

The Implications of Leadership, Culture, Competence, Commitment, and Satisfaction on Lecturer Performance in Private Universities of North Sumatra

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ABSTRACT

The success of education and teaching at private universities in North Sumatra Province will depend heavily on the quality of lecturers who are able to produce high lecturer performance, which in the end will be able to improve the performance of the private university. This study aims to identify, analyze and examine Visionary Leadership, Organizational Culture, and Lecturer Competence on Affective Commitment and Job Satisfaction and Their Implications for Lecturer Performance at Private Universities in North Sumatra. This study used a quantitative method with a descriptive analysis and verification analysis approach. In this study, the sample was the lecturers who received the fixed income with a sample of 212 lecturers. The method of analysis in this study uses path analysis (path analysis). The results of the study concluded that: 1). There is a significant influence from Visionary Leadership, Organizational Culture, and Lecturer Competence on Affective Commitment, with a magnitude of influence of 73.18 percent 2). There is a significant influence from Visionary Leadership, Organizational Culture, and Lecturer Competence on Job Satisfaction with an influence of 75.11 percent, and 3) there is a significant influence. of affective commitment and job satisfaction on lecturer performance with an influence size of 85.57 percent. 11 percent, and 3) there is a significant effect. of affective commitment and job satisfaction on lecturer performance with an influence size of 85.57 percent. 11 percent, and 3) there is a significant effect. of affective commitment and job satisfaction on lecturer performance with an influence size of 85.57 percent.

Keywords: Visionary Leadership; Organizational Culture; Lecturer Competency Affective Commitment; Job Satisfaction; Lecturer Performance

INTRODUCTION

In the era of globalization, where the Indonesian nation directed its development in the era of the industrial revolution 4.0. the government has set a development focus in the 2019-2024 Medium Term Development Plan (RPJM) on the aspect of human resource development. Faced with these problems, it is necessary to have various efforts that can produce human resource capabilities that have competitiveness and competence in order to support accelerated development (Cho et al., 2008, 2016; Christensen et al., 2022; Taneo et al., 2020).

Thus education is one of the bridges to be able to have quality human resources that can play a role and function in realizing the behavior and quality of human resources, where education is a benchmark at the forefront in assuming responsibility for improving the

quality and productivity of human resources. It is very clear that the meaning mentioned above implies that education is an important factor in the life of the nation, and therefore the government issued Law no. 20 of 2003 concerning the National Education System.

In accordance with the National Education Law, the world of education has two main functions: First, the world of education is obliged to provide graduates, not only in large and large numbers but also of high quality and have high discipline and are able to become dynamists, innovators, motivators and drivers of change. . Both worlds of education are obliged to provide educated personnel who are not only experts and skilled in carrying out their duties, but are also able to develop the capabilities of other workers.

In order to realize the education function mentioned above, the government issued Law Number 14 of 2005 concerning Teachers and Lecturers. The law states that quality education, especially education in tertiary institutions, is greatly influenced by various factors, one of which is the performance of lecturers.

Lecturer performance is very important in the implementation of education in Higher Education (Busola Oluwafemi et al., 2019; Drezgić et al., 2019; Tina Cheng & Chen, 2015; Wibowo et al., 2020). The problem is whether the results achieved are in accordance with the established indicators. Of course, these indicators are not only based on campus internal indicators or lecturer independence, it is also necessary to meet other required indicators, such as minimum education, labor market demands, and so on.

As is known based on Minister of Administrative Reform Number 17 of 2013 as a follow-up to Law Number 14 of 2005 concerning teachers and lecturers, the minimum requirement as a lecturer is a Master's degree. In this new rule, these requirements are implemented directly with the position of Expert Assistant rank/class IIIb. It means, there is no more lecturer III.a. (art. 6 and 24). Furthermore, lecturers must continue their doctoral studies so that their position can be promoted to head lecturer or professor.

The assessment team for academic positions is clearly stated to be formed at the ministry, higher education and Kopertis levels. This indicates that the mechanism for assessing functional positions is carried out through formal, systemic and accountable procedures (article 16). The assessment team consists of the Chair, Deputy Chair, Secretary, and four members (article 17) with a term of office of three years (article 19)

Doctorate is a condition for promotion to Head Lecturer and Professor (Article 26 paragraph 3). Promotion to Head Lector must have publication in an accredited journal. Promotion to professorship is mandatory for publication in a reputable international journal (article 26 paragraph 4).

In addition, administratively, lecturers have the main task of carrying out the Tri Dharma of Higher Education, namely providing education-teaching services, research, and community service. In carrying out the Tri Dharma of Higher Education, lecturers act as: (1) facilitators and resource persons for student learning; (2) researchers and experts in their respective fields of knowledge, for the development of science, technology, culture and art; (3) community service by applying his expertise for the welfare of society and the advancement of humanity.

In its operations, lecturers also have a function in academic and professional development, as well as participate in institutional governance. The duties and functions of lecturers more specifically include:

1. Student learning facilitators, so that students can gain knowledge according to their

respective fields;

2. Guiding students to think critically and analytically, so that they can independently use and develop the knowledge they already have;
3. Fostering students in terms of intellectual, as well as counselors;
4. Using concepts, theories and methodologies in the fields they practice, while being able to create a number of concepts, theories and methodologies that are operational in the context of their scientific activities;
5. Conduct research whose results can be published through discussions, seminars, scientific journals, or exhibitions, in the fields of science, technology, culture, and/or the arts;
6. Applying their knowledge in community service activities;
7. Improving academic quality and self-competence as educators;
8. Carry out team work in academic management to realize the university's vision;
9. Develop professionalism by playing an active role in organizing seminars;
10. Carry out semiannual activity plans, realize monthly activities, and evaluate the realization that occurs;
11. Develop a portfolio/self-description of the implementation of education and teaching, research, and community service, as well as other activities that support the Tri Dharma of Higher Education.

From the description above, higher education institutions need to make adjustments, especially to the minimum standard of lecturer education. This is because the performance of lecturers is not only measured by the results achieved based on internal indicators and the independence of lecturers in providing teaching, but it is important to determine indicators of knowledge through minimum education.

Data on Private Higher Education in North Sumatra Province before the Covid 19 Pandemic (2020): had 218 Private Universities (PTS) with 12,431 lecturers and 296,297 students. This makes North Sumatra included in the fourth ranking of regions that have the most PTS in Indonesia. However, the number of professors is only 37, and of the 264 PTS, only 20 PTS have accredited institutions.

This description of these conditions should receive more attention from all parties involved. With the condition of a large number of students, there is certainly a potential to bring North Sumatra Province to a province that has competitiveness to build a quality and prosperous society.

The level of undergraduate education for lecturers in North Sumatra with Doctoral education (Strata 3) and Master education (Strata 2) is still limited, while there are still quite a lot of Bachelors with Bachelor education (Strata 1), namely 28.6 percent. Even though lecturers must have at least a master's degree (level 2). Besides that, the number of professors in all private tertiary institutions only has 37 professors. Thus the authors conclude that lecturer performance and competency from the perspective of determining university teaching indicators in North Sumatra is still low.

One of the successes of the university is the quality of the graduates it produces, with good quality graduates, these graduates can work well and be responsible in carrying out their work. The quality of graduates will greatly depend on the performance of the lecturers themselves.

According to Zheng, Ajila & Awonusi (in Ireferin & Mechanic, 2014). Performance is one thing that until now still plays a dominant role in the organization. This is due to the

performance to date is a determinant of organizational success.

The important factor affecting performance is commitment. Based on research conducted by (Galih Anugrah & Bagus Priyambodo, 2022; Totawar & Nambudiri, 2014) that there is a very high relationship between organizational commitment and performance. This is also stated by (Marewo et al., 2020) that there is a positive relationship between organizational commitment and employee performance.

According to (Barling et al., 1996), states that the factors that shape commitment consist of: 1). Awareness Factor, 2). Rule Factor 3). Organizational Factors, 4). Income Factors, 5). Ability and Skills Factors 6). Service Facility Factor. Where the six factors in this study are represented by the variables: Visionary Leadership, Organizational Culture, Lecturer Competence.

As for the basis for the consideration of researchers to determine Private Universities in North Sumatra Province as the locus of research, as follows: 1). In North Sumatra, many private universities have developed 2). The accreditation of existing private university institutions is generally relatively low, still accredited C and accredited B. And the others have not been accredited 3). Most of the lecturers who teach have a limited level of education, as well as the rank level of lecturers is still low. 4). The implementation of affective commitment and lecturer satisfaction at private universities in North Sumatra is still limited. 5). Lecturer performance achievement at private universities in North Sumatra is still not optimal.

Based on the description of the normative, empirical, phenomenal, and theoretical foundations, the authors are interested in conducting research with the title "The influence of visionary leadership, organizational culture, and competence on lecturer commitment and their implications for lecturer performance at private universities in North Sumatra Province".

METHOD

The study objectives of this research are descriptive and verification. Descriptive research is research that aims to obtain a description of the visionary leadership, organizational culture, competence, commitment, and performance of lecturers. While the verification research is to test the truth of a hypothesis which is carried out through data collection in the field, where in this study it wants to test the magnitude of the influence of visionary leadership, organizational culture, competence on commitment and the implications for the performance of lecturers at private universities in North Sumatra.

Considering the nature of this research is descriptive and verificative, the research method used is a descriptive survey and an explanatory survey method. The type of investigation in this study is causality, namely testing the causal relationship between independent variables, namely: visionary leadership, organizational culture and competence, with commitment as the intervening variable, and lecturer performance as the dependent variable.

The sampling technique used is the Proportional Cluster Random Sampling technique. Random sampling is a method of selecting a sample size from a population in which each member of the population has the same chance and all possible combinations that are selected as a sample have the same chance (Mishra & Alok, 2022). The sampling

technique used is the Proportional Cluster Random Sampling technique. with reason ; (1) the sample population is all proportionally represented based on Lecturers at PTS in North Sumatra 2016, which are spread over several regions; (2) the number of respondents from each region is different; (3) determination of the sample chosen at random

The unit of analysis in this study were lecturers from private universities in North Sumatra Province. This research is a cross-sectional category, namely information from a portion of the population (sample of respondents) is collected empirically directly from the location with the aim of knowing the opinion of some of the population on the object under study.

While the testing tool for analyzing the verification test uses path analysis with the reasons: (1) the independent variables have a correlation relationship that is supported by a valid/valid theory, (2) the path analysis is representative enough to testing the hypotheses proposed for cross-sectional data, and (3) using path analysis (path analysis) to measure the direct and indirect effects of the independent variables on the intervening variable or the dependent variable.

Sources of data in this study are primary and secondary sources. Primary data comes from field surveys through interviews, observations, and questionnaires, while secondary data comes from documentation or reports and regulations relating to the object under study.

The reasons for choosing a private university as a locus for research and conducting a survey in North Sumatra province were based on the considerations that: (1) private universities are educational institutions that have an important role for the development of the nation's human resources in the province of North Sumatra, (2) private universities in the province of North Sumatra have sufficient development rapidly, and the number is more in comparison with state universities.

RESULTS AND DISCUSSION

The results of data calculations show that all variables follow a normal distribution with a p-value > 0.05 (Sudjana, 2000: 136), which is explained in the following table:

Table 1. Normalization Test of Measuring Instruments
One-Sample Kolmogorov-Smirnov Test

		Leadership Role	Organizational Commitment	Work Culture	Competence	Development Implementation	Employee Performance
N		170	170	170	170	170	170
Normal Parameters, b	Means	42.3907	41.6733	39,08	42,168	47.03	42.5687
	std. Deviation	4.72035	6.11901	8.75	5.39895	6.08	6.10192
Most Extreme Difference	absolute	0.154	0.131	0.106	0.161	0.102	0.117
	Positive	0.154	0.131	0.106	0.114	0.087	0.08
	Negative	-0.116	-0.118	-0.104	-0.161	-0.102	-0.117
Test Statistics		0.154	0.131	0.106	0.161	0.102	0.117
asympt. Sig. (2-tailed)		.067c	.199c	.200c,d	.046c	.200c,d	.200c,d

Source: Results of SPSS Data Processing

Data in the table above. Shows that all variable data follow normal data distribution using the Kolmogorov-Smimov and Shapiro-Wilk tests with a p-value > 0.05, thus rejecting

H1 and accepting H0, thus the sample comes from a normally distributed population.

Coefficient Correlation

Calculation of the correlation coefficient using Pearson Product Moment correlation analysis, was carried out to find out how strong the relationship between the several independent variables studied. Calculation of the correlation coefficient using the SPSS program, with the results as shown in the following table

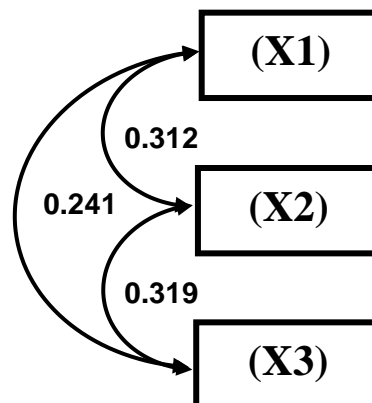
Table 2. Correlation Coefficient Between Variables

		correlations			
		Leadership Role	Organizational Commitment	Work Culture	Competence
Leadership Role	Pearson Correlation	1	.312**	.241**	.525**
	Sig. (2-tailed)		0	0.002	0
	N	170	170	170	170
Organizational Commitment	Pearson Correlation	.312**	1	.319**	.606**
	Sig. (2-tailed)	0		0	0
	N	170	170	170	170
Work Culture	Pearson Correlation	.241**	.319**	1	.710**
	Sig. (2-tailed)	0.002	0		0
	N	170	170	170	170
Competence	Pearson Correlation	.525**	.606**	.710**	1
	Sig. (2-tailed)	0	0	0	
	N	170	170	170	170

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Data processed through SPSS software

The criteria for the closeness of the relationship between variables refer to the opinion expressed by Sevilla et.al. (2007), which states that "high or low correlation, depends generally on the nature of variables being studied. You may, how ever the following



categorization which most specialists in statistics usually agree with".

Figure 1. The relationship between the variables of Leadership Role, Organizational

Commitment, and Work Culture

From the table above it can be explained that:

1. The relationship between the Leadership Role variable (X1) and Organizational Commitment (X2) obtained a value of **0.312**. So that when consulted with the interpretation table of the value of *r* (correlation), it has a level of relationship **Low** and in the same direction because its value is positive. The statement above can be interpreted if the Leadership Role (X1) increases by one unit, then it is followed by an increase in the amount of Organizational Commitment (X2) by **0.312** unit.
2. The relationship between the Leadership Role variable (X1) and Work Culture (X3) obtained a value of **0.241**. So that when consulted with the *r* value interpretation table, it has a low and one-way relationship because the value is positive. The statement above can be interpreted if the Leadership Role (X1) increases by one unit, then it is followed by an increase in Work Culture (X3) by **0.241** unit.
3. The relationship between the Organizational Commitment variable (X2) and Work Culture (X2) obtained a value of 0.319 so that when consulted with the *r* value interpretation table (correlation), it has a low level of relationship and is one-way because the value is positive. The statement above can be interpreted that if the value of Work Culture (X2) increases by one unit, it will be followed by an increase in the value of Work Culture (X2) of 0.319 units.

Coefficient Track

Based on the results of calculations using the SPSS version 19 program, the magnitude of the path coefficient is obtained as described in the table below:

Table 2. Path Coefficient Value Between X and Y

Coefficients^a					
Model	Unstandardized Coefficients		Standardized Coefficients Betas	t	Sig.
	B	std. Error			
(Constant)	5.8	2029		2.86	0.01
1 Leadership Role	0.31	0.045	0.289	6,817	0
Organizational Commitment	0.3	0.038	0.347	7,983	0
Work Culture	0.29	0.024	0.529	12.45	0

a. Dependent Variable: Competence

Thus, describing the results of path calculations, that variable X1 has a path coefficient of 0.289, variable X2 has a path coefficient of 0.347, variable X3 has a path coefficient of 0.529.

Effect of the independent variable (X) on the dependent variable (Y)

The results of the path analysis of the variable Role of Leadership, Organizational Commitment and Work Culture on Apparatus Competence can be explained in the image below:

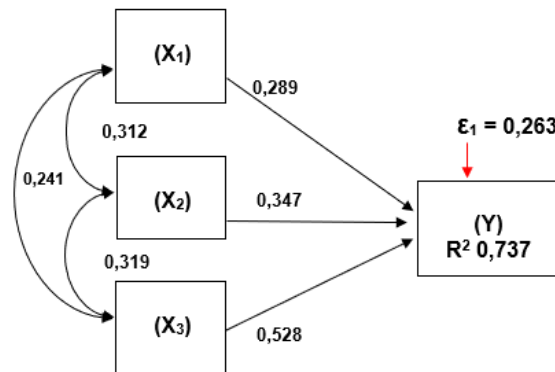


Figure 2. The influence of the variables of Leadership Role, Organizational Commitment and Work Culture on Apparatus Competence

Based on the picture above, the path equation is obtained as follows:

$$Y = 0.289X_1 + 0.347X_2 + 0.529X_3 + \varepsilon_1$$

The magnitude of the influence of each independent variable on the dependent variable, both direct effect and indirect effect, can be seen in the following table.

Table 4. Direct and indirect effects of independent variables on the dependent variable (Y)

Variable	Direct Influence	Indirect Influence (%)				Total Influence (%)
		X1	X2	X3	Total	
Leadership Role	8.35		3.13	3.68	6.81	15.17
Organizational commitment	12.04	3.13		5.86	8.98	21.03
work culture	27.98	3.68	5.86		9.54	37.52
Total Influence X To Y						73.71
ε ₁						26.29

Based on the table above, it can be seen that the Leadership Role variable (X1) has a direct influence of 8.35%, an indirect effect through Organizational Commitment (X2) of 3.13%, an indirect influence through work culture (X3) of 3.68 %, and so that the total effect is 15.17%.

Organizational Commitment Variable (X2) has a direct influence of 12.04%, indirect influence through its relationship with the Leadership Role (X1) of 3.13%, and through Work Culture Variable (X3) of 5.86% so that the total effect is 21 .03%.

Work Culture Variable (X3) has a direct influence of 27.98%, while an indirect influence through its relationship with the Leadership Role (X1) of 3.68%, and through Organizational Commitment (X2) of 5.86% so that the total effect is 37 .52%.

The results of the calculation of the coefficient of determination (R squared) which is expressed as a percentage describes the magnitude of the contribution of all independent variables, namely the Role of Leadership (X1), Organizational Commitment (X2), Work Culture (X3) in determining the variation of apparatus competence (Y) is 73.71% . While

other factors that were not examined and also influenced the competency of the apparatus were shown by the value of $P_{y \varepsilon 1} = 0.2629$ or 26.3%.

Table 5. Regression Equation
Summary models

Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.917a	0.842	0.84	2.15626

a. Predictors: (Constant), Development Implementation, Competence, Moderating

The R² value in the first regression was 0.842 or 84.2% while after the second regression equation the R² value increased to 0.842 or 84.2%. By looking at the results above, it can be concluded that with the Implementation of Development (Moderating Variables) it will be able to strengthen the relationship between Competence and Apparatus Performance.

Table 6. Simultaneous Test Results between Variables
ANOVAa

Model	Sum of Squares	df	MeanSquare	F	Sig.
1 Regression	3040337	3	1013,446	155.28	.000b
residual	1083,444	166	6,527		
Total	4123.78	169			

a. Dependent Variable: Competence

b. Predictors: (Constant), Work Culture, Leadership Role, Organizational Commitment

Based on the calculations, the Fcount value is 155.275 where the rejection variable is H₀ if Fcount is greater than Ftable or $F_0 > F_{table}$, with degrees of freedom $v_1 = 3$ and $v_2 = 170 - 3 - 1$ and a confidence level of 95%, then from the distribution variable F we get the value $F_{table} = 2.36$. Because 155.275 is greater than 2.36, H₀ is rejected, meaning that there is a linear relationship between X₁ (Leadership Role), X₂ (Organizational Commitment), and X₃ (Work Culture) to Apparatus Competence (Y), so it can be concluded that there is positive and significant influence simultaneously.

Table 7. Simultaneous Test Results of Apparatus Competency Variables on Apparatus Performance
ANOVAa

Model	Sum of Squares	df	MeanSquare	F	Sig.
1 Regression	3924,372	1	3924,372	676.33	.000b
residual	974,814	168	5,802		
Total	4899.186	169			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Competence

Based on the calculation, the calculated F value is 676,329 where the criteria for rejecting H₀ if Fcount is greater than Ftable or $F_0 > F_{table}$, with degrees of freedom $v_1 = 1$ and $v_2 = 170 - 1 - 1$ and a 95% confidence level, then from the F distribution table the value obtained $F_{table} = 2.36$. Because 676,329 is greater than 2.36, H₀ is rejected, meaning that there is a linear relationship between Competence (Y) and Apparatus Performance (Z), so it can be concluded that there is a significant influence between Apparatus Competence (Y) on Apparatus Performance (Z).

Table 9. Simultaneous Test Results of Apparatus Competency Variables on Apparatus

Performance ANOVA ^a					
Model	Sum of Squares	df	MeanSquare	F	Sig.
1 Regression	4122725	2	2061363	443.36	.000b
residual	776,461	167	4,649		
Total	4899.186	169			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Development Implementation, Competence, Moderating

Based on the calculations, it is obtained that the calculated F value is 443,355 where the criteria for rejecting H₀ if F_{count} is greater than F_{table} or F₀ > F_{table}, with degrees of freedom v₁ = 1 and v₂ = 170 - 2 - 1 and a 95% confidence level, then from the distribution table F values are obtained F_{table} = 2.36. Because 443,355 is greater than 2.36, then H₀ is rejected, meaning that there is an effect of Competency Improvement on Employee Performance which is Moderated by the Implementation of Employee Development Policies.

Discussion

1. The Effect of the Role of Leadership on Employee Competency Improvement at the Education Office in North Sumatra Province.

Based on the results of verification data processing, it can be seen that the variable Leadership Role (X₁) has a direct effect of 8.35%, an indirect effect through Organizational Commitment (X₂) of 3.13%, an indirect effect through work culture (X₃) of 3, 68%, and so the total effect is 15.17%. The role of leadership makes the smallest contribution to employee competence, this means that the formation of employee competence at the Education Office in North Sumatra province is not too dependent on the role of the leader. However, the more effective the leadership role, the more it will have an impact on increasing the competence of employees at the Education Office in the province of North Sumatra.

The size of the influence of the leadership role which is quite dominant on employee competence is in accordance with the descriptive conditions regarding the leadership role in the field which is quite effective towards being effective. Leaders have enough roles so that the competency of their employees is quite high.

Based on the hypothesis test shows that the role of leadership has a positive and significant effect on employee competence. This implies that the theory and dimensions put forward by (Sugiyanto et al., 2017) are still relevant for use in this study, where the role of leadership is to encourage subordinates to have competence and opportunities to develop in anticipating every challenge and opportunity at work.

To see the consistency of the results of this study with the results of studies conducted by previous researchers, the results were consistent and in accordance with the opinions and results of research conducted by (Fadude et al., 2019; Santos et al., 2017))which states that the role of leadership has a significant effect on increasing employee competency.

In an effort to increase contributionthe role of leadership in increasing employee competence, through efforts to manage, improve and synergize the dimensions of decision

making; influence role; leadership ability to motivate employees, as well as optimize interpersonal and informational roles.

2. The Effect of Organizational Commitment on Employee Competency Improvement at the Education Office in North Sumatra Province

Based on the results of verification data processing, it can be seen that the Organizational Commitment Variable (X2) has a direct effect of 12.04%, an indirect effect through its relationship with the Leadership Role (X1) of 3.13%, and through the Work Culture Variable (X3) of 5.86% so that the total effect is 21.03%. Organizational commitment makes the second largest contribution to increasing employee competence, this means that the formation of employee competency at the Education Office in the province of North Sumatra depends on employee commitment to the organization. Thus the stronger employee commitment to the organization will have an impact on increasing employee competence at the Education Office in the province of North Sumatra.

The size of the influence of employee commitment to the organization which is quite dominant on employee competence is in accordance with the descriptive conditions regarding organizational commitment in the field which is still quite strong. Employees are quite committed so that the competence of their employees is quite high.

Based on the hypothesis test shows that employee commitment to the organization has a positive and significant effect on increasing employee competence. This implies that the theory and dimensions put forward by are still relevant to use in this study, where organizational commitment is a psychological construct which is a characteristic of the relationship between members of an organization and its organization which has implications for individual decisions to continue membership in an organization. To see the consistency of the results of this study with the results of studies conducted by previous researchers, the results were consistent and in accordance with the opinions and results of research conducted by (Chênevert et al., 2013; Einolander, 2015; Galih Anugrah & Bagus Priyambodo, 2022; Totawar & Nambudiri, 2014; Yucel & Bektas, 2012) which stated that organizational commitment has a significant effect on increasing employee competency.

In an effort to increase contribution organizational commitment to increasing employee competence, through efforts to manage, increase and synergize the continuance dimension, especially with regard to rewards for employees who have a strong commitment to the organization as well as making efforts to strengthen employee commitment on the normative dimension, especially with regard to socialization of new regulations so that employees able to understand the normative regulations that apply.

3. The Effect of Work Culture on Employee Competency Improvement at the Education Office in North Sumatra Province

Based on the results of verification data processing, it appears that the Work Culture Variable (X3) has a direct effect of 27.98%, while the indirect effect through its relationship with the Leadership Role (X1) is 3.68%, and through Organizational Commitment (X2) of 5.86% so that the total effect is 37.52%. Organizational culture makes the biggest contribution to increasing employee competence, this means that the formation of employee competence at the Education Office in the province of North Sumatra is very dependent on

the work culture of its employees. Thus the stronger the work culture, the greater the impact on increasing the competence of employees at the Education Office in the province of North Sumatra.

The magnitude of the influence of a very dominant work culture on increasing employee competence is in accordance with the descriptive conditions regarding organizational commitment in the field which are still quite strong. Work culture is in a fairly strong condition so that its influence on employee competence is also quite large.

Based on the hypothesis test shows that work culture has a positive and significant effect on increasing employee competence. This implies that the theory and dimensions put forward in Kepmenpan No. 25/KEP/M/PAN/04/2002 is still relevant to use in this study, where work culture is a system of shared meaning held by members that distinguishes an organization from other organizations. So that the dimensions applied to measure work culture are: 1) integrity and professionalism; 2) leadership and example; 3) togetherness and group dynamics; 4) speed; 5) rationality; 6) emotional intelligence.

To see the consistency of the results of this study with the results of studies conducted by previous researchers, the results were consistent and in accordance with the opinions and results of research conducted by Fadude et al., (2019).; Salad, (2019); and Mirazona, (2015) which states that work culture has a significant effect on increasing employee competency.

In an effort to increase contribution work culture towards increasing employee competence, through efforts to manage, increase and synergize the dimensions of strengthening the work culture and providing assignments and freedom but under control so that employees are used to risky jobs so that employees dare to take risks to strengthen their work culture.

4. The Influence of Leadership Roles, Organizational Commitment, and Work Culture on Employee Competency Improvement at the Education Office in North Sumatra Province

Based on the results of verification data processing, it appears that the variables of leadership role (X1), organizational commitment (X2), and work culture (X3) simultaneously influence the increase in employee competence with a total effect of 73.7%. This shows that the variables of leadership roles, organizational commitment, and work culture are the dominant factors that can increase the competency of the Education Office employees in the province of North Sumatra. With the research model that the researchers built, it shows real problems that meet the feasibility test of the model

Based on the hypothesis test shows that the role of leadership, organizational commitment, and work culture have a positive and significant effect on increasing employee competence, both partially and simultaneously. This implies that the theories and dimensions taken from each of the variables studied and also the studies referred to are relevant and consistent both inductively and deductively. Thus, in an effort to improve employee competence, the education office in North Sumatra province needs to pay attention to aspects of leadership, employee commitment to the organization, and work culture.

5. The Effect of Increasing Employee Competence on Employee Performance at the

Education Office in North Sumatra Province

Based on the results of verification data processing, it appears that the employee competency improvement variable (Y) has an influence on employee performance (Z) of 80.1%. Referring to the model built where the employee competency improvement variable is an intervening variable, it proves that the competency improvement variable is in accordance with the model and is proven to be an intervening variable because the magnitude of the effect of increasing competency on employee performance is greater than the influence of leadership roles, organizational commitment, and work culture on employee performance. employee competency, namely $80.1\% > 73.7\%$. This means that the performance of employees at the Education Office in the province of North Sumatra is very dependent on increasing the competence of its employees.

Based on the hypothesis test shows that increasing employee competence has a positive and significant effect on employee performance. This means that the theory and dimensions put forward by Boulter in AS Restiani (2015) are still relevant for use in this study, where competence is the basic foundation of people's characteristics and indicates how to behave or think, equate situations, and support for a long period of time. With its dimensions, namely: ability (skill), knowledge (knowledge), self-concept (self concept), characteristics (traits) and motives.

To see the consistency of the results of this study with the results of studies conducted by previous researchers, the results are consistent and in accordance with the opinions and results of research conducted by Hanifah & Oktaviani (2020); Mulyati, (2017); and Tamsyah and Ilyas, (2019) which state that work culture has a significant effect on increasing employee competency.

In an effort to improve employee competence to increase employee competence, through efforts to manage, increase and synergize the dimensions of employee competence both in terms of the dimensions of ability, knowledge, self-concept, characteristics and motives of employees so that employees improve their competence to improve their performance.

6. The Effect of Increasing Employee Competence on Moderated Employee Performance Employee Development Policy at the Education Office in North Sumatra Province

Based on the results of verification data processing, it appears that the employee competency improvement variable (Y) has an influence on employee performance (Z) of 80.1%. Meanwhile, the effect of increased competency on employee performance moderated by employee development policies was 84.2%, meaning that there was an increase in the amount of influence. Thus the employee development variable is used as a moderating variable capable of increasing employee performance by 4.1%. This means that the performance of employees at the Education Office in the province of North Sumatra is highly dependent on increasing the competence of its employees, and performance will also increase if the employee development policy is effective.

Based on the hypothesis test shows that increasing employee competence moderated by employee development policies has a positive and significant effect on employee performance. This implies that the theory and dimensions put forward by Suharno

(2010) are still relevant for use in this study, where employee development policies are a bridge that connects policy formulation with the expected policy outcomes.

To see the consistency of the results of this study with the results of studies conducted by previous researchers, the results are consistent and in accordance with the opinions and results of research conducted by Rafie (2018).; Rahmawati and Juwita (2019); Zusman (2017), Purwanto (2019), and Wulandari (2019) which state that employee development policies are able to increase the influence of competence on employee performance.

In an effort to improve the role of employee development policies that are able to increase the influence of employee competence on employee performance, through the efforts of the bureaucratic structure must be trimmed, meaning that the structure must be more efficient and streamlined in order to further clarify the separation between the command line and the coordination line. In addition, institutions should be more consistent in giving orders and improve communication more effectively so that the implementation of employee development can run effectively.

CONCLUSION

Based on the discussion of the research results, it can be concluded that the description of the role of leadership in the Education Office in the province of North Sumatra is in the range of criteria from good enough to good. The lowest average is on the interpersonal dimension, while the highest average is on the influencing role. The lowest indicator is the indicator for making solutions and in the aspect of fostering harmonious relationships. While the highest indicator is the provision of internal information and aspects of supervision. The Experts agreed with the findings of the researchers, stating that the leadership role at the Office of Education in the province of North Sumatra was still not functioning effectively.

The description of organizational commitment to the Office of Education in the province of North Sumatra is in fairly good criteria. The lowest average is on the continuance dimension, while the highest average is on affective commitment. The lowest indicator is the profit indicator and the aspect of loyalty to the organization. While the highest indicator is the indicator of trust in solving problems. The lowest indicator is the indicator of self-control in carrying out work and in the aspect of knowledge in the field handled. While the highest indicator is the indicator of confidence in work. The Experts agree with the findings of the researchers, that the increase in the competence of staff at the Education Office in the province of North Sumatra is quite good.

The description of employee development policies at the Education Office in North Sumatra province is in the range of fairly good to good criteria. The lowest average is on the bureaucratic structure dimension, while the highest average is on the disposition dimension. The lowest indicator is the indicator of the clarity of separation between the command line and the coordination line and in the aspect of command consistency. Meanwhile, the highest indicator is the accuracy in appointing accountability parties. The Experts agree with the findings of the researchers, that the employee development policy at the Office of Education in North Sumatra province has been running quite well.

Organizational commitment has a dominant influence on increasing employee competence. The Experts agree with the findings of the researchers, that employee

commitment to the organization has a significant influence on increasing the competence of its employees, such as at the Education Office in North Sumatra province.

Work culture has a significant effect on increasing employee competence. Work culture has the greatest or dominant influence on increasing employee competence. Experts agree with the findings of the researchers, that employee work culture has a dominant and significant influence on increasing the competence of its employees, such as in the Education Office in North Sumatra province

The role of leadership, organizational commitment, and work culture simultaneously have a significant effect on increasing employee competence. The magnitude of the influence is dominant so that the model built fulfills the model test. The Experts agree with the findings of the researchers, that the role of leadership, organizational commitment, and work culture have a significant influence on increasing the competence of its employees, such as the Education Office in North Sumatra province.

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