

The Role of Leadership in Supporting the Competence and Achievements of Lecturers Kopertis Region IX City of Makassar

Muhammad Rusydi¹

¹ Economic Faculty, Muhammadiyah University of Makassar, Makassar, Indonesia

Correspondence: Muhammad Rusydi, Economic Faculty, Muhammadiyah University of Makassar, Makassar, Indonesia. E-mail: muhrusydi60@gmail.com

Received: October 10, 2017

Accepted: October 17, 2017

Online Published: November 30, 2017

doi:10.5539/res.v9n4p170

URL: <http://doi.org/10.5539/res.v9n4p170>

Abstract

This study purpose to analyze the influence of leadership on the competence and performance of lecturers Kopertis Region IX Sulawesi. The population of this research is Lecturer of Civil Servant who has obtained certification at Private Higher Education in Makassar City with 200 lecturer samples chosen by multistage sampling through accident method by using Structural Equation Model (SEM) technique. The results showed that: (1) leadership had positive and significant influence on lecturer competence, (2) leadership had positive and significant impact of lecturer's performance, (3) capability has a positive and significant effect on the lecturer's performance, and (4) leadership had positive and significant impact on lecturer performance through capability .

Keywords: Leadership, Competence, Achievement

1. Introduction

1.1 Background

The quality and commitment of educative personnel is the key to the success of a formal educational institution (Burki, 1999). McClelland (Usmara, 2002). Reveal the result of his research that non-academic competencies, such as the ability to generate an innovative idea, management skill, the speed to study work networking, and so on successfully predict individual achievement in their work.

Different results showed by researchers Dharma and Sutrisno(2011:202) how that attitudes, knowledge and learning achievements couldnot predict performance.

Especially in private universities in Makassar City. The implementation of Tri Dharma Perguruan Tinggi includes education, research, and community service as a benchmark of the lecturer's performance is relatively low. The facts show that the performance of lecturer at Private University in Makassar City is still relatively small because the indicators of work performance variable are still below the lecturer's workload which should. For each lecturer's research only reaches an average of 0.55 per year, while for community service each lecturer just reaches an average of 0.50 per year, whereas it should be in both dharmas each lecturer reaches 1.00 per semester (Office Kopertis, 2013-2015).

This means that the work performance of lecturers employed (DPK) seen from the research ability are still deficient. While community services activities, although relatively increasing from year after year, it is always deficient if it refers to the provision that at least one lecturer should be able to perform one service activity in one semester.

Related to the low performance of lecturer by Santoso (1999) can be caused by the weakness of lecturer character, the likelihood of curriculum relevance to work world, and the vulnerability of education management. Therefore, the true institutions of higher education have a high commitment to continuous quality improvement. Internally, improvements can be made to the assessment system and the faculty's qualifications (Wibisono, 2007).

The level of competence will determine the lecturer's job performance he has internally, the leadership support in his college, the opportunity to develop and of course the compensation in the form of opportunities to develop through lecturer empowerment activities. Creation of highly competent human resources, demanding participation from the academic world. This means that the main role of the faculty are vital in improving lecturers 'performance and ultimately required to produce optimal of performance's of student.

1.2 Based Theory

1.1.1 Leadership

The role of leadership in an organization can be said as a key, because leadership is a source of strength, inspiration, activator and strategic decision makers. That is, without good leadership, the organization will not run normally.

The latest theory of leadership is using three approaches to the problem: leadership attribution theory, charismatic leadership, and transactional versus transformational leadership (Rivai dan Mulyadi, 2011). Modern leadership theories that get a lot of responses from experts emphasize the theory of transactional leadership and transformational leadership, this theory is known as "New Approach to Leadership" (Robins dan Judge, 2007). Both theories of leadership have different approaches, the transactional approach is tangible, while the transformational approach is intangible (Bass, 1985).

Both leadership is complementary, and therefore, the performance of course supported by the competence of members of the organization is the result of a combination of transactional and transformational leadership (Bass dan Avolio, 1994). Therefore, it can be seen that lecturer competence will increase if supported by transactional and transformational leadership in the organization. According to Bass and Avolio, (1994), That the transactional leadership indicator consists of 1) contingent reward, 2) management by exception-active, and 3) control by exception passive. While the transformational leadership indicator according to Ismail et al. (2011), consists of 1) intellectual stimulation, 2) individualized consideration, 3) individualized influenced attributes, and 4) personalized influence behavior. Similarly according to Bass (1985), Bass & Avolio (1994), Bass& Steidlmeier (1998).

That transformational leadership has five attributes: 1) attributed charisma, 2), inspirational motivation, 3) intellectual motivation, 4) individualized consideration and 5) idealized influence. Leadership in this research is transactional and transformational leadership that is direct supervisor's behavior in leading/moving the lecturers to carry out their duties and obligations at universities where lecturers are hired

1.1.2 Competence

Miller, Rankin and Neathe (Hutapea dan Thoha, 2008) mentioned that initially there are only 2 types of competence definitions that grow rapidly, namely 1) technical or functional competencies or can also be referred to as hard skill/hard competency. This competency is defined as a description of what a person should know or do to carry out his work well, so that the concentration of technical competence lies in the aspects of work, 2) behavioral competence or can be called by soft skills/soft competency. This competence describes how one is expected to behave to perform the job well so that the concentration of this competence lies in the aspect of the behavior of individuals that work.

Competence for a lecturer is absolutely necessary to improve his or her work performance, because competence, in addition to being a requirement in doing the job, can also be used as the basis of recruitment, performance evaluation, development of human resources, career planning, and succession (McLagan in Lestari AS, 2014). Several studies found that competence has a significant relationship with work performance. Among other research results: Kamidin (2010), Manaroinsong (2011), Lestari AS (2014), and Itidal (2016) found that lecturer competence has a positive and significant relationship with lecturer performance.

Increased lecturer competence must, of course, be supported by several factors, among them is leadership support where lecturers are placed. Competence is the ability or capacity of lecturers to carry out their duties and responsibilities as required by law. Indicator of lecturer competency refers to Law No. 14 the year 2005 Rules of Teachers and Lecturers, and lecturers certification guidelines (2010) presented the types of competencies that lecturers need to obtain educator certificates at least consist of 1) pedagogic competence, 2) professional competence, 3) social competence, and 4) personality competence.

1.1.3 Work Performance

Work performance according to Steers (in Sutrisno, 2011), can be influenced by three factors, namely: 1) the ability, temperament, and interest of a worker; 2) clarity and acceptance of the explanation of a worker's role, and 3) the level of work motivation. While Sutrisno (2011), that work achievement is the achievement of the results of the standard work that has been established with indicators includes:

- a The results of work, namely the level of quantity and quality that has been produced and how far supervision is done.
- b Knowledge of work, i.e., the level of knowledge associated with job tasks that will directly affect the quantity and quality of the work.

- c The initiative, i.e., the level of initiative during the implementation of job tasks, especially regarding handling the problems that arise.
- d Dexterity Mental, namely the level of ability and speed in receiving work instructions and adjust to the workings and work situations that exist.
- e Attitudes, namely the level of morale and positive attitude in carrying out the job task.
- f The discipline of time and attendance, namely the level of timeliness and the level of attendance. This research focuses on the work performance of the lecturers so that the work performed is the result achieved from the implementation of the Tridharma of Higher Education through educational activities and teaching, research and scientific publications, and community service (Law No. 14 2005).

1.1.4 Hypothesis Development

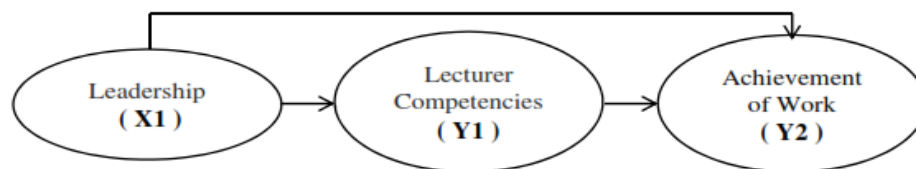


Figure 1. Research model

Here is the function of linear equations:

$$Y2 = \alpha + \beta_1 Y1 + \beta_2 X1 + e$$

Where:

Y1= Lecturer Competencies

Y2= Achievement of Work

X1= Leadership

α = Constants

e = Error

The hypothesis is as follows:

Hypothesis 1: Leadership has a direct and significant impact on lecturer competence.

Hypothesis 2: Leadership has a direct and significant impact on the performance of lecturers.

Hypothesis 3: Lecturer competence has a direct and significant effect on lecturer performance.

Hypothesis 4: Leadership has a significant effect on the performance of lecturers through the competence of lecturers.

1.3 Method

This type of research is quantitative causality (causality relationship) between leadership variables, competence, and performance of lecturers. The data were collected by survey method by selecting samples among the existing population based on the work unit. The survey data is a cross-section data, a set of data obtained from research at a single point of time, where data varies according to respondent's characteristic not based on time series. The unit of analysis in this study is educators (lecturers) who have obtained the certificate of educators and professional allowances in Private Universities in Makassar City as many as 200 lecturers selected using multistage sampling through the accident method to be given a questionnaire. Furthermore, data processing using Structural Equation Model (EM) analysis method as an analytical tool to test the hypothesis with a standard assessment of significance level $\alpha = 0.05$.

1.4. Results

a. Descriptive Statistics Analysis

Table 1. Average Value of Respondents` Answer Per Indicators and Variables

Leadership Variable			
Dimension	Symbol	Indicator	Mean
<i>Transactional Leadership</i>	X1.1.1	<i>Contingent Reward</i>	3,89
	X1.1.2	<i>Management by Exception-Active</i>	3,9
	X1.1.3	<i>Management by Exception Passive</i>	3,83
	Mean Dimension		3,87
<i>Transformational Leadership</i>	X1.2.1	<i>Atributed Charisma</i>	4,03
	X1.2.2	<i>Inspirational Motivation</i>	3,94
	X1.2.3	<i>Intellectual Stimulation</i>	3,96
	X1.2.4	<i>Individualized Consideration</i>	3,89
	X1.2.5	<i>Idealized Influence</i>	3,95
	Mean Dimension		3,95
Mean Variable Leadership			
Competence Variable			
	Symbol	Indicator	Mean
	Y1.1	<i>Pedagogic Competence</i>	4,03
	Y1.2	<i>Professional Competence</i>	4
	Y1.3	<i>Social Competence</i>	3,96
	Y1.4	<i>Personality Competence</i>	3,97
	Mean Variable Competence		3,99
Work Performance Variable			
	Symbol	Indicator	Mean
	Y2.1	<i>Education and Teaching</i>	4,05
	Y2.2	<i>Research and Development</i>	4,11
	Y2.3	<i>Community Service</i>	4,14
	Y2.4	<i>Supporting Activities</i>	3,97
	Mean Variable Work Performance		4,07

Source: Primary data processed (2015)

Overall, for leadership variables, it can be said that transformational leadership is the most critical dimension of leadership, judging from the average value of the indicator that is above the average value of the sign of transactional leadership dimension although of course both aspects of leadership are equally important but in This study revealed that private college leadership is more dominant in practicing transformational leadership than transactional leadership. The overall competence variable shows an average mean of 3.99, which means that in general respondents in this study, i.e., lecturers employed in private universities consider themselves to have adequate competence levels or at least assume that the compiler component is essential to note. While for job performance variable shows average value equal to 4,07, this means responder assess indicator of work performance to be paid.

b. Hypothesis Testing Results

Tabel 2. Hypothesis Testing

HIP	Independent Variable	Dependent Variable	Direct Effect			
			Standardize	CR	<i>p-value</i>	Result
H1	<i>Leadreship</i>	<i>Competence</i>	0,737	3,024	0,002	Significance
H2	<i>Leadership</i>	<i>Work Performance</i>	0,405	2,282	0,023	Significance
H3	<i>Competence</i>	<i>Work Performance</i>	0,466	2,339	0,019	Significance
Indirect Effect						
HIP	Independent Variable	Dependent Variable	Variable Intervening	Standardize	Result	
H1	<i>Leadership</i>	<i>Work Performance</i>	<i>Competence</i>	0,343	Significance	

Source: Attachment

Of the four paths hypothesized all significant can be explained as follows:

1. Leadership has a significant positive effect on competence with $P = 0.002 < 0.05$ with the coefficient of 0.737, this coefficient indicates that good leadership will make the better the competence.
2. Leadership has a significant positive effect on work performance with $P = 0.023 < 0.05$ with a coefficient of 0.405, this coefficient indicates that the presence of leaders who have a leadership style of transformation and transformational will make the lecturer has a good work performance as well.
3. Competence has a significant positive effect on the performance of lecturer with $P = 0.019 < 0.05$ with a coefficient of 0.466, this means that the better the capability of the work performance will be better.
4. Leadership has a significant positive effect on the performance of lecturers through competence with a coefficient of 0.343; this means the better administration through power, the better lecturer work performance.

1.5 Discussion

1.5.1 The influence of leadership on lecturer competence.

The results of the analysis show that leadership (X1) has a positive and significant influence on competence (Y1). It evidenced by a path coefficient of 0.737 and a probability of 0.002 < 0.05. This finding also supported by the critical ratio (CR) value of 3.024, where this value is higher than the required 1.65. The results of the analysis give the meaning that good leadership will make the better competence. This finding consistent with the results of Sugeng's (2004) study which also found that administration has a positive and significant impact on capability. The linkage between leadership and expertise in this study confirms that a leader must have the skills to influence or drive the behavior of others, able to work effectively and efficiently to achieve organizational goals. A leader is required to understand the behavior of subordinates who are authorized and able to move by the vision and mission of the organization.

1.5.2 The influence of leadership on the performance of the lecturer.

The results of the analysis show that leadership (X1) has a positive and significant influence on job performance (Y2). This is evidenced by the path coefficient of 0.405 and the probability of 0.023 < 0.05. This finding is also supported by a critical ratio (CR) of 2.282, where this value is greater than the required 1.65. The result of the analysis gives the meaning that good leadership in PTS will improve the work performance of lecturer. The results of this study support the findings of previous research, among others Wiranata (2011), Beamon (2011), Nursyamsi (2012), and Kasemsap (2013).

Correspondingly, it seems that the state professors employed in private universities are more dominant in appreciating their leaders who apply the transformational model. The reason is that the state professors employed in private schools are lecturers who are appointed by the state and earn a salary from the state, thus appreciating the

transactional model is lower than the transformational model.

1.5.3 The influence of competence on work performance.

The results showed that (Y1) has a positive and significant influence on work performance (Y2). This is evidenced by. This finding is also supported by a critical value (CR) of 2,339, which is greater than the required 1.65. The result of the analysis gives the meaning of the increase of effort done in PTS will improve the work performance of lecturer. The results of this study support the empirical findings Amang (2009), Kamidin (2010), Manaroinsong (2011), and Itidal (2016). Increased lecturer competence in fields directly related to his or her primary duties as a professional educator will directly impact on his or her performance.

1.5.4 The Effect of Leadership on the job Performance Through Competence.

The result of model testing for indirect influence of leadership on the job performance through competence shows a significant positive influence. This is evidenced by the path coefficient of 0.343. That is, the results of this study provide strong empirical evidence that leadership variables include transactional leadership and transformational leadership have a significant influence on job performance, either directly or through competence.

1.5 Conclusion

The results of hypothesis analysis and testing provide empirical evidence with a strong theoretical basis about the causality relationship of leadership variables with the competence and performance of lecturers as follows:

1. Leadership has a significant effect on the competence of public lecturers in Private Universities. The better the leadership practice the better the lecturer's competence. Leaders in college become the central figure that determines the direction and policy of the organization, therefore the two dimensions of leadership that is transactional leadership and transformational leadership should be practiced in parallel with the pressure on transformational leadership.
2. Leadership has a significant effect on the performance of lecturers in private universities. These results indicate the strength of leadership factors affected the achievement of lecturer work performance. Leadership that is able to integrate proportionally between transactional leadership and transformational leadership will motivate lecturers to consciously perform their tasks professionally exceeding expected performance standards.
3. Competence has a significant effect on the performance of lecturers in private universities. If the competence of lecturers is fulfilled as required, they are pedagogic competence, professional competence, social competence, and personality competence hence achievement of good work can also be achieved in education and teaching, research and development, community service, including achievement in other supporting activities.
4. Leadership has a significant effect on the performance of lecturers through competency. The results of this study prove that leadership that includes transactional leadership and transformational either directly or indirectly through competence have a significant effect on the achievement work lecturer. Good leadership will motivate the university lecturers to improve their work performance.

References

- Amang, Baso. (2009). Analisis Kinerja Dosen Pada Program Studi Terakreditasi Perguruan Tinggi di Sulawesi Selatan. Disertasi. Makassar: Pascasarjana Universitas Hasanuddin.
- Anonim. (2015). Laporan BKD Tahun 2013-2015. Makassar: Kopertis Wilayah IX.
- Anonim. (2010). Pedoman Sertifikasi Dosen tahun 2010. Jakarta: Depdiknas.
- Bass, B. M. (1985). *Leadreship and Performance Beyonc Expectation*. New York: Free Press.
- Bass, B. M., & Avolio, B. J. (1994). *Improving Organizational Effectiveness Through Transformational Ledership*. New Delhi: Sage Publication.
- Bass, B.M., & Stidlmeier, P. (1998). *Ethics, Character, and Authentic*. New York: Free Press.
- Beamon, Regina, (2011). *An Eximination of Leadership Styles and The Effect it Has on Job Performance in Local Government*. Desetation. Agrosy University.
- Burki, Shahid Javed et., al., (1999). *Beyond the Center: Decentralisation the State*. World Bank: Washinton DC: Prepublication Comfrence Edition. <https://doi.org/10.1596/0-8213-4521-4>
- Hutapea, Thoha. (2008). *Kompetensi Plus*. Jakarta: PT Gramedia Pustaka Utama.

- Ismail, Azman. (2011). "An Emperical Study of The Relationship between Transformational Leadership, Empowermwnt and Organizational Commitment". *Business and Economics Research Journal*, 1, 89-107.
- Itidal, Mizanul. (2016). Pengaruh Kompetensi, Kompensasi, Motivasi Kerja terhadap Kinerja Dosen di UNIBA Makassar, Tesis. Pascasarjana Unismuh Makassar
- Kamidin, Masruhi. (2010). "Pengaruh Kompetensi Terhadap Prestasi Kerja Pegawai Sekretariat Daerah Kabupaten Bantaeng". *Jurnal Economic Resources*, 11(30).
- Kasemsap, Kijpokin. (2013). "Strategic Human Resources Practice: Functional Framework and Causal Model of Leadership Behavior, Job Satisfaction, Organizational Commitment, and JobPerformance". *Journal of Development Science.*, 4(5), 198-204.
- Lestari A. S. Dirga, (2014). Determinan Pengembangan Karir Dosen pada PerguruanTinggi di Samarinda. Disertasi. Makassar: Pascasarjana Universitas Hasanuddin.
- Manaroinsong, Johny. (2011). "Pengaruh Faktor Kompetensi Individu dan Manajemen Kompensasi terhadap Kepuasan Kerjadan Kinerja Keuangan Daerah di Provinsi Sulawesi Utara". *Jurnal Aplikasi Manajemen*, 9, (3), 1090-1099.
- Nursyamsi, Idayanti. (2012). "Pengaruh Kepemimpinan, Pemberdayaan, dan Stres Kerja Terhadap Komitmen Organisasional serta Dampaknya Terhadap Kinerja Dosen." *Jurnal Proceeding*, 12-19.
- Perundang-undangan:
- PP RI.Nomor 37 tahun (2009). tentangDosen
- Rivai, Veithzaldan Mulyadi, Deddy, 2011. Kepemimpinan dan Prilaku Organisasi. Jakarta: PT. Raja Grafindo Persada.
- Robbins dan Judge. (2007). Perilaku Organisasi .Edisi 12, Buku 1 EdisiBahasa Indonesia. Jakarta: SalembaEmpat
- Sugeng. (2004). Hubungan Kepemimpinan Kepala Sekolah dan Sikap Guru Terhadap Pekerjaan dengan Kompetensi Profesional Guru Matematika SMP Negeri di Kabupaten Pandeglang. Tesis. Jakarta: Program Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA.
- Sutrisno, Edi. (2011). Mnajemen Sumber Daya Manusia. Edisi Pertama, Jakarta: Kencana Prenada Media Group.
- Usmara A. (2002). Paradigma Baru Manajemen Sumber Daya Manusia.Yogyakarta: PT. Amara Books.
- UU No. 20 tahun (2003). Tentang Sistem Pendidikan Nasional
- UU RI Nomor 14 tahun (2005). Tentang Guru dan Dosen
- Wibisono. (2007). Manajemen Kinerja. Jakarta: PT. Raja Grafindo Persada
- Wiranata, Anak Agung. (2011). "Pengaruh Kepemimpinan Terhadap Kinerja dan Stres Karyawan". *Jurna Ilmiah Tekni Sipil.*, 15, 155-161.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).