



INFLUENCE OF LEADERSHIP STYLE, COMPENSATION AND WORK CLIMATE ON WORK MOTIVATION

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Abstract: The Influence of Leadership Style, Compensation and Work Climate on Work Motivation of Vocational School Teachers. This research aimed to determine the effect of leadership style, Compensation, and work climate on teachers' work motivation of SMK Batang Anai District, Padang Pariaman Regency. This type of research is quantitative approach research. The population in this study amounted to 83 vocational school teachers in Batang Anai District, Padang Pariaman Regency. The sample in this study was 41 people after being searched by the systematic sampling technique. They are collecting data in this study using a direct closed questionnaire method. The results of the path analysis test show that (1) there is an influence of leadership style on the work motivation of Vocational High School teachers in Batang Anai District, Padang Pariaman Regency (2) there is an effect of Compensation on the work motivation of Vocational High School teachers in Batang Anai District, Padang Pariaman Regency (3) there is an influence of the work climate on the work motivation of Vocational High School teachers in Batang Anai District, Padang Pariaman Regency.

Keyword: Leadership Style; Compensation; Work Climate; Work Motivation

Abstrak: Pengaruh Gaya Kepemimpinan, Kompensasi, dan Iklim Kerja Terhadap Motivasi Kerja Guru SMK. Tujuan penelitian ini adalah untuk mengetahui pengaruh Gaya Kepemimpinan, Kompensasi, dan Iklim Kerja terhadap Motivasi Kerja Guru SMK Kecamatan Batang Anai Kabupaten Padang Pariaman. Jenis penelitian yang digunakan adalah penelitian dengan pendekatan kuantitatif. Populasi dalam penelitian ini berjumlah 83 guru SMK di Kecamatan Batang Anai Kabupaten Padang Pariaman. Sampel dalam penelitian ini sebanyak 41 orang setelah dilakukan pencarian dengan teknik sampling sistematis. Pengumpulan data dalam penelitian ini dilakukan dengan metode angket tertutup langsung. Hasil uji analisis jalur menunjukkan bahwa (1) terdapat pengaruh gaya kepemimpinan terhadap motivasi kerja guru SMK di Kecamatan Batang Anai Kabupaten Padang Pariaman (2) terdapat pengaruh Kompensasi terhadap Motivasi Kerja Guru. Guru SMK di Kecamatan Batang Anai Kabupaten Padang Pariaman (3) terdapat pengaruh iklim kerja terhadap motivasi kerja guru SMK di Kecamatan Batang Anai Kabupaten Padang Pariaman.

Kata Kunci: Gaya Kepemimpinan; Kompensasi; Iklim Kerja; Motivasi Kerja

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INTRODUCTION

The era of globalization is marked by fierce competition in all aspects of life, giving color or influence to the demands for human resources, including teaching and education resources, as elements that have a central and strategic position in forming quality human resources. This condition is followed by the growth and development of demands for democratization of education, accountability, needs for quality assurance from the world of work. The states above require schools and teaching and education personnel to have reliable quality and guarantee the quality of the educational process's results. Along with these various quality demands, the government has produced multiple laws and regulations which guarantee the quality of teaching and education personnel.

In any school, Human Resources (HR) occupies the most vital position. It is recognized that cost is essential—as are facilities, infrastructure, and technology. However, the availability of these resources becomes useless if handled by people who are incompetent and lack commitment. This will affect work productivity. An organization's success will be set on by many factors, one of which is human resources. Zainun (2004) stated that human resources are the most important because humans are the determining elements of life among all the available resources in an organization. Humans have a significant role in determining organizational goals in every organization because humans are the planner, activators, implementation, and supervision in an organization.

Motivation can be interpreted as making someone complete a job with enthusiasm because someone wants to do it. A person can be motivated to work in an environment that can support the activities carried out. Many things can motivate someone to work, such as close attention from superiors, healthy communication among teachers, an incentive or bonus system from the organization, an agreement to pursue higher education, peace at work, etc. Responsible people must drive the organization to achieve its goals effectively and efficiently. Besides that, people with high awareness, strong will, and motivation are needed (Winardi, 2000). Internal and external factors can influence a person's motivation. A person's motivation can increase or decrease, depending on the situation and conditions, both work environment conditions and leadership conditions.

Based on initial observations at the Indonesia Raya Vocational High School, Nusantara Ketaping Aviation Vocational High School, and Pratama International Vocational High School, there is currently a decline in teacher work motivation, marked by decreased teacher morale, lack of achievement motivation, and low responsibility at work. The low motivation for the work of teachers is thought to be influenced by the effect of leadership. Meanwhile,

teachers' low level of leadership guidance is indicated by the lack of reprimands from the leadership to teachers who have frequently violated applicable regulations. Teacher work's evaluation and supervision are still low, characterized by the lack of meetings between leaders and subordinates to evaluate and supervise teachers. Meanwhile, in terms of providing decision-making opportunities, they have listened more than they have been implementing and have been less able to give ideas or opinions in the forum.

The problem of compensation always gets excellent attention from every teacher. Compensation is a source of income/acceptance obtained because of their education and skills, which shows their work contribution and job satisfaction. Satisfaction with the compensation received from a teacher is the main element in creating the teacher's work motivation. The more satisfied a teacher is with the compensation they receive, the more satisfied the teacher will be with their job, which can undoubtedly increase work motivation, and vice versa. Meanwhile, the compensation factor given to employees as a form of appreciation has a relative value, which still needs to be addressed for improvement. Providing adequate compensation can positively influence employees, raise work motivation and morale, and ultimately improve employee performance (Wiyono & Lukitaningsih, 2020). Based on the results of a preliminary survey conducted by the author using the interview method to several teachers at SMK Nusantara, information was obtained that some teachers were dissatisfied with the compensation system provided by the school. It makes work motivation of the teachers decreased. It is also found in several schools. The decrease in work motivation is characterized by teachers not coming according to the specified working hours and taking a break in working hours.

In the educational context, organizational climate is the human environment where teachers do their work and realize mutual interaction among teachers in organizations. Every organization has a different work climate. It can be a conducive work climate, dynamic atmosphere, or less or even not conducive. Those are influencing by the teacher's internal factors, the organizational climate, and the organization's external environment. The combination of the internal environment and the implementation of roles ultimately affects teacher job satisfaction.

A good or bad organizational climate can cause changes in teacher behavior to be negative or positive. An excellent organizational climate can lead to improvement, like work motivation. In contrast, a bad organizational climate can lead to a decrease in work motivation. It will cause work delays, the possibility of changing teachers, and even

deliberately slowing down the work of teachers. From the indications of three Vocational High Schools, it can be seen that the current environment created in the organization has not provided the best inspiration for teachers in carrying out their work. This current environment will cause a low of work involvement. This involvement will later be reflected in the teacher's dedication, prioritizing school or personal interests. Also, teachers who have not felt involved in school organizations will not be concerned about their work.

According to Robbins (2007), motivation is the desire to do something and determine how to do something to satisfy individual needs. Greenberg and Baron in Wibowo (2007) argue that motivation is a series of processes that generate, direct and maintain human behavior towards achieving goals. Generating relates to the drive or energy behind the action. Based on the theory of motivation, MC. Clelland in Usman (2010) explains that there are three needs in work motivation, they are: 1) Teachers who need achievement have a powerful incentive to succeed. They wrestle for personal achievement rather than for the mere reward of success. They have a desire to do something better or more efficiently than what has been done before. This drive is the need for achievement (Nach-achievement need). High achievers differentiate themselves from others by their desire to get things done better. They look for situations where they can achieve personal responsibility for finding solutions to problems, receive prompt feedback on their performance to determine whether they are getting better or not, and set goals, which is quite a challenge. 2) Teachers who need power (nPow-need for power) desire to impact, influence, and control others. Individuals with high nPow enjoy being burdened, struggling to influence others, prefer to be placed in competitive and status-oriented situations. They tend to be more concerned with prestige (prestige) and gain influence over others than effective performance. 3) The need for affiliation is building relationships and maintaining friendly and warm relationships with other people. A person who has a high need for affiliation is very concerned about repairing a troubled relationship. They also want to do work that makes friendship possible. Teachers with high affiliation motives strive for friendship, prefer cooperative situations to competitive situations, and crave relationships that involve a high degree of mutual understanding.

Leadership is the ability to influence a group to achieve goals. According to Sumidjo (2002), leadership is the ability to control, move and direct action on a person or group to achieve specific goals in certain situations. Mangkunegara (2008) states that leadership comes from lead, which means moving earlier, walking in front, taking the first step, doing first, spearheading, directing thoughts, opinions, other people's actions, guiding,

determining, and move others through their influence. A leader is a person who moves earlier, goes ahead, takes the first step, takes action first, takes the lead, directs the thoughts, opinions, actions of others, guides, guides, moves others through their influence (Saputra & Mulia, 2020).

As agents of renewal and always looking to the future, leaders are full of initiative, creativity, and innovation so that the organization is not only stagnant but can present something new that can provide fresh air for the organization (Sumarto, 2015). In this context, leadership has a strong relationship with achievement motivation. It means that effective leadership can increase one's achievement motivation. Leadership implies, among others: 1) Leadership is inherent in certain traits such as personality, abilities, abilities. 2) Leadership is a series of leadership activities that cannot be separated from the leader's position and behavior. 3) Leadership is a process between the relationship or interaction between leaders, followers, and situations. Demock and Keong Siagian (2013) argue that the excellent relationship created between subordinates and superiors is a sign of the success of leadership abilities as follows: the ability to direct, to move, to coordinate, to make decisions, and to impose sanctions. It can be concluded that this leadership is an ability to empower all resources to work optimally. The failure of an organization is also caused by unsuccessful leadership in managing and empowering resources. For this reason, leadership skills are needed to optimize resources to achieve organizational interests or goals.

Based on the explanation above, the indicators of the leadership variables in this study are the ability to direct, move, coordinate, make decisions, and give sanctions. According to Hasibuan (2005), compensation is all income in the form of money, goods, directly or indirectly received by employees as compensation for services provided to the organization. It is also said that the compensation policy is good in size. The time frame for payment can encourage work passion and employees' desire to achieve optimal work performance. According to Tohardi (2002), compensation is an essential component that needs to be considered to encourage motivation, creates excitement at work which ultimately leads to increased productivity.

Compensation is everything that is received as remuneration for a brand's work (Sedarmayanti, 2014). A good reward or compensation system is a system that can guarantee the satisfaction of organizational members, which in turn allows the organization to obtain, maintain and employ several people with various positive attitudes and behaviors who work productively for the benefit of the organization (Siagian, 2013). According to Martoyo

(2007), compensation is an arrangement of rewards for leaders and subordinates, either directly or indirectly, in the form of money. Handoko (2012) states that compensation is anything that is received as remuneration for their work. According to Robbins (2007), appropriate payment is by systems and policies that are fair and in line with expectations.

Mondy, Noe, and Premeaux (2005) said, said compensation is an award received in the form of salary, awards, and others. Compensation can be divided into a financial form such as salary, allowances, certification, health and accident insurance, social security, and performance awards. Furthermore, compensation in the non-financial form are assignments, challenges, learning opportunities, rewards, policies, a comfortable environment, and facilities. Compensation applied to each individual in the organization aims to develop good teamwork, encouraging the organization to achieve its goals. Compensation can be financial or non-financial. In essence, it is a form of appreciation or remuneration by the organization. Compensation in the financial form includes wages or salaries and incentives, while compensation in non-financial forms is a facility that is usually enjoyed. Based on this explanation, the indicators for the compensation variable are (a) Financial Compensation, (b) Non-Financial Compensation.

According to Wirawan (2008), the perception of organizational members and stakeholders about what exists and happens in the organization's internal environment will affect the organization members' attitudes and behavior and determine the organization's performance. Gibson (in Sutisna, 1996) said that work climate is a set of equipment from a work environment that is felt directly or indirectly who works in this environment and thinks it will be the leading force influencing their behavior at work. According to Anggara (2015), the indicators of the work climate are a) autonomy and flexibility, the authority given by the leader to subordinates to take actions or steps to complete work and not be rigid in implementing regulations, b) rust and be open, that gives them the confidence to complete the work that is their responsibility and gives the freedom to discuss matters relating to work problems to colleagues and leaders, c) sympathetic and giving support, which getting attention to the problems faced in completing work and the contributions given, get a positive response from the leadership. d) honest and respectful, means that leaders do their duties by fulfilling work agreement and respect the capabilities, e) clarity of objectives, means the purpose of the teacher's work is clearly defined (described), f) risky work, means leader gives the motivation to be brave of having a different opinion from superiors for implementing more efficient work methods, g) personality growth, means subordinate allowed to improve

their skills. Based on the explanation, the indicators of the work climate variable in this study are: (a) Autonomy and flexibility, (b) Honest and respect, (c) Sympathetic and providing support, (d) risky work and, (e) Clarity of purpose.

Based on the explanation above, research on the factors that influence teachers' work motivation in schools is scarce. Most of the previous studies only discussed the factors that affect teacher performance and the factors that affect teacher job satisfaction. Therefore, the results can be a reference and novelty for further research in developing knowledge about the factors that affect work motivation, especially for teachers in schools.

METHOD

The type of research used in this research is descriptive quantitative, which aims to determine the relationship between two or more variables and can influence each other. This research was conducted on Vocational High School teachers in Batang Anai District, Padang Pariaman Regency, to examine the effect of leadership, compensation, and work climate on work motivation. Research variables are divided into exogenous variables (leadership, compensation, and work climate) and endogenous variables (work motivation). The research object was all the teachers of SMK Batang Anai District, Padang Pariaman Regency.

The study population was all vocational teachers in Batang Anai District, Padang Pariaman Regency, totaling 40 people. If the sample is more than 100, the sampling technique uses the total sample technique, where the entire population becomes respondents. The data analysis technique used in this research is path analysis. The data collection technique used is a closed direct questionnaire method. The direct closed questionnaire method is a questionnaire designed in such a way as to record data about the conditions experienced by the respondents. All alternative answers that the respondent must answer have been listed in the questionnaire.

RESULTS AND DISCUSSION

Results

The normality test is carried out to find out whether the data comes from a population that is normally distributed or not. The normality test was performed using the Kolmogorov-Smirnov test. If the value is asymp, Sig (2-tailed) is more significant smaller than 0.05, and it can be concluded that the data is usually distributed. For more details, see the table 1. From the table 1, it can be seen that the significance value of Leadership (X1) is 0.80, Compensation (X2) is 0.132, organizational climate (X3) is 0.108, and work motivation (Y)

is 0.095 because these results are greater than the significant value of 0.05. it can be concluded that the data population is normally distributed.

Table 1. Research Results of Normality Test with SPSS

Variable	Kolmogorov-Smirnov ^a			Description
	Sig.	df	Alpha	
X1	,080	41	0,05	Normal
X2	,132	41	0,05	Normal
X3	,108	41	0,05	Normal
Y	,095	41	0,05	Normal

Source: SPSS Processed Data

The homogeneity test determines whether several population variants are the same or not to determine the Levene test method. As a test criterion, if the significance value is more than 0.05, it can be said that the variants of two or more data groups are the same. For more details, see the table below:

Table 2. Research Results of the Homogeneity Test with SPSS

Variable	Sig	Alpha	Description
Leadership (X ₁)	0,242	0,05	Homogeneous
Compensation (X ₂)	0,085	0,05	Homogeneous
Working Climate (X ₃)	0,001	0,05	Inhomogeneous

Source: SPSS Processed Data

Based on the table above, the significance value for the leadership variable is 0.148, the compensation variable is 0.071, and the work climate variable is 0.001. The homogeneity test results show that the significance of the leadership and compensation variables is more than 0.05. It can be concluded that the independent variables have the same (homogeneous) variant. And organizational climate variables do not have the same variants (not homogeneous).

The F test is used to determine whether the independent variables simultaneously significantly affect the dependent variable. The degree of confidence used is 0.05. Suppose the calculated F value is greater than the F value according to the table. In that case, the alternative hypothesis states that all independent variables simultaneously have a significant effect on the dependent variable. For the analysis of the SPSS output, it can be seen in the table 3. From the table 3, it is obtained that the F_{count} value is 7,234 with a probability value (sig) = 0.001. The value of $F_{\text{count}} 7,234 > F_{\text{table}} 2,866$ (F table can be seen in the attachment) and sig value. Smaller than the probability value of 0.05 or the value of 0.001 < 0.05, H1 is

accepted, which means that jointly (simultaneously) leadership, Compensation, and organizational climate significantly affect work motivation.

Table 3. Research Results of the F Test Hypothesis with SPSS

Model	df	F Hitung	F Tabel	Sig.	Keterangan	
					H ₀	H ₁
Regression	3					
Residual	37	8,293	2,86	0,000	-	√
Total	40					

Source: SPSS Processed Data

The t-test is used to determine whether the independent variables partially have a significant or not significant effect on the dependent variable. The degree of significance used is 0.05. If the significant value is less than the degree of confidence, we accept the alternative hypothesis, which states that an independent variable partially affects the dependent variable. The t-test analysis is also seen from the table below:

Table 4. Hypothesis Research Results of T-Test with SPSS

No	Variable	T Hitung	T Tabel	Sig.	Keterangan	
					H ₀	H ₁
1	Leadership (X ₁)	2,389	1,683	,022	-	√
2	Compensation (X ₂)	2,118	1,683	,041	-	√
3	Working Climate (X ₃)	2,149	1,683	,038	-	√

Source: SPSS Processed Data

Discussion

Research Hypothesis

Before discussing the results of this study, the hypotheses of this study are as follows:

1. Leadership has a significant effect on the work motivation of SMK teachers in Batang Anai District, Padang Pariaman Regency.
2. Work climate has a significant effect on the work motivation of SMK teachers in Batang Anai District, Padang Pariaman Regency.
3. Compensation has a significant effect on the work motivation of SMK teachers in Batang Anai District, Padang Pariaman Regency.

Leadership (X₁) on Work Motivation (Y)

The table above the leadership variable (X₁) on the work motivation variable (Y) shows the value of tcount 2.389 and ttable at $\alpha = 0.05$ and (df 40 = 41-1) of 1.683 because tcount is greater than ttable (2.389 > 1.683) then It can be concluded that there is a relationship between the leadership variable (X₁) and work motivation (Y). A positive t

value indicates that Compensation (X1) directly relates to work motivation (Y). So it can be concluded that leadership has a significant influence on work motivation.

The above research results indicate that the Vocational High School teachers' leadership style in Batang Anai District, Padang Pariaman Regency, has not been able to increase employee work motivation, which can be seen from the teachers' motivation who are still underachieving. Through the current leadership style, teachers also feel at home and are happy to work in school.

The principal, as a leader, must be able to cultivate the discipline of teachers by using rules as a tool to enforce discipline. Principals in enforcing discipline in schools have different styles, from one leader to another. In carrying out his duties, a democratic school principal will try to consider the ability by looking at the skills of their group. Democratic leaders also have confidence in their abilities and are accompanied by the responsibilities of their members. He always tries to build the spirit of group members in carrying out and developing their work power. It means that the principals at 3 SMKs in Batang Anai District appreciate every skill and ability possessed by each teacher in providing the task load. That way, giving responsibility to each individual will be more appropriate because the democratic leadership style requires the active participation of each member.

The results of this study are by the opinion of Winardi (2000) that motivational factors include: achievement, recognition/appreciation, work environment, responsibility, progress, and personal growth. This study's results are also in line with Djumadiono & Sari's (2021) research entitled *The Effect of Leadership on Employee Motivation*. From the research results, it is known that the leadership style affects employee performance.

Compensation (X2) to Work Motivation (Y)

From the results of the analysis in the table above, the compensation variable (X2) on the work motivation variable (Y) shows the value of T-count 2.118 and T-table at $\alpha = 0.05$ and (df 40 = 41-1) of 1.683, because T-count is greater than T-table (2.118. > 1.683) it can be concluded that there is a relationship between the leadership variable (X2) and work motivation (Y). A positive t value indicates that compensation (X2) directly relates to work motivation (Y). So it can be concluded that compensation has a significant effect on work motivation.

The results showed that compensation had a positive effect on motivation. If schools fulfill their obligations to teachers as compensation, teachers will feel appreciated for their efforts so that they are more enthusiastic about working and can increase their work

productivity. Compensation is significant for teachers because the size of the compensation will affect the work motivation and performance (achievement) of teachers. In compensation, there is an incentive system that links compensation with performance. With compensation, it gave teachers rewards based on performance. This study's results are consistent with several theories, stating that several causes can affect work motivation. One of the causes of the various influences that exist is compensation. It is consistent with a study conducted by Laia (2021) with the title *The Effect of Compensation on Employee Work Motivation at the Amandraya Sub-District Office, South Nias Regency*. Her research shows that compensation simultaneously affects the performance of PT Askes's (Persero) Denpasar Branch Office. A study conducted by Armini (2009) shows that compensation has a significant effect on work motivation.

Work Climate (X3) on Work Motivation (Y)

From the results of the analysis in the table above, the work climate (X3) on the work motivation variable (Y) shows the value of T-count 2.149 and T-table at $\alpha = 0.05$ and (df 40 = 41-1) of 1.683, because T-count is greater than T-table (2.149. > 1.683) it can be concluded that there is a relationship between the work climate (X3) and work motivation (Y). A positive t value indicates that work climate (X3) directly relates to work motivation (Y). So, it can be concluded that leadership has a significant influence on work motivation.

The results show that schools have maintained the work climate needed by teachers to become a determinant of their motivation to work. This study's results are consistent with the theory according to the opinion of Newstrom and Davis (1986) that organizational climate affects motivation, work productivity, and job satisfaction. Climate influences this by shaping employee expectations about the consequences of actions. Employees will expect rewards based on their perceptions of the organizational climate.

Two factors affect job satisfaction: factors that come from within the employee himself, such as the expectations and needs of the individual, and the second is extrinsic factors, which are factors that come from outside the employee, including company policies, and so on. In extrinsic factors, it is clear that the factors that affect an employee's work also consist of environmental factors. If the organizational environment has made employees uncomfortable, usually, their job satisfaction decreases. Therefore, it can be concluded that the work climate greatly influences the work climate. Thus, the organizational climate for work motivation should be focused and conducive to achieve motivation and produce optimal work results for workers and companies or related organizations. Managers or

leaders can support various methods and elements in the organizational climate to smooth work motivation.

CONCLUSION

Based on the research that the author has conducted on leadership, Compensation, and organizational climate have an effect on the Work Motivation of Vocational School Teachers in Batang Anai District, Padang Pariaman Regency, the author will provide the following conclusions: 1) Leadership climate positively affects Vocational School Teachers' Work Motivation in Batang Anai District, Padang Pariaman Regency, 2) Compensation positively affects Vocational School Teachers' Work Motivation in Batang Anai District, Padang Pariaman Regency, 3) Work climate positively affects Vocational School Teachers' Work Motivation in Batang Anai District, Padang Pariaman Regency.

Based on the research results, discussion, and conclusions that have been made, some implications can be given as follows.

1. The theoretical implication is that this research proves that leadership style affects work motivation. In this context, leadership has a strong relationship with achievement motivation. It means that effective leadership can increase one's achievement motivation. Furthermore, this study proves that compensation affects work motivation. Compensation in the form of financial includes wages or salaries and incentives. In contrast, compensation in the form of non-financial is a facility that is usually enjoyed to motivate in increasing work productivity.
2. Leaders should organize training and development programs for employees regularly. This program aims to develop further the potential that exists in themselves and can also increase employee motivation.
3. Leaders must pay attention to and apply the principles of motivation correctly and appropriately. There are five principles of motivation: inclusion, communication, recognition, delegated authority, and reciprocal attention principle. It needs to be done to increase employee motivation.
4. The school should improve the existing facilities, especially those that can support the school's activities and for employees, such as communication facilities, health services, sports, canteens, and cleanliness.

Researchers realize that in this study, there must be many obstacles and obstacles. It is not an intentional factor but occurs because of the limitations of researchers in conducting research. In connection with the inaccessibility of time, effort, and cost, the researchers in

conducting the study only took samples from 3 SMKs in Batang Anai District, which only amounted to 41 people as objects. In using questionnaires, questionnaires do not always have advantages. However, it also has a weakness, namely from the respondents' answers, which are less open in providing solutions, and the possibility of these answers being influenced by the respondent's desires.

One limitation of this study is related to the generalization process. It is because the selected sample cannot accurately reflect the influence of students on the environment of students on the learning motivation of Indonesian students. However, it can only be generalized to teachers at SMK Batang Anai District.

In addition, in discussing the problem, the author limits leadership style only, even though many other factors affect teacher work motivation, such as salary, attitude towards work or role models, training, and others. Therefore, this research cannot be generalized to all teachers throughout Padang Pariaman, let alone throughout West Sumatra or even all of Indonesia. As stated, research may change if they carried out similar research with different places and samples.

Besides that, time is limited. Research conducted by researchers is fixed by time because the time used is minimal. So the researcher only has time according to the needs related to the study. Although the time that researchers use is relatively short, it can meet the requirements of scientific research.

The last is the limitation of the researcher's ability. In conducting research can not be separated from knowledge. Thus researchers are aware of the limitations of capacity, especially in expertise, to make scientific work. But researchers have tried their best to research scientific abilities and guidance from various groups.

To increase the influence of leadership style, compensation, and organizational climate on the work motivation of teachers of Vocational High School Teachers, Batang Anai District, Padang Pariaman Regency, subsequent efforts need to be made:

1. Leaders (principals) need to have personality abilities in managing the organization to influence leadership style, compensation, and organizational climate on teacher work motivation.
2. Leaders (principals) need to provide direction to teachers to motivate teachers to work.
3. Leaders (principals) need to move the organization so that it can work optimally.
4. Leaders (principals) need to coordinate resources to achieve organizational interests and goals.

5. Leaders (principals) need to make wise decisions when required.
6. Leaders (principals) need firmness in acting when teachers make mistakes by giving sanctions.

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