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The Influence of Leadership and Competence on the Performance of Educational Personnel at PTIQ University with Job Satisfaction as a Mediating Variable

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Abstract: This study aims to examine and analyze the impact of Leadership and Competency on the Performance of Educational Personnel, with Job Satisfaction serving as a Mediating Variable at PTIQ University. The independent variables considered are Leadership and Competency, while the dependent variables encompass the Performance of Educational Personnel, with Job Satisfaction acting as a mediating factor. Data collection involved distributing questionnaires to 160 respondents from the educational personnel of PTIQ University. Employing an associative quantitative approach, this research utilized primary data and applied Structural Equation Modeling (SEM) via Smart PLS. The findings reveal that Leadership exhibits a positive and significant influence on the Performance of Educational Personnel, indicating a coefficient value of 0.761. Likewise, Competency demonstrates a positive and significant impact on the Performance of Educational Personnel, with a coefficient value of 0.206. Furthermore, Leadership is found to affect Job Satisfaction positively and significantly, displaying a coefficient value of 0.605, while Competence also exhibits a positive and significant effect on Job Satisfaction, with a coefficient value of 0.249. Moreover, Leadership and Competency both positively and significantly affect the Performance of Educational Personnel through Job Satisfaction, with coefficient values of 0.512 and 0.217, respectively. Lastly, Job Satisfaction significantly influences the Performance of Educational Personnel, with a coefficient value of 0.278.

Keyword: Leadership; competence; performance of education personnel; job satisfaction.

INTRODUCTION

Human Resources (HR) constitute a central factor in any educational institution. Regardless of its form and purpose, an educational institution is founded upon a vision for collective benefit and is managed by humans in its mission execution. Without a qualified workforce or employees, it is virtually impossible for the institution's objectives to be achieved effectively. Educational institutions operate within a system comprising various activities carried out regularly and continuously by a group of individuals to attain educational goals (Bandhaso & Paranoan, 2019).

Among the issues concerning human resources, employee performance stands out as a primary concern warranting attention from educational institutions. Employee performance holds significant importance for an educational institution as the measure of success is influenced by the employees' performance themselves (Gurning & Irvan, 2022).

Performance is the outcome of work conducted by an individual or educational institution in accordance with responsibilities and authority to achieve predetermined educational goals through legal, ethical, and non-violative means. Therefore, the role of performance is crucial in achieving set objectives. Based on observations and phenomena, a decline in the performance of educational personnel at PTIQ has been noted. Previous research conducted by Arda indicates that performance has a positive and significant impact on organizations, underscoring the importance of performance for an organization (Arda, 2017).

Based on observations made, job satisfaction at PTIQ University is still low. This is indicated by assignments that are not in accordance with expertise and the lack of opportunities to expand poor work skills that make employee performance low. Based on observations made, job satisfaction at PTIQ University is still low. This is indicated by assignments that are not in accordance with expertise and the lack of opportunities to expand poor work skills that make employee performance low (Sugiono et al., 2021). Previous research conducted by Yuliani showed that job satisfaction has a positive and significant effect on the organization, therefore job satisfaction is very important for an organization (Yuliani et al., 2023).

The declining performance of educational personnel at PTIQ University is suspected to be attributed to low leadership qualities. Leadership entails the characteristic possessed by an individual acting as a leader to influence members of their group in achieving mutually agreed-upon goals and objectives. Previous research conducted by Riskawati indicates that leadership has a positive and significant impact on organizations, underscoring its crucial role for an organization (Riskawati & Aulia, 2021).

Likewise, the declining performance of educational personnel at PTIQ University is suspected to stem from inadequate competencies. Competence refers to the capacity possessed by educational personnel directing behavior in line with job demands and institutional regulations, ultimately leading to desired outcomes. Initial observations suggest subpar competence levels at PTIQ, manifested through inadequate standard work abilities resulting in low educational personnel performance. Previous studies have shown that competence has a positive and significant impact on organizations, highlighting its importance for an organization (Sutrisno, 2019).

METHOD

This research falls under the category of quantitative research involving respondents as research subjects. The research subjects comprise all educational personnel at PTIQ University, totaling 160 respondents, with the research period from January 2023 to July 2023.

Table 1. Research Respondents

Item	N=160	Percentage
Gender	Male= 70	Male= 44%
	Female = 90	Female = 56%
Age	20-35 = 23	20-35 = 14%
	26-30 = 27	26-30 = 17%
	31-35 = 30	31-35 = 19%
	36-40 = 35	36-40 = 22%
	41-45 = 25	41-45 = 16%
	>46 Above = 20	Above = 12%

Education Leve	High School = 15 Diploma = 30 Bachelor's = 60 Master's = 40 Doctorate = 15	High School = 9% Diploma = 19% Bachelor's = 38% Master's = 25 % Doctorate = 9%
Length of Employment	1-5 years = 35 6-10 years = 50 11-15 years = 27 16-20 years = 33 21> years = 15	1-5 years = 22% 6-10 years = 31% 11-15 years = 17% 16-20 years = 21% 21> years = 9%

Source: Research data, 2024.

This study incorporates several theoretical discussions or conceptual explanations related to the research theme with the aim of providing an overview in the initial discussion section. Some theoretical explanations include those related to performance, job satisfaction, leadership, and competence. Performance, according to Armstrong and Baron as cited in Wibowo's book, is the outcome of work closely linked to an organization's strategic goals, customer satisfaction, and contribution to the economy (Wibowo, 2016). Performance is the result of work conducted by an individual or educational institution in accordance with responsibilities and authority to achieve predetermined educational goals through legal, ethical, and non-violative means. According to Edy Sutrisno, performance is an individual's success in carrying out tasks, the work results that can be achieved by an individual or a group of individuals in an educational institution in line with their respective authority and responsibilities, or how an individual is expected to function and behave according to the tasks assigned to them, as well as the quantity, quality, and time used in carrying out tasks (Sutrisno, 2019). Performance has several dimensions and indicators, namely: 1) Work quality: a) neatness b) work results c) precision, 2) Work quantity: a) speed b) ability c) expertise, 3) Cooperation: a) collaboration b) cohesion, 4) Responsibility: a) work results b) decision-making.

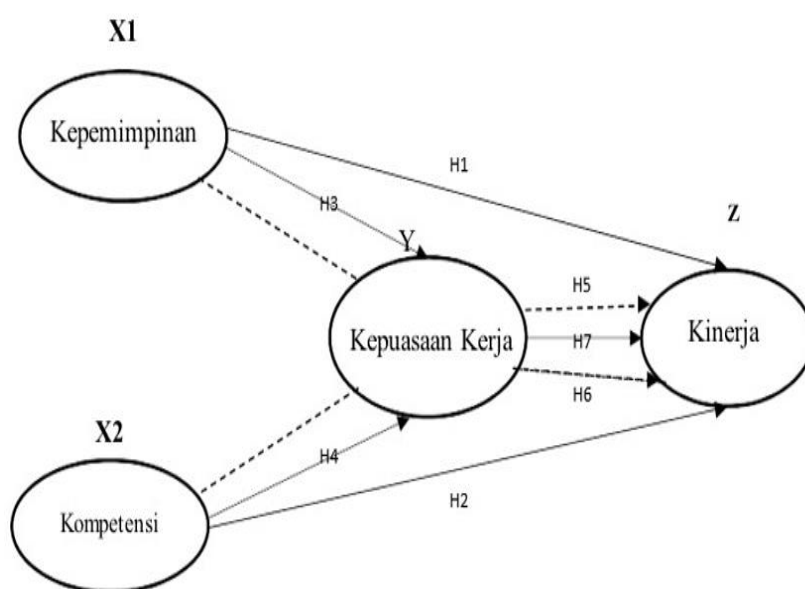
Job satisfaction, as described by Robbins & Judge, is a positive feeling about one's job that results from an evaluation of its characteristics (Robbins & Judge, 2015). Job satisfaction is a phenomenon that educational leaders should strive for. According to Afandi, job satisfaction is the positive attitude of employees encompassing feelings and behaviors toward their work through the assessment of a job as appreciative in achieving important work values (Pandi, 2018). Job satisfaction has several dimensions and indicators, namely: 1) The job itself: a) tasks and responsibilities b) learning opportunities, 2) Current salary: a) salary system b) fairness of salary, 3) Promotion opportunities: a) promotion prospects b) opportunities to expand skills, 4) Supervision: a) fairness in assignments b) competency-based assignments.

Leadership, as explained by Robbins & Molan, is the ability to influence a group towards achieving a vision or set goals (Robbins & Molan, 2015). Leadership is the characteristic possessed by an individual acting as a leader to influence members of their group in achieving mutually agreed-upon goals and objectives (Mulsiansyah et al., 2023). According to Rivai, leadership is a set of traits used by leaders to influence subordinates towards achieving organizational goals, or it can also be said that leadership style is the preferred and often applied behavior pattern and strategy of a leader (Rivai & Sagala, 2015). Leadership has several dimensions and indicators, namely: 1) Directive leadership: a) providing clear and firm orders b) ability to delegate orders, 2) Supportive leadership: a) friendly with subordinates b) leaders provide authority and fair decisions, 3) Participative leadership: a) consulting with subordinates b) using their advice before making decisions, 4) Achievement-oriented leadership: a) setting challenging goals b) expecting subordinates to perform at the highest level.

Compensation, according to Dessler, refers to personal characteristics that can be demonstrated, such as knowledge, skills, and personal behaviors like leadership (Dessler, 2004). Competence is the capacity possessed by educational personnel directing behavior in line with job demands and institutional regulations, ultimately leading to desired outcomes (Kusumawardana et al., 2023). According to Edison, competence is an individual's ability to perform a job correctly and excel based on factors involving knowledge, skill, and attitude (Edison et al., 2018). Competence has several dimensions and indicators, namely: 1) Self-concept: a) assisting other employees b) respecting colleagues, 2) Knowledge: a) possessing supportive knowledge b) task-solving abilities, 3) Skills: a) standard work skills b) initiative in work (Soetrisno & Gilang, 2018; Sugiyono, 2019).

Hypotheses, according to Sugiyono, are temporary answers to the research problem formulation and are based on empirical facts obtained through data collection (Sugiyono, 2019). Based on the relationship between variables in the theoretical framework, the research hypotheses are formulated as follows:

- H1: There is an influence of leadership on the performance of educational personnel at PTIQ University.
- H2: There is an influence of competence on the performance of educational personnel at PTIQ University.
- H3: There is an influence of leadership on job satisfaction at PTIQ University.
- H4: There is an influence of competence on job satisfaction at PTIQ University.
- H5: There is an influence of leadership on job satisfaction at PTIQ University through job satisfaction.
- H6: There is an influence of competence on job satisfaction at PTIQ University through job satisfaction.
- H7: There is an influence of job satisfaction on the performance of educational personnel at PTIQ University.

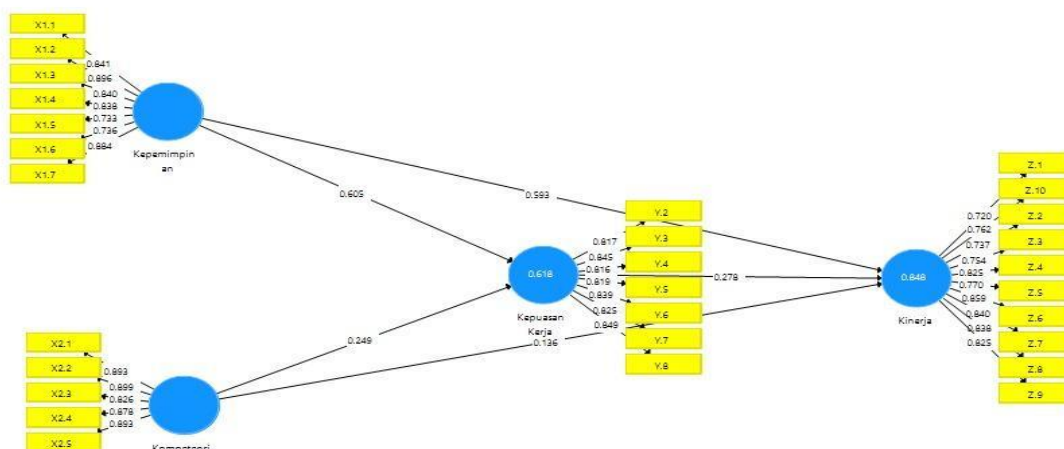


Source: research data, 2024.

Figure 1. Thinking Framework

RESULTS AND DISCUSSION

Data Analysis



Source: Data processed (2023)

Figure 2. Path Analysis

Table 2. Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Leadership	0,921	0,922	0,937	0,683
Competence	0,926	0,929	0,944	0,771
Performance	0,934	0,936	0,945	0,631
Job Satisfaction	0,925	0,927	0,939	0,689

Source: Data processed (2023)

Validation and reliability testing were conducted by examining Cronbach's alpha and composite reliability values > 0.7, while the average variance extracted (AVE) value > 0.05, thus meeting the requirements for validity and reliability testing.

The results of construct reliability and validity testing show that all variables meet the minimum requirements for Cronbach's alpha, composite reliability, and average variance extracted (AVE) testing. The minimum values for Cronbach's alpha and composite reliability are 0.7, while the minimum value for average variance extracted (AVE) is 0.5. All variables meet the requirements.

Table 3. Path Analysis

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Leadership -> Performance	0,413	0,416	0,076	7,766	0,000
Leadership -> Job Satisfaction	0,605	0,607	0,083	7,255	0,000
Competence -> Performance	0,136	0,138	0,054	2,524	0,012
Competence -> Job Satisfaction	0,249	0,248	0,088	2,842	0,005
Job Satisfaction -> Performance	0,278	0,280	0,078	3,586	0,000

Source: Data processed (2023)

Hypothesis testing was conducted through path analysis on the constructed model. The acceptance or rejection of a hypothesis statistically can be determined by its significance level. Testing was performed using the t-test, where if the p-value obtained is ≤ 0.10 (alpha 10%), it is considered weakly significant; if the p-value is ≤ 0.05 (alpha 5%), it is considered significant, and if the p-value is ≤ 0.01 (alpha 1%), it is considered highly significant.

Leadership significantly and positively influences the Performance of Education Personnel. This can be observed from the P Values < 0.005 ($0.000 < 0.05$) and the original sample value of 0.413, indicating that Leadership has a significant positive influence on the Performance of Education Personnel at PTIQ University, thus the hypothesis is accepted. Leadership also significantly and positively influences Job Satisfaction. This is evident from the P Values < 0.005 ($0.000 < 0.05$) and the original sample value of 0.605, indicating that Leadership has a significant positive influence on the Job Satisfaction of Education Personnel at PTIQ University, thus the hypothesis is accepted. Competence significantly and positively influences the Performance of Education Personnel. This can be observed from the P Values < 0.005 ($0.012 < 0.05$) and the original sample value of 0.136, indicating that Competence has a significant positive influence on the Performance of Education Personnel at PTIQ University, thus the hypothesis is accepted. Competence also significantly and positively influences Job Satisfaction. This is evident from the P Values < 0.005 ($0.005 < 0.05$) and the original sample value of 0.249, indicating that Competence has a significant positive influence on Job Satisfaction at PTIQ University, thus the hypothesis is accepted. Job Satisfaction significantly and positively influences the Performance of Education Personnel. This can be observed from the P Values < 0.005 ($0.000 < 0.05$) and the original sample value of 0.278, indicating that Job Satisfaction has a significant positive influence on the Performance of Education Personnel at PTIQ University, thus the hypothesis is accepted.

Table 4. Specific Indirect Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Leadership -> Job Satisfaction -> Performance	0.512	0.520	0.064	2.617	0.009
Competence -> Job Satisfaction -> Performance	0.217	0.226	0.032	2.147	0.032

Source: Data processed (2024)

Leadership significantly and positively influences Performance through Job Satisfaction. This is evident from the P Values < 0.005 ($0.009 < 0.05$) and the original sample value of 0.512, indicating that Leadership has a significant positive influence on the Performance of Education Personnel through Job Satisfaction at PTIQ University, thus the hypothesis is accepted. Furthermore, Competence significantly and positively influences Performance through Job Satisfaction. This is evident from the P Values < 0.005 ($0.032 < 0.05$) and the original sample value of 0.217, indicating that Competence has a significant positive influence on the Performance of Education Personnel through Job Satisfaction at PTIQ University, thus the hypothesis is accepted.

The direct influence of Leadership on Performance is 0.413, the regression coefficient of the indirect influence of Leadership on the Performance of Education Personnel through Job Satisfaction is 0.512, and the total influence is 0.925. This indicates that the indirect influence is greater than the direct influence. Furthermore, the P-value for the indirect influence of Leadership on the Performance of Education Personnel through Job Satisfaction is 0.009. Since the value is less than 0.05, it can be concluded that the Leadership variable influences the Performance of Education Personnel through Job Satisfaction at PTIQ University.

The regression coefficient for the direct influence of Competence on the Performance of Education Personnel is 0.136, the regression coefficient for the indirect influence of Competence on the Performance of Education Personnel through Job Satisfaction is 0.217, and the total influence is 0.353. This indicates that the indirect influence is greater than the direct influence. Furthermore, the P-value for the indirect influence of Competence on the Performance of Education Personnel through Job Satisfaction is 0.032. Since the value is less than 0.05, it can be concluded that the Competence variable influences the Performance of Education Personnel through Job Satisfaction at PTIQ University.

CONCLUSION

This study examined the Performance of Education Personnel at PTIQ University by modifying the approaches of Leadership theory, Competence theory, and Job Satisfaction theory. A total of 160 questionnaires were collected from all Education Personnel at PTIQ University and analyzed using SmartPLS with SEM method. The results of this study indicate that Leadership significantly influences Performance. This finding is consistent with the research by Mulsiansyah et al. (2023), which shows that Leadership has a positive and significant effect on Performance. Additionally, Competence significantly influences Performance, which is in line with Soetrisno & Gilang (2018) stating that Competence plays a crucial role in improving Performance.

Leadership significantly influences Job Satisfaction; this is also consistent with the study conducted by Gurning & Irvan (2022) that Leadership has a positive and significant effect on Job Satisfaction. Furthermore, Competence significantly affects Job Satisfaction, in line with the research by Riskawati et al. (2021) indicating that Leadership has a positive and significant effect on Job Satisfaction. Moreover, Job Satisfaction also significantly impacts Performance, consistent with the study by Bandhaso & Paranoan (2019) stating that Job Satisfaction has a positive and significant effect on Performance. Leadership through Job Satisfaction also significantly influences Performance with a positive path coefficient value of 0.512, meaning an increase in Leadership affects Job Satisfaction and Performance. This aligns with the research conducted by Sugiono et al. (2021) which states that Leadership through Job Satisfaction has a positive and significant effect on Performance. Furthermore, Competence through Job Satisfaction also significantly influences performance with a positive path coefficient value of 0.217, meaning an increase in Competence affects Job Satisfaction and Performance. This corresponds with the study by Kusumawardana et al. (2023) indicating that Competence through Job Satisfaction has a positive and significant effect on Performance.

Therefore, this study is expected to contribute insights into efforts to improve the Performance of Educational Personnel at PTIQ University. In the future, Universities should maintain and enhance the role of Competence and Job Satisfaction to improve it further. The University should also maintain or enhance Leadership to remain competitive in the rapidly evolving educational landscape. The results of this study can also serve as a basis for further research, improvement, or refinement of research, and examination of other variables related to Performance. Other researchers are encouraged to conduct further research on Performance in line with the theories and findings of previous research, thus improving the predictions of future research compared to the model in this study.

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