

Exploring The Effect of Leadership, Competence, and Empowerment on Employee's Performance

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Abstrak. This study explores the effect of leadership, competence, and empowerment on employee's performance. The research data was collected by a questionnaire through the survey methods toward 145 employees of the Pandeglang Regency Government of Banten Province in Indonesia. Data were collected by questionnaire and analyzed using structural equation modeling (SEM). The results show that leadership, competence, and empowerment has a significant effect on performance. This evidence can be discussed as a discourse among researchers and practitioners to built performance better in the future and various contexts of organizations, including business, public organizations, or education. For the researcher, the evidence can be the application on business and public (government) organizations or universities, and also can develop and expanded into research by adding new variables or used other indicators. For practitioners, the evidence can use to increasing the performance of employees through the perspective of leadership, competence, and empowerment.

Keywords: leadership, competence, empowerment, performance.

I. INTRODUCTION

One of the progress of the nation is determined by the ability of the government employees or the bureaucracy in carrying out its duties and functions as a professional and accountable public servant. If that can be done well, then the government employees can put their position as a public servant. But in reality, the condition was not awakened and happened easily. This can be seen in employees of the Pandeglang Regency Government of Banten Province in Indonesia who have not shown their best work behavior, such as lack of enthusiasm in working, not being able to empower the potential of the apparatus optimally, and the lack of dedication they have. In addition, the performance of officials also showed indications of less than the maximum. This can be seen from the goals set that are not results-oriented, the measurement of success is not clear and measurable, the activities set are not following with the objectives, and the achievement of targets is also less than optimal. Performance is about behavior or what employees do, not about what employees produce or the outcomes of their work (Aguinis, 2013:88); the value of the set of employee behavior that contributes, either positively or negatively, to organizational goal accomplishment (Colquitt, Lepine, & Wesson (2015:35), a set of employee work-related behaviors designed to accomplish organizational goals (Ivancevich, Konopaske, & Matteson, 2014:172), and the organization's ability to attain its goals by using resources in an efficiently and effectively manner (Daft, 2014:11). Aguinis (2013) identified dimensions of the performance measured, namely: survive with enthusiasm and spend more effort; carrying out activities that formally become his duties; assist and cooperate with other employees; follow organizational rules and procedures; strive for, support and defend the goals of the organization. Based on several research and studies in various countries, industrial, occupational sectors, and organizations, professional performance among others influenced by leadership, competence, and empowerment.

II. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

2.1. Leadership and Performance

Leadership refers to the process of influencing and supporting others (both individually and collectively) to work enthusiastically toward achieving shared objectives (Newstrom, 2015:179), the use of power and influence to direct

the activities of followers toward goal achievement (Colquitt, Lepine, & Wesson, 2015:430), and the ability to inspire confidence and support among the people who are needed to achieve organizational goals (Dubrin, 2013:85). Leadership can be measured through four dimensions: challenge the process, inspire a shared vision, enable others to act, model the way, and encourage the heart (Kouzes & Posner, 2009:90). While this dimensions in good condition potentially increase performance manifested in survive with enthusiasm and spend more effort; carrying out activities that formally become his duties; assist and cooperate with other employees; follow organizational rules and procedures; strive for, support and defend the goals of the organization (Aguinis, 2013). Several studies concluded that leadership influences performance, for example, Harwiki (2016), Al Khajeh (2018), Lin and Shiqian (2018), NawoseIng'ollan and Roussel (2017), Steffens et al. (2018), Widodo and Mawarto (2020), Chandrawaty and Widodo (2020), Sawaeana and Ali (2020), Supriyanto, Ekowatia, and Maghfuroha (2020), Hamid et al. (2020), Bayram and Zoubi (2020), Guterresa, Armanu, and Rofiaty (2020). Based on the description and studies above, the first hypothesis in this study is:

H₁: Leadership has a direct effect on performance.

2.2. Competence and Performance

Competence related to an interrelated cluster of knowledge, skills, and abilities needed by an individual, team, or organization for effective performance (Hellriegel & Slocum, 2011:8). According to Broke and Stone as quote (Mulyasa, 2007) competence also descriptive of qualitative nature or teacher behavior appears to be entirely meaningful. Many competencies are critical to the effectiveness and performance of most organizations. Moreover, competence can be interpreted as a fundamental characteristic of someone who causes or raises effective and extraordinary performance (Boyatzis, in Wirda & Azra, 2015). Competence can be measured through dimensions: understanding, abilities, interests, skills (Gordon, in Sutrisno, 2012). If these dimensions in high level can be increasing performance manifested in survive with enthusiasm and spend more effort; carrying out activities that formally become his duties; assist and cooperate with other employees; follow organizational rules and procedures; strive for, support and defend the goals of the organization (Aguinis, 2013). The research conducted by Abe (2014), Amalia and Saraswati (2018), Ochieng, Kiplagat, and Nyongesa (2016), Teygong, Moses and Daniel (2017), Rivai and Riyanto (2018), Fatmasari et al. (2017), Jeffrey and Dinata (2017), Sarboini et al. (2018), Heriyanto, Naser, and Setia (2018), Anwar and Aima (2019), Shet, Patil, and Chandawarkar (2019), Putri et al. (2019), Melliana et al. (2019), Adam and Kamase (2019), Sabuharia et al. (2020), Sihotang et al. (2020) also indicates that competence affects performance. Based on the description and studies above, the second hypothesis in this study is:

H₂: Competence has a direct effect on performance.

2.3. Empowerment and Performance

Empowerment is a process that allows workers to set goals, decision-making, and problem- solving for their work following their responsibilities and authorities (Moorhead & Griffin, 2014). Empowerment also reflects any process that provides greater autonomy to employees through the sharing of relevant information and the provision of control over factors affecting job performance. Empowerment helps remove the conditions that cause powerlessness while enhancing employee feelings of self-efficacy. Empowerment authorizes employees to cope with situations and enables them to take control of problems as they arise (Newstorm, 2015). Moreover, empowerment as sharing power and authority with subordinates to increase their confidence and effectiveness (Ivancevich, Konopaske, & Matteson, 2014). According to Suharto (2005), there are five important things related to empowerment, which were: participation to get opportunities; possibilities in the decision-making process; providing support for individual abilities; strengthening the quality of self; and assigning responsibility. While these indicators were conducive, it stimulates performance manifested to survive with enthusiasm and spend more effort; carrying out activities that formally become his duties; assist and cooperate with other employees; follow organizational rules and procedures; strive for, support and defend the goals of the organization (Aguinis, 2013). The results of research by Tetik (2016), Tuuli and Rowlison (2009), Ayoub et al. (2018), Nadeem et al. (2018), Merry and Syarief (2017), Al-Omaria, Alomaria and Aljawarneh (2020) also proved that empowerment affects performance. Based on the description and studies above, the third hypothesis in this study is:

H₃: Empowerment has a direct effect on performance.

III. RESEARCH METHODS

The sample of this study was 145 employees taken by random sampling from 228 employees of the Pandeglang Regency Government of Banten Province in Indonesia based on the Slovin formula (in Widodo, 2017) with an error margin of 5%. Data were collected by questionnaire in the form of a Likert scale with five alternative answers: always, often, sometimes, rarely and never. Data were analyzed using the Structural Equation Modeling (SEM) formula, the processing of which was carried out with the Linear Structural RELation (LISREL) 8.8 for Windows application. The significance of the direct effect test uses the t-test. The leadership questionnaire consists of 18 items with an alpha coefficient = .903, competence consists of 18 items with an alpha coefficient = .840, empowerment consists of 19 items with alpha coefficients = .922, and performance consists of 20 items with an alpha coefficient = .916.

IV. RESEARCH RESULT AND DISCUSSION

4.1 Description of the Participants

As shown in Table 1, the majority of gender is male (83.45%), ages > 50 years (59.31%), bachelor education (58.62%), marital status (97.93%), and length of work > 20 years (73.10%).

Table 1. Profile of The Participant

Profile	Amount	Percentage
Gender		
1. Male	121	83.45
2. Female	24	16.55
Age		
1. ≤30 Year	0	0
2. 31 – 40 Year	10	6.89
3. 41 – 50 Year	49	33.79
4. > 50 Year	86	59.31
Education		
1. Diploma/Academy (D3)	4	2.75
2. Bachelor (S1)	85	58.62
3. Postgraduate (S2)	56	38.62
4. Doctoral (S3)	0	0
Status		
1. Married	142	97.93
2. Unmarried	3	2.06
Length of Work		
1. ≤5 Year	0	0
2. 6 – 10 Year	0	0
3. 11 – 15 Year	13	8.96
4. 16 – 20 Year	26	17.93
5. > 20 Year	106	73.10

4.2. Description of the Variables

The results of the descriptive statistical analysis for the four research variables are presented as followed in Table 2. The mean values of the four variables from the lowest to the highest in succession are competence (11.04), leadership (67.73), empowerment (78.67), and performance (79.82).

Table 2. Descriptive Statistics

		Leadership	Competence	Empowerment	Performance
N	Valid	145	145	145	145
	Missing	0	0	0	0
Mean		67.73	11.04	78.67	79.82
Median		69.00	11.00	76.00	78.00
Mode		72	9	76	78
Std. Deviation		11.951	2.651	9.805	9.888
Variance		142.837	7.026	96.140	97.773
Range		54	12	51	52
Minimum		36	5	44	48
Maximum		90	17	95	100
Sum		9821	1601	11407	11574

The structural equation model obtained is shown in the path coefficient and t-value as follows:

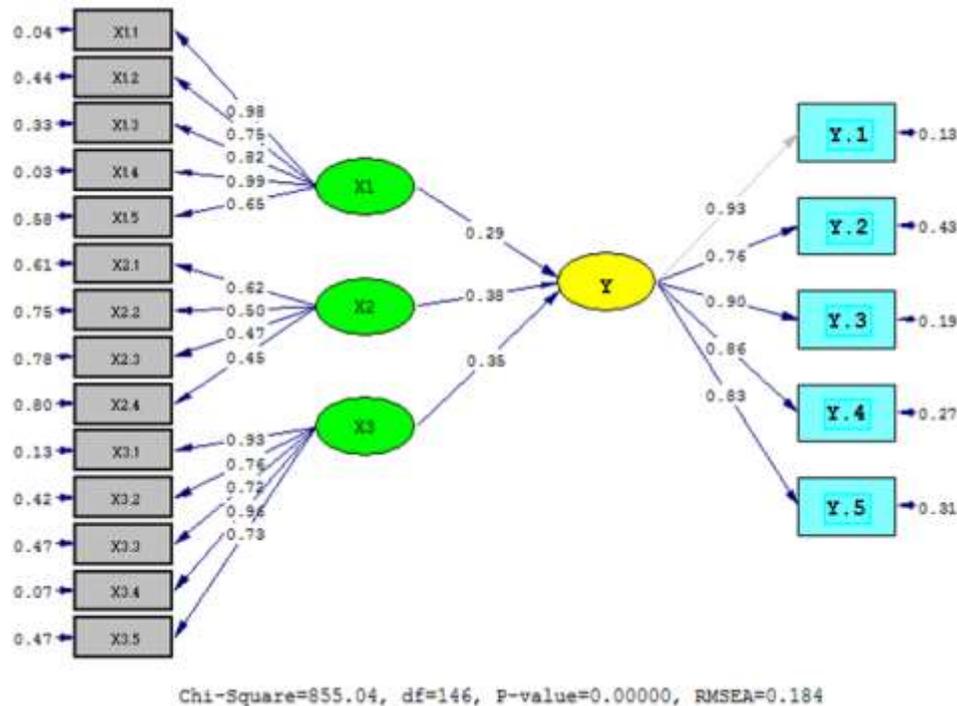


Figure 1. Path Coefficients

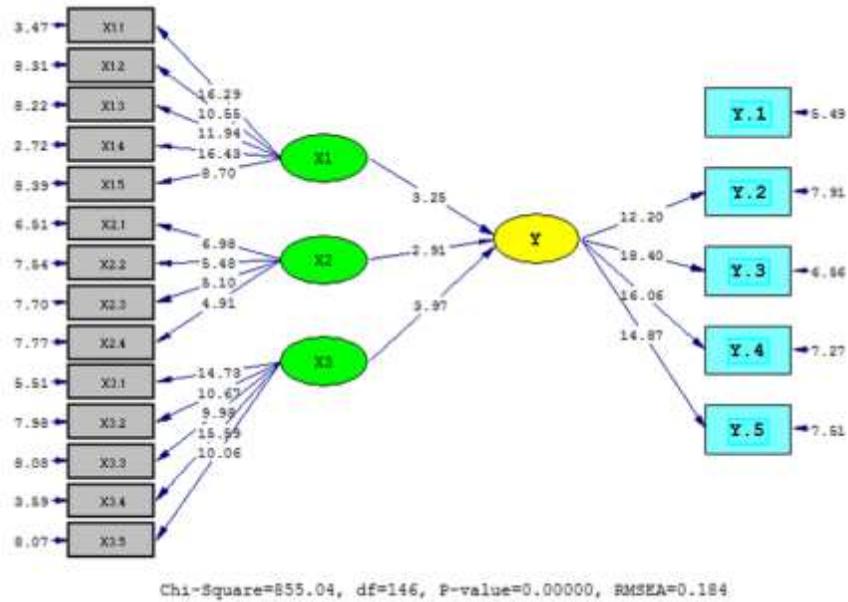


Figure 2. T-Values

The indexes produced to determine the suitability of the model can be seen in the following table.

Table 3. Model compatibility testing

No	Index	Standard Value	Value Obtained	Information
1	P (χ^2)	> .05	.00	Not Fit
2	RMSEA	< .08	.18	Not Fit
3	GFI	> .90	.62	Not Fit
4	AGFI	> .90	.91	Good Fit
5	NFI	> .90	.99	Good Fit
6	NNFI	> .90	.97	Good Fit
7	CFI	> .90	.90	Good Fit
8	IFI	> .90	.90	Good Fit
9	RFI	> .90	.95	Good Fit

As the presented in Table 3, The accuracy of the model testing results shows that of the nine indexes there are three categorized indexes not fit (P (χ^2), RMSEA, and GFI) and six indexes categorized as good fit (AGFI, NFI, NNFI, CFI, IFI, and RFI). From the results of this test, there are more indices that are categorized as good fit, so it can be concluded that the empirical model of the influence of leadership, competence, and empowerment on performance is in accordance with the theoretical model. The path coefficients of direct effect, t_{value} and their significance are summarized as follows:

Table 4. Effect of The Path Coefficients

Path	Path Coefficient	T-value	Significance $\alpha = .01$ ($t_{table} = 2.35$)
Leadership (X_1) on performance (Y)	.29	3.25**	Significant
Competence (X_2) on performance (Y)	.38	2.91**	Significant
Empowerment (X_3) on performance (Y)	.35	3.97**	Significant

** Very significant path coefficient ($t_{value} > t_{table}$ at $\alpha = .01 = 2.35$)

As the presented in Table 4, all effects path coefficients are significant. The path coefficient of leadership on performance = .29 and t-value = 3.25 is greater than t-table ($n = 145$; $\alpha = .01$) = 2.35, so there is a positive and significant effect of leadership on performance. This means the theory and the results of previous studies that are used as the basis for building a hypothesis that leadership has an effect on performance are proven. Thus, improving leadership can increase performance. Path coefficient an effect of competence on performance = .38 and t-value = 2.91 greater than t-table ($n = 145$; $\alpha = .01$) = 2.35, so there is a positive and significant effect of competence on performance. This means the theory and the results of previous studies that are used as the basis for building a hypothesis that competence has an effects on performance are proven. Thus, improving the competence can increase performance. Path coefficient an effect of empowerment on performance = .35 and t-value = 3.97 is greater than t-table ($n = 145$; $\alpha = .01$) = 2.35, so there is a positive and significant effect of empowerment to performance. This means that the theory and the results of previous studies which are used as the basis for building a hypothesis that empowerment has an effect on performance are proven. Thus, improving empowerment can increase performance.

The structural equation of the performance variable is: $Y = .29*X_1 + .38*X_2 + .35*X_3$, Errorvar = .25, $R^2 = .75$. For leadership variable obtained structural coefficient = .29, competence variable obtained structural coefficient = .38, and empowerment variable obtained structural coefficient = .35. The structural coefficient values of the three are positive, thus indicating that the effect of leadership, competence, and empowerment on performance is positive, which means that improvements in leadership, competence, and empowerment can increase performance. Leadership, competence, and empowerment variables are able to explain performance variable variations of .75 (75%).

4.3. Discussion

The results of this study indicate that leadership has a positive and significant effect on performance. Leadership is the ability to inspire confidence and support among the people who are needed to achieve organizational goals, manifested challenge the process, inspire a shared vision, enable others to act, model the way, and encourage the heart (Dubrin, 2013; Kouzes & Posner, 2009). If the leadership in good condition potentially increasing performance, reflected in surviving with enthusiasm and spend more effort; carrying out activities that formally become his duties; assist and cooperate with other employees; follow organizational rules and procedures; strive for, support and defend the goals of the organization (Aguinis, 2013). This finding is appropriate, supporting and confirming the results of previous studies (e.g. Widodo & Mawarto, 2020; Chandrawaty & Widodo, 2020; Sawaeana & Ali, 2020; Hamid et al. 2020; Bayram & Zoubi, 2020; Guterresa, Armanu, and Rofiaty, 2020) that leadership has a positive and significant effect on performance. The results of this study also revealed that competence has a positive and significant effect on performance. Competence related to an interrelated cluster of knowledge, skills, and abilities needed by an individual, team, or organization for effective performance (Hellriegel & Slocum, 2011:8), reflected in understanding, abilities, interests, and skills (Gordon, in Sutrisno, 2012). If these dimensions in a high level can be increasing performance. This evidence in line and confirmed the research conducted by scholars that competence affects performance (e.g. Anwar & Aima, 2019; Shet, Patil, & Chandawarkar, 2019; Putri et al., 2019; Melliana et al., 2019; Adam & Kamase, 2019; Sabuharia et al., 2020; Sihotang et al., 2020). In addition, this study also proved that empowerment influences performance. Empowerment is a process that allows workers to set goals, decision-

making, and problem-solving for their work following their responsibilities and authorities (Moorhead & Griffin, 2014), manifested in participation to get opportunities, possibilities in the decision-making process, providing support for individual abilities, strengthening the quality of self, and assigning responsibility. While these indicators were conducive, it stimulates high performance. For example, employees with adequate in providing support for individual abilities tend to enthusiasm and spend more effort. This finding in line with studies carried out by Ayoub et al. (2018), Nadeem et al. (2018), Merry and Syarief (2017), Al-Omaria, Alomaria, and Aljawanheha (2020) that empowerment affects performance.

Overall, the results of this study confirm the results of several studies in various countries, industrial, occupational sectors, and organizations that leadership, competence, and empowerment has an effect on performance based on the data from employees of the Pandeglang Regency Government of Banten Province in Indonesia. The evidence can be discussed as a discourse among researchers and practitioners to built performance in the future and various contexts of organizations.

V. CONCLUSION

This research proves that leadership, competence, and empowerment has a significant effect on performance with the research field of the employees of the Pandeglang Regency Government of Banten Province in Indonesia. This evidence can be discussed as a discourse among researchers and practitioners to built performance better in the future and various contexts of organizations, including business, public organizations, or education. For the researcher, the evidence can be the application on business and public (government) organizations or universities. Overmore, the researchers also can develop and expanded into research by adding new variables or used other indicators. For practitioners, the evidence can use to increasing the performance of employees through the perspective of leadership, competence, and empowerment.

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