The Impact of Digital Leadership, Compensation and Work Motivation on Educator Performance at Sekolah Tinggi Multimedia "MMTC" Yogyakarta

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Abstract

Introduction: This purpose study to examine the impact of Digital Leadership, compensation, and work motivation on the performance of Educators of Sekolah Tinggi Multi Media 'MMTC' Yogyakarta.

Methods: This research was conducted using quantitative methods with a sample of 98 educators. Sampling is determined using the census method. This research data was analysed using the Structural Equation Modelling approach, and the software used was Smart PLS.

Results: The results showed that: 1) Digital Leadership has a significant direct impact on performance; 2) compensation has a significant direct impact on performance; 3) work motivation has a significant direct impact on performance; 4) Digital Leadership has a significant direct impact on work motivation, 5) compensation significant direct impact on work motivation, 6) Digital Leadership through work motivation has an indirect impact on performance, 7) compensation through work motivation has a significant indirect impact on performance. Based on the results of the study

Conclusions: , it can be concluded that performance improvement can be done by paying attention to Digital Leadership factors, compensation, and work motivation so that the goals of the organization can be achieve.

Keywords: Digital Leadership, compensation, work motivation

1. Introduction

The competitiveness of a nation is determined by the quality of higher education, especially in technology and innovation. Improving the quality of higher education is one of the things related to the performance of educators in the tridharma of higher education. The success of an organization in achieving goals is greatly impacted by the human resources contained in the company. Human resources are a very important element in determining the success of an organization, because humans are creatures who have certain thoughts, feelings, needs and expectations. This requires special attention, because these factors will impact work performance, dedication, and loyalty as well as love for work and the organization. So that the organization must be able to create conditions that can encourage or enable educators to develop and improve their abilities and skills optimally.

The potential of every human resource in the organization must be utilized as well as possible so that it is able to provide optimal output. The achievement of organizational goals does not only depend on modern equipment, complete facilities and infrastructure, but rather depends more on the people who carry out the work. The success of an organization is greatly impacted by the performance of educators. Every organization will always strive to improve the performance of Educators, with the hope that what is the organization's goals will be achieved. (Triyanto et al., 2016).

Sekolah Tinggi Multi Media "MMTC" Yogyakarta (STMM "MMTC" Yogyakarta) is a State University located within the Ministry of Communication and Information Technology of the Republic of Indonesia. Higher education is one of the means in contributing quality human resources. University and high school graduates have a considerable advantage in the labor market.

Performance is one of the factors that have an impact on the quality of the institution. As well as the performance of educators, it has an impact on the quality of universities, both state universities and private universities (Atikah &; Sa'ud, 2015). Performance is an achievement of an educator achieved at a certain period of time in doing the

work charged to him, which is based on skills, experience, and sincerity, can be expressed quantitatively or qualitatively (Ayu et al., 2017).

One of the efforts that can improve the performance of educators to achieve organizational goals and survival depends on the quality of performance of resources in the organization. Murty and Hudiwinarsih (2012) stated that a motivated employee will be energetic and excited, and conversely an employee with low motivation will often display discomfort and displeasure with their work which results in their performance becoming poor and organizational goals will not be achieved (Murty &; Hudiwinarsih, 2012). Therefore, leaders must pay attention to factors that can impact the work motivation of educators so that they can improve performance.

Methods

This research took place at Sekolah Tinggi Multi Media 'MMTC' Yogyakarta. The location was chosen because it has all supporting aspects so that the research can run well. Time This research was conducted by conducting pre-research first from June to August 20 21. Research methods are basically scientific ways to obtain data with specific purposes and uses (Sugiyono, 2009). This study was conducted using a survey method with a design of causal associative research. The reason for choosing a causal associative research design is to test or analyse the theory of the relationship between variables so that they impact each other on other variables. Analysis of this research data with causal techniques with structural equation modelling (SEM).

2. Results

Testing using the Structural Equation Modelling (SEM) technique aims to determine whether there is a direct or indirect impact. Direct impact (direct effect) is the impact of exogenous variables on endogenous variables while indirect effects are the impact of exogenous variables on endogenous variables through other variables or moderator variables. After various tests that have been carried out before, then the next test is carried out on the path coefficient (path coefficient). It is used to determine whether each path has a significant coefficient (marked with P values < 0.05). If significant, it can be concluded that all hypotheses are accepted. In Table 4. 20 is visible, all paths have P values < 0.05 which means all hypotheses cannot be rejected.

Table 4. 20 Test the hypothesis with path coefficients.

	Original sample (O)	Sample main (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Leader > Perfomance	0.284	0.298	0.078	3.598	0.000
Leader > Motivation	0.312	0.326	0.081	3.856	0.000
Compensation > Perfomance	0.285	0.284	0.080	3.571	0.000
Compensation > Motivation	0.296	0.297	0.091	3.237	0.000
Motivation > Perfomance	0.296	0.290	0.074	3.997	0.000

Indirect effect testing on the research model is carried out by looking at the value of the path coefficient in each path of the research hypothesis. In Table 4. 21 is visible, all paths have P values < 0.05 which means all hypotheses cannot be rejected.

Table 4. 21 Test the indirect effect hypothesis

	Optional sample (O)	Sample main (M)	Standard Deviation (STDEV)	T Stastics (O/STDEV)	P Values
Compensation > Motivation > Perfomance	0.090	0.090	0.037	2.439	0.015
	0.110	0.108	0.036	3.049	0.002

Test criteria in determining the significance of indirect impacts if the calculated value is greater than 1.96 (α = 0.05).

1. **Direct Positive** Impact of **Digital Leadership** (X_1) **on Performance (Y)**

The hypotheses tested are:

$H_0: \beta_{y1} \leq 0$

$H_1: \beta_{y1} > 0$

H_0 rejected, If T statistics (t count) ≥ 1.96

From the calculation of *Structural Equation Modeling* the direct impact of Digital Leadership (X_1) on performance (Y), the value of the path coefficient p_{y1} is 0.284 and T statistics (t calculated) is 3.59 because of the value of T statistics (3.59) ≥ 1.96, then reject H_0, accept H 1 and it can be interpreted that there is a significant direct positive impact of Digital Leadership (X_1) on performance (Y).

2. **Direct positive** impact of **compensation** (x_2) **on performance (y)**

The hypotheses tested are:

$H_0: \beta_{y2} \leq 0$

$H_1: \beta_{y2} > 0$

H_0 rejected, If T statistics (t count) ≥ 1.96

From the calculation of *Structural Equation Modeling* the direct impact of compensation (X_2) on performance (Y), the value of the path coefficient p_{y2} is 0.285 and T statistics (t calculated) is 3.57 because the value of T statistics (3.57) ≥ 1.96, then reject H_0, accept H_1 and it can be interpreted that there is a significant direct positive impact of compensation (X_2) on performance (Y).

3. **Direct positive** impact of **work motivation** (x_3) **on performance (y)**

The hypotheses tested are:

$H_0: \beta_{y3} \leq 0$

$H_1: \beta_{y3} > 0$

H_0 rejected, If T statistics (t count) ≥ 1.96

From the calculation of *Structural Equation Modeling* the direct impact of work motivation (X 3) on performance (Y), the value of the p_{y4} path coefficient is 0.296 and T statistics (t is calculated) is 3.99 because of the value of T statistics (3.99) ≥ 1.96, then reject H_0, accept H_1 and it can be interpreted that there is a significant direct positive impact of work motivation (X 3) on performance (Y).

4. **Direct Positive** Impact of **Digital Leadership** (X 1) **on Work Motivation (X_3)**

The hypotheses tested are:

$H_0: \beta_{31} \leq 0$

$H_1: \beta_{31} > 0$

H_0 rejected, If T statistics (t count) ≥ 1.96

From the calculation of *Structural Equation Modeling* the direct impact of Digital Leadership (X 1) on work motivation (X 3), the value of the path coefficient p_{31} is 0.312 and T statistics (t calculated) is 3.86 because of the value of T statistics (3.86) ≥ 1.96, then reject H_0, accept H 1 and it can be interpreted that there is a significant direct positive impact of Digital Leadership (X 1) on work motivation (X_3).

5. **Direct Positive** Impact **of Compensation** (X 2) **on Work Motivation (X_3)**

The hypotheses tested are:

$H_0: \beta_{32} \leq 0$

$H_1: \beta_{32} > 0$

H_0 rejected, If T statistics (t count) ≥ 1.96

From the calculation of *Structural Equation Modeling* the direct impact of compensation (X_2) on work motivation (X_3), the value of the path coefficient p_{32} is 0.296 and T statistics ($t_{calculated}$) is 3.24 because the value of T statistics (3.24) $\geq$ 1.96, then reject H_0, accept H_1 and it can be interpreted that there is a significant direct positive impact of compensation (X_2) on work motivation (X_3).

6. The Indirect Impact of **Digital Leadership on Performance Through Work Motivation**

The hypotheses tested are:
H 0: $\beta_{31 X} \beta_{y3} < 0$
H_1: $\beta_{31 X} \beta_{y3} \geq 0$
H_0 : There is no indirect impact of Digital Leadership on performance through work motivation.
H_1 : There is an indirect impact of Digital Leadership on performance through work motivation.
H0 is rejected, If T statistics $\geq$ 1.96.

Based on the calculation results with SEM Smart PLS, a statistical T value of 3.05 is greater than the table t value with a significance level of 0.05 of 1.96, thus proving that work motivation is able to mediate the relationship between the impact of Digital Leadership on performance. The indirect impact of Digital Leadership on performance through work motivation is the product of the Digital Leadership path coefficient on work motivation (p_{31}) with the work motivation path coefficient on performance (p_{y3}). The indirect impact of Digital Leadership on performance through work motivation is: (0.312) (0.296) = 0.110. So that the total impact of Digital Leadership on performance is 0.407. The picture of the indirect impact of Digital Leadership on performance through work motivation is shown as follows:
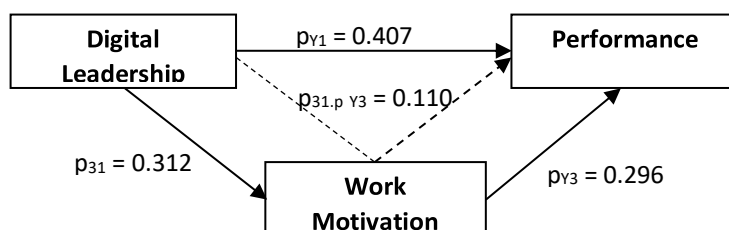

Figure 4. 23 Indirect effects of x_1 on y through x_3

7. The Indirect Impact of Compensation on Performance Through Work Motivation

The hypotheses tested are:
H 0: $\beta_{32 X} \beta_{y3} < 0$
H_1: $\beta_{32 X} \beta_{y3} \geq 0$
H_0 : There is no indirect impact of compensation on performance through work motivation.
H_1 : There is an indirect impact of compensation on performance through work motivation.
H0 is rejected, If T statistics $\geq$ 1.96.

Based on the calculation results with SEM Smart PLS, the T statistics value of 2.44 is greater than the t table value with a significance level of 0.05 of 1.96, thus proving that work motivation is able to mediate the relationship of the impact of compensation on performance. The indirect impact of compensation on performance through work motivation is the product of the coefficient of the compensation pathway to work motivation (p_{32}) to the coefficient of the work motivation pathway to performance (p_{y3}). The amount of indirect impact of compensation on performance through work motivation is: (0.296) (0.296) = 0.090. So that the total impact of compensation on performance is 0.392. The picture of the indirect impact of compensation on performance through work motivation is shown as follows:
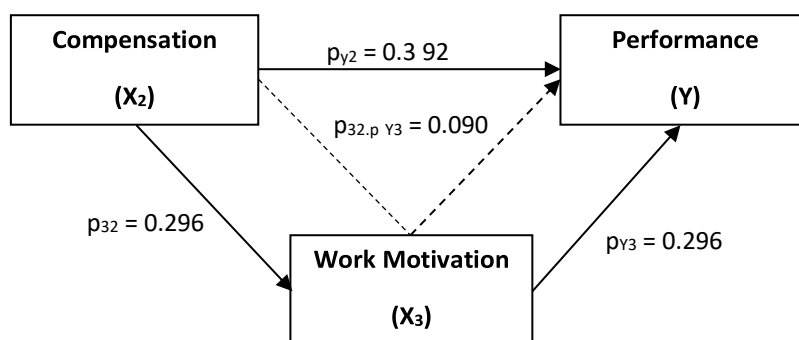
Figure 4. 24 Indirect Impact X_2 on Y Through X_3

Based on the results of data analysis calculations, the whole can be summarized in the table below

Table 4.22 Summary of Hypothesis Test Results

No.	Hypothesis	Path Coefficient	Sig.	T Statistics	Test Decisions (p < 0.05)
1.	There is a direct positive impact of Digital Leadership on performance	0.284	0.000	3.59	H_0 rejected X_1 has a direct positive impact on Y
2.	There is a direct positive impact of compensation with an impact on performance	0.285	0.000	3,57	H_0 rejected X_2 has a direct positive impact on Y
3.	There is a direct positive impact of work motivation on performance	0.296	0.000	3.99	H_0 rejected X_3 has a direct positive impact on Y
4.	There is a direct positive impact of Digital Leadership on work motivation	0.312	0.000	3,86	H_0 rejected X_1 has a direct positive impact on X_3
5.	There is a direct positive impact of compensation on work motivation	0.296	0.001	3.24	H_0 rejected X_2 has a direct positive impact on X_3
6.	There is a positive indirect impact of Digital Leadership on performance through work motivation	0.110	0.002	3,05	H_0 rejected X_1 has a positive indirect impact on

					Y through X_3
7.	There is a positive indirect impact of compensation on performance through work motivation	0.090	0.015	2,44	H_0 rejected X_2 has a positive indirect impact on Y through X_3

Based on the results of analysis and hypothesis testing, it shows that the seven hypotheses proposed in this study are generally proven to have a direct positive impact. In detail, the discussion of analysis and testing of research hypotheses is described as follows:

1. Impact of Digital Leadership (X_1) on Performance (Y)

Digital Leadership (X1) has a positive and significant impact on performance (Y). This hypothesis has been empirically proven. The test results statistically show the value of the p $_{y1}$ path coefficient of 0.284 and T statistics (t $_{calculated}$) of 3.59 because the value of T statistics (3.59) $\geq$ 1.96. This means that the stronger Digital Leadership is implemented in the duties of a high school leader, the stronger the performance of the doses n. In other words, Digital Leadership has an impact on performance.

The results of this study confirm the correctness of previous findings. Digital leadership is the effort to impact many people through communication to achieve goals, how to impact people with instructions or commands, actions that cause others to act or respond and cause positive change, an important dynamic force that motivates and coordinates the organization in order to achieve goals, the ability to create confidence and support among subordinates for goals Organizational can be achieved.

2. Direct positive impact of compensation (x_2) on performance (y)

Compensation (X2) has a positive and significant impact on performance (Y). This hypothesis has been empirically proven. The test results statistically show the value of the p $_{y2}$ path coefficient of 0.258 and T statistics (t $_{calculated}$) of 3.5 7 because the value of T statistics (3.5 7) $\geq$ 1.96. This means that the greater the compensation given from the agency, the stronger the performance of the Educators. In other words, compensation has an impact on performance.

With the proven research findings that there is a positive direct impact of compensation on performance. To deepen this fact, the explanation (Yanuar, 2017) that the world of institutions / organizations cultivates is a very important part in achieving goals. Each of course has many differences in skills, abilities, needs and gender. One form of *achievement* / award given by the agency / organization for the performance of is compensation. This is as quoted by Afriyie et al (2020), "*is the reward that the company gives to the people for the performance given to the organization, both direct and indirect, financial and nonfinancial rewards".* With the awarding and recognition, it will give its best performance in return for the awards given by the agency/organization as well as to maintain and maintain the morale and motivation of employees.

3. Direct positive impact of work motivation (x_3) on performance (y)

Work motivation (X2) has a positive and significant impact on performance (Y). This hypothesis has been empirically proven. The test results statistically show the value of the p $_{y4}$ path coefficient of 0.296 and T statistics (t $_{calculated}$) of 3.99 because the value of T statistics (3.99) $\geq$ 1.96. This means that the higher the work motivation in the Educator, the stronger the performance of the Educator. In other words, work motivation has an impact on performance.

The hypothesis proves that there is a direct impact of work motivation on performance. Motivation is an important variable, where motivation needs great attention for the organization in improving employee performance. Work

motivation as an encouragement or enthusiasm that arises in a person or employee to do something or work, due to external stimuli both from superiors and compensation, as well as the basis for meeting needs and satisfaction, and fulfilling responsibilities for tasks given and carried out in the organization (Robescu &; Iancu, 2016).

4. Direct Positive Impact of **Digital Leadership** (X 1) **on Work Motivation (X₃)**

Digital Leadership (X1) has a positive and significant impact on work motivation (X3). This hypothesis has been empirically proven. The test results statistically show the value of the path coefficient $p_{31\ of\ 0.312}$ and T statistics (t calculated) of 3.86 because the value of T statistics (3.86) $\geq$ 1.96. This means that the stronger the Digital Leadership of a Rector in implementing tasks, the stronger the motivation of the doses n. In other words, Digital Leadership has an impact on work motivation.

It is proven that there is a direct impact of leadership on work motivation. The research entitled The Impact of Digital Leadership, Motivation, Training, and Compensation on Performance in Agencies / Organizations of the Minun Water Area of Surakarta City explained the results of the analysis that the variables of Digital Leadership and motivation according to advance data analysis are significant and have an impact on the performance of the Surakart Drinking Water Regional Agency/organization. This means that together the factors of Digital Leadership, motivation, training and compensation have an impact on the performance of Surakarta Drinking Water Regional Agencies/organizations (Sugini et al., 2018).

5. Direct Positive Impact **of Compensation** (X 2) **on Work Motivation (X₃)**

Compensation (X2) has a positive and significant impact on work motivation (X3). This hypothesis has been empirically proven. The test results statistically show the value of the path coefficient p_{32} of 0.3 1 2 and T statistics (t calculated) of 3.24 because the value of T statistics (3.24) $\geq$ 1.96. This means that the greater the compensation given from the agency, the higher the work motivation in the dose. In other words, compensation has an impact on work motivation.

This hypothesis suggests the effect of rewards on work motivation. The world of organizations/agency/organizations knows that employees are an asset of the agency/organization and are invaluable to management's interests in carrying out the agency's/organization's operations and activities. Without the presence of human resources, it is impossible for an institution/organization to run smoothly, so it is necessary to consider employees as human resources from various aspects. Human resources play a key role in achieving the goals of any agency/organization. Regarding remuneration, Hartati (2020) states that remuneration relates to all income in the form of money, direct or indirect goods, received in exchange for services to an institution/organization. This is as quoted by Irwan, Nujum and Mangkona (2020) that , "*the world of organizations or companies knowing employees is a company asset that is very useful for management interests in carrying out operationalization and company activities*".

6. The Indirect Impact of **Digital Leadership on Performance Through Work Motivation**

 Digital Leadership (X1) has a positive and significant impact on performance (Y) through work motivation (X3). This hypothesis has been empirically proven. The test results statistically show a statistical T value of 3.05 greater than the table t value with a significance level of 0.05 of 1.96, thus proving that work motivation is able to mediate the relationship between the impact of Digital Leadership on performance. This means that the stronger the Digital Leadership of a rector implemented in the task, the higher the work motivation in the Educator. With strong work motivation in Educators, the stronger the improvement of Educators' performance. In other words, Digital Leadership impacts performance through work motivation.

There is an indirect impact of Digital Leadership on performance through work motivation. This happens because the people feel the lack of achievement and appreciation to and limited opportunities to advance so that work motivation does not have an impact on performance, but simultaneously work motivation has a significant positional impact (0.002).

7. The Indirect Impact of Compensation on Performance Through Work Motivation

Compensation (X2) has a positive and significant impact on performance (Y) through work motivation (X3). This hypothesis has been empirically proven. The test results statistically showed a statistical T value of 2.4 4 greater than the table t value with a significance level of 0.05 of 1.96, thus proving that work motivation is able to mediate the relationship of the impact of compensation on performance. This means that the greater the compensation given from the agency, the stronger the work motivation in the educator. With strong work motivation in Educators, the stronger the performance of Educators. In other words, compensation impacts performance through work motivation.

There is an indirect impact of compensation on performance through performance motivation. To strengthen the opinion of the indirect impact of compensation on performance through work motivation is known to have a sensitivity to well-being. Based on the results of hypothesis testing conducted by Rezeki and Hidayat (2021), compensation has a significant and positive impact on performance. Motivation has a significant and positive impact on work. The relationship between compensation and motivation with performance is very strong.

Review with intensity in providing motivation and compensatory contributions have a positive and significant impact on performance. Motivation has a more dominant impact on performance than compensation. Based on the analysis of research results and discussions that have been conducted, the transformational Digital Leadership style has a positive but not significant impact on motivation and performance, compensation has a positive and significant impact on motivation and performance. Motivation mediates the impact of transformational Digital Leadership styles on performance, and motivation does not mediate the impact of compensation on performance. This is as quoted (Yanuar, 2017) that, "transformational leadership style has a positive but insignificant effect on motivation and performance, *compensation has a positive and significant effect on motivation and performance"*. From the analysis of research results and discussions that have been carried out, partially, training and compensation have a significant impact on performance. Simultaneously, training and compensation have a significant impact on performance. And motivation as a variable intervening does not mediate the impact of training on performance, nor does the impact of compensation on performance.
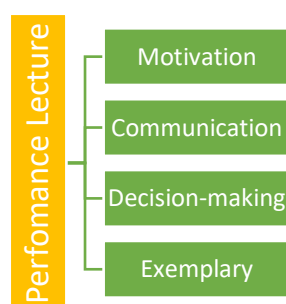

Figure 4. 25 Design of Digital Leadership-Based Educator Performance Improvement Model (Source. Processed by Researchers)

From the picture above, it can be seen that in the design of this Educator performance improvement model is a *positive side effect* from the results of research and several relevant studies found that Digital Leadership can be one of the factors that improve performance Educator at Sekolah Tinggi "MMTC" Yogyakarta. There are four indicators of Digital Leadership that can improve Educator performance as follows: (1) example, (2) communication, (3) motivation, and (4) decision making. This is in accordance with the results of research showing that Digital Leadership has a partial positive and significant impact on performance (Mulyadi, 2021). Good Digital Leadership is expected to improve performance. Employee performance will arise because of the impact of an effective leader, so the effectiveness of Digital Leadership will show how to motivate employees effectively. Figure 4. 25 Design of Digital Leadership-Based Educator Performance Improvement Model (Source. Processed by Researchers)

From the picture above, it can be seen that in the design of this Educator performance improvement model is a *positive side effect* from the results of research and several relevant studies found that Digital Leadership can be one of the factors that improve performance Educator at Sekolah Tinggi "MMTC" Yogyakarta. There are four indicators of Digital Leadership that can improve Educator performance as follows: (1) example, (2) communication, (3) motivation, and (4) decision making. This is in accordance with the results of research showing that Digital Leadership has a partial positive and significant impact on performance (Mulyadi, 2021). Good Digital Leadership is expected to improve performance. Employee performance will arise because of the impact of an effective leader, so the effectiveness of Digital Leadership will show how to motivate employees effectively.

3. Conclusion

This research shows the importance of an organization to improve performance both personal and organizational. Performance is the contribution of employee behavior that is formally evaluated by the organization as part of the responsibilities and obligations of employees in achieving organizational goals. From the point of view of Digital Leadership, if a leader is able to set an example, build communication, motivate, and make decisions, the leader can improve the performance of educators for the better so as to increase the efficiency and effectiveness of work in the organization. Educators in receiving compensation fairly, adequately, in accordance with the government and competitiveness can increase work motivation so that it can have an impact on better work results. Based on the analysis and discussion of the research, it can be concluded that:

1. Digital leadership has a direct positive impact on performance. As a result of the calculation, this impact has the lowest value. This means that in this case a leader needs a combination of Digital Leadership to be more effective to improve the performance of educators for the better.
2. Compensation has a direct positive impact on performance. This means that an increase in compensation has an impact on improving the performance of soldiers for the better.
3. Work motivation has a direct positive impact on performance. As a result of the calculation, this impact has the highest value. This means that increasing the motivation of Educators has an impact on improving Educator performance for the better.
4. Digital leadership has a direct positive impact on work motivation. This means that the more effective the Digital Leadership system, the more the motivation of the Educator's work.
5. Compensation has a direct positive impact on work motivation. This means that increasing compensation will increase the motivation of educators.
6. Digital Leadership has a positive indirect impact on performance through work motivation. This means that by combining Digital Leadership through work motivation, it has an impact on the increasing performance of Educators.
7. Compensation has a positive indirect impact on performance through work motivation. This means that by providing appropriate compensation through work motivation, it has an impact on the increasing performance of educators.

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