, and loyalty as well as the impact of trust and job meaningfulness on Work Engagement and job loyalty.

Hypothesis 2: Transformational Leadership Style has an indirect effect on Work Engagement through Remuneration

Transformational Leadership Style against Work Engagement Mediated By Motivation Educators

Jaiswal et al. (2017), analyzed how teachers' perceptions of job demands and work resources in the school environment are related to teacher wel-

fare, involvement, and motivation to leave the teaching profession. The results show that job demand ranks second in predicting lower teacher welfare, compared to job resources. Teacher welfare in turn can increase work engagement and lower motivation to leave the profession. Skaalvik and Skaalvik (2018), explain that the purpose of this study is to explore how the job demands are felt by teachers. Hypothesis 3: Transformational Leadership Style has a direct effect on Work Engagement through Educator Motivation

METHOD

Sample and Research Procedure

The population in this study amounted to 182 lecturers of Malang State Polytechnic. The sampling technique used census techniques, where all populations are used as research samples. Research respondents are lecturers with Masters and Doctoral education levels who have functional positions as Head Lector.

Demographics of Respondents

Table 1. Demographics of Respondents

Classification	Information	amount
Gender	Male	76%
	Women	24%
Age	30 - 40 years	1%
	41 - 50 years	15%
	51 - 60 years	66%
	60 years	18%
Level of education	Masters	63%
	Doctor	37%
Length of working	≤ 3 years	1%
	9 - 11 years	1.7%
	> 12 years	97.8%
Salary	2 - 3 million	0.6%
	3 - 4 million	1.1%
	4 - 5 million	23.8%
	> 5 million	74.5%

Source: Processed Data (2020)

Measurement Instruments

Measurement of Transformational Leadership uses the Bass and Avolio (1990) model, which consists of ideal, inspirational, intellectual stimulation, and individual considerations. The Work Engagement Measurement Model adopts the Kahn (1990) model, which consists of enthusiasm, dedication, and absorption. measurement of remuneration that adopts performance in the main tasks of the Tri Dharma of Higher Education Ministry of Research and Higher Education with indicators including research performance, teaching/lecture performance, community service performance, supporting performance, and indirect reward performance. The Educator Motivation measurement tool adopts the theory of Herzberg (1966) and Reza (2012), namely extrinsic motivation and intrinsic motivation.

Data Analysis

Data sourced from primary data (questionnaires) were analyzed using descriptive statistics on the average respondents' answers. Furthermore, the data is processed using the Structural Equation Modeling (SEM) model using SmartPLS version 2.0.

RESULTS

Descriptive Analysis

Descriptive analysis of each research variable using the average answer to each research item is detailed as follows: 1) Transformational Leadership of 11 statement items obtained by an average score of 3.92-3.98 with a good category; 2) Remuneration of 22 statement items obtained an average score of 3.53 - 3.82 in the good category; 3) Educator Motivation with 13 statement items obtained an average of 4.02-4.40 with a good category and 7 items of the Work Engagement variable statement with an average score between 4.09-4.19 (good category). Thus, it can be concluded that each statement item on the indicators describing the research variables studied according to the respondents' perceptions is in a good category so that it explains the problems that occur in Malang State Polytechnic lecturer respondents.

Test Instruments

Instrument testing uses several ways, including; discriminant validity, composite reliability, convergent validity, R-Square measurement, and goodness of fit index (GoF), as well as Loading Factor and the average score of each indicator. The stages of the instrument testing are presented as follows:

Discriminate Validity; the value of each Transformational Leadership variable (0.910); Remuneration (0.453; 0.847); Educator Motivation (0.488; 0.400; 0.898); Work Engagement (0.427; 0.328; 0.582 and 0.886). The transformational leadership construct has an AVE value of 0.828, so the AVE root is 0.910. The correlation coefficient of the Transformational Leadership construct with other constructs ranges from 0.427 to 0.488 so that this analysis concludes that there is a fairly good discriminant validity.

Composite Reliability; Composite Reliability from each variable referring to the Cronbach's Alpha obtained; Transformational Leadership (0.931); Remuneration (0.900); Educator Motivation (0.760); Work Engagement (0.863). When referring to Composite Reliability, the acquisition of each variable includes: Transformational Leadership (0.95); Remuneration (0.927); Educator Motivation (0.893); Work Engagement (0.916). If referring to the Average Variance Extracted (AVE) obtained; Transformational Leadership (0.828); Remuneration (0.718); Educator Motivation (0.806); Work Engagement (0.795). Reliability test results show that all constructs have composite reliability coefficients ranging from 0.893 - 0.950 (more than 0.70) and AVE ranging from 0.718 - 0.828 (more than 0.50). Thus, the results of all outer models used in this study already have high reliability. So that further analysis can be carried out by examining the goodness of fit of the model by evaluating the inner model.

Loading Factor Convergent Validity; The loading factor of each indicator for each variable is described as follows: 1) Transformational Leadership with 4 indicators, the loading factor value is obtained between (0.901; 0.904; 0.908 and 0.925). Remuneration with 5 indicators obtained a loading factor value between (0.740-0.910). Educator Mo-

tivation with 2 indicators obtained the loading factor value respectively (0.884 and 0.911). Furthermore, 3 indicators of Work Engagement were obtained respectively (0.826; 0.890, and 0.938).

Goodness of Fit (GoF) Index; The acquisition of the Goodness of Fit (GoF) Index refers to the R2 value where the Remuneration variable is 0.206 and the Educator Motivation is 0.238. This value indicates that the contribution of Transformational Leadership to Remuneration is 20.6%, while the rest is explained by other variables. This value shows that the contribution of Transformational Leadership to Educator Motivation is 23.8%, while the rest is explained by other variables. The R2 value for the Work Engagement variable is 0.422. This value shows that the contribution of Transformational Leadership, Remuneration, and Educator

Motivation to Work Engagement is 42.2%, while the rest is explained by other variables. In addition, the Commuality results of each variable were also obtained as follows: 1) Transformational Leadership (0.828); Remuneration (0, 718) with R2 (0.206); Educator Motivation (0.806) with R2 value (0.238); Work Engagement (0.785) value R2 (0.422). The total amount obtained is (3,724) with a value of R2 (1,129); The average value is (0.745) and the R2 value is (0.282) and the index value (GoF) is (0.459).

Loading Factor and Average Indicators; Loading Factor and Average Indicators are presented in Table 2 below.

Transformational Leadership has the highest loading factor (0.925) on the indicator of ideal influence and the highest average (3.98) on the indicator of inspirational motivation. The application of

Table 2. Results of Loading Factors and Average Indicators

Variable	Indicator	Label	Loading Factor	Average
Transformational Leadership	X11	Ideal Influence	0.925 *)	3.92
	X12	Inspirational Motivation	0.904	3.98 *)
	X13	Intellectual Stimulation	0.901	3.83
	X14	Individual Considerations	0.908	3.77
Remuneration	Z21	Teaching / Lecture Performance	0.860	3.77
	Z22	Research Performance	0.910 *)	3.66
	Z23	Community Service Performance	0.740	3.82 *)
	Z24	Performance of Supporting Activities	0.890	3.55
	Z25	Indirect Rewards	0.826	3.64
Motivation Educator	Z31	Extrinsic Motivation	0.884	4.18
	Z32	Intrinsic motivation / blessings	0.911 *)	4.23 *)
Work Engagement	Y11	Spirit	0.890	4.19 *)
	Y12	Dedication	0.938 *)	4.14
	Y13	Absorption	0.826	4.09

Information: *) = the highest score

Source: Data Processing Results (2020)

Transformational leadership for lecturers will be highly felt with the main characteristics of the leader's ability to have a vision for the future, be trustworthy, able to respect, share risks, the leader can advance the organization and become a role model. Performance-based remuneration is char-

acterized by five indicators. Research performance indicators have the highest loading factor (0.910). Educator Motivation is measured from two indicators, where intrinsic motivation/blessing has a loading factor (0.911). Work Engagement has the highest loading factor on the dedication indicator (0.938).

Inner Model Test

Hypothesis models are calculated using SmartPLS version 3.2.7 to determine the significance of the path coefficients that exist in the model or the significance of hypothesis support (Hartono and Abdillah, 2009; Ghozali and Latan, 2012). The path coefficient is significant if p is less than 0.05. Transformational Leadership to Work Engagement has a coefficient in a positive direction. The results of the calculation show that the path coefficient is 0.067 with a t -statistic of 0.857 ($p = 0.392$), which gives the decision that Transformational Leadership has no significant effect on Work Engagement. Transformational Leadership to Remuneration has a coefficient in a positive direction. The results of the calculation show that the path coefficient is 0.453 with a t -statistic of 7.107 ($p = 0.000$), giving the decision that Transformational Leadership has a significant effect on Remuneration. Transformational Leadership to Educator Motivation has a coefficient in a positive direction. The result of the calculation shows that the path coefficient is 0.488 with a t -statistic of 8.761 ($p = 0.000$), which gives the decision that Transformational Leadership has a significant effect on Educator Motivation. Remuneration for Work Engagement has a coefficient in a positive direction. The result of the calculation shows that the path coefficient is 0.033 with a t -statistic of 0.483 ($p = 0.629$), which gives the decision that remuneration has no significant effect on work engagement. The direction of the coefficient, both positive and negative, which is tested as insignificant, cannot be used as an explanation for the direction of the influence of the two variables being tested. Thus, high work engagement can occur when the remuneration is considered to be running well or not Educator Motivation for Work Engagement has a coefficient in a positive direction. The result of the calculation shows that the path coefficient is 0.415 with a t -statistic of 4.747 ($p = 0.000$) which gives the decision that Educator Motivation has a significant effect on Work Engagement.

Indirect Effect Test

The results of testing the indirect effect of transformational leadership \rightarrow Remuneration \rightarrow Work

Engagement obtained a coefficient of 0.015; with standard error (0.032); with a t -statistic value (0.466) and a p -value of 0.641. This low contribution of indirect influence can be interpreted as saying that high work engagement can occur both for lecturers who think that remuneration has been running well or not. The results of testing the indirect effect of Transformational Leadership \rightarrow Educator Motivation \rightarrow Work Engagement obtained a coefficient of 0.2020; with standard error (0.051); t -statistic value (3,944) and p -value of 0,000. This high indirect influence contribution is interpreted that high work engagement is a positive effect of high Educator Motivation due to the good application of Transformational Leadership from organizational leaders.

Direct, Indirect, and Total Influence

The results of the analysis also show that a direct effect relationship is obtained; Transformational Leadership \rightarrow Work Engagement of 0.067 with an indirect effect of 0.360; the total effect of 0.427; and p -value of 0.000, then the direct effect of Transformational Leadership \rightarrow Remuneration \rightarrow Work Engagement is 0.015 with an indirect effect of 0.032; the total effect of 0.466 and p -value 0.641. Then Transformational Leadership \rightarrow Educator Motivation with a direct effect value of 0.488; total effect of 0.488 and p -value 0.000

Nature of Mediation

Based on the results of the analysis, the nature of the mediation shown by Transformational Leadership \rightarrow Remuneration \rightarrow Work Engagement obtained a direct effect value of 0.015, a total effect of 0.427 and a VAF value of 3.5% with these gains can be concluded as non-mediating. Next Based on the results of the analysis, the nature of the mediation shown by Transformational Leadership \rightarrow Educator Motivation \rightarrow Work Engagement obtained a direct effect value of 0.202; the total effect was 0.427 and the VAF value was 47.3%. With this value, it can be concluded as partial mediation. Based on the results of the calculation of the nature of the mediation from Educator Motivation, it is partial mediation because the VAF value is less than 80%.

directly increase Work Engagement but can be an indirect driving factor by first increasing the Educator Motivation.

DISCUSSION

The path coefficient of Transformational Leadership to Work Engagement which has been tested is not significant is not in line with the thinking of Bass (1990) in McCleskey (2014) and Robbins and Judge (2008). The role of a leader through leadership that is used is very important in the organization because it influences subordinates (Bass, 1990 in McCleskey, 2014).

This study is not in line with the results of previous studies which found that Transformational Leadership will affect Work Engagement (Raja, 2012; Gozukara and Simsek, 2015; Tims et al., 2011; Vincent et al., 2012; Troena et al., 2014; Park et al., 2016; Henkel, 2017).

Explanation of the possible causes of differences in research results in terms of the research method used, the first is in terms of the object of research for the research of Raja (2012), Gozukara and Simsek (2015), and Vincent et al. (2012), using the company background regarding the relationship between managers and employees. . Rawung (2013), with the object of research for employees of the State University of Manado Tondano, North Sulawesi Indonesia, and Ali (2016), with the object of employees at Malaysian Universities.

Gozukara and Simsek (2015) and Tims et al. (2011), Transformational Leadership contributions need to be mediated by other variables to influence Work Engagement. It's just that the mediating variables in Gozukara and Simsek (2015), use work autonomy on the relationship between Transformational Leadership and Work Engagement. The conclusion is that Transformational Leadership does not directly determine the level of work engagement of lecturers but through Educator Motivation.

The results showed that there was a direct effect of Transformational Leadership on Remuneration. However, in other sections of the results, it can be seen that the weak effect of Remuneration on Work Engagement. This result implies that the

role of remuneration is low in determining the high level of work engagement of lecturers even though the encouragement of the organizational situation of the leader has implemented Transformational Leadership well.

The results of research that prove the Influence of Transformational Leadership on Remuneration are in line with Wiraatmadja et al. (2015), Chen et al. (2012), and Kulikowski and Piotr (2020). However, Remuneration does not affect Work Engagement, in line with Kulikowski and Piotr (2020), that financial rewards which include salary, allowances, and bonuses cannot increase Work Engagement.

Remuneration reflects the level of responsibility of the lecturer. Therefore, lecturer performance must be appropriately rewarded. Otherwise, lecturers will be reluctant to expose their potential and accept greater responsibility. This is due to a link with a heavier workload as well. Performance-based remuneration is a payment system that links rewards with work performance.

The hypothetical model explains the significant influence of Transformational Leadership directly on Educator Motivation. And in other parts of the test results explain the significant effect of Educator Motivation on Work Engagement. The role of Educator Motivation to improve Work Engagement is in line with the research of Evellyn and Hazel (2015), Stewart (2012), Ahmad et al. (2014), Aunjum et al. (2017), and Tobing et al. (2018). Every lecturer must try to keep his motivation from weakening, and this will be one of the duties of the leaders to continue to encourage.

Educator Motivation changes for a lecturer can occur because of the strong influence of determining factors, in this case, one of which is the contribution of Transformational Leadership run by the leadership. Educator Motivation is one psychological processes that influence their behavior towards achieving educational goals. In achieving educational goals, a lecturer does not prioritize the benefits that are obtained for himself. Educator Motivation which is typical in higher education is related to blessings. Blessings are the factors of happiness in work that grow and increase. Blessing is an additional ele-

ment for the motivation variable, this is related to the facts in the field that in carrying out their duties the lecturer focuses on the benefit for others and gets blessings from what he has done (Reza, 2012). The relationship between these three variables means that high work engagement for lecturers occurs because of the strong Educator Motivation in the lecturers which occurs as an effect of implementing Transformational Leadership.

CONCLUSIONS

Transformational Leadership has no significant effect on Work Engagement. The high work engagement of lecturers can occur both for lecturers in the work environment with leaders who often or rarely apply transformational leadership. Remuneration does not mediate the effect of Transformational Leadership on Work Engagement. This result occurs because the remuneration for lecturers at the State Polytechnic of Malang has not met expectations. Educator Motivation significantly mediates the effect of Transformational Leadership on Work Engagement.

RECOMMENDATIONS

The Motivation Educator didn't solely limit to motivation in the form of money for that it is necessary to have support for educators in their work so that they always feel happy and proud in carrying out work, calm and comfortable in carrying out work. Implementation of Remuneration need to be repaired to meet related to the performance of supporting activities, indirect rewards, research performance, the performance of teaching/lectures, the performance of community service. Future researchers are expected to research teaching staff in all positions.

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