THE EFFECT OF LEADERSHIP STYLE AND COMPETENCE ON TUTOR PERFORMANCE

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Abstract: This study aims to determine the influence of leadership style and competence on the performance of PKBM tutors in Banyuasin. Data were collected via questionnaires from 100 tutors and analyzed using SPSS 29, employing validity and reliability tests, classical assumption tests, and multiple linear regression. The results indicate that leadership style and competence have a positive and significant effect on tutor performance. Leadership style accounts for a 59.3% influence, while competence accounts for 62.7%. Collectively, these two variables influence tutor performance by 75%, with the remaining 25% attributed to other factors. The resulting regression equation is Y = 0.587 + 0.478 X1 + 0.646 X2. Competence is the factor with the greatest influence on tutor performance compared to leadership style.

Keywords: Leadership Style, Competence, and Tutor Performance.

INTRODUCTION

Education is an important part of national development because it has a strategic role in improving the quality of human resources. Education not only functions to provide knowledge, but also forms character, skills, creativity, and individual abilities in facing various changes in the community environment. (Kaswan 2015). This is in line with Law Number 20 of 2003 concerning the National Education System, which states that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life. Therefore, improving the quality of education is very important and must be carried out continuously by all education providers (Sugara, Adji, and Chamidah 2020).

Technological developments and changing needs of the current world of work are increasingly increasing demands on the quality of human resources (Rizal and Khairunissa 2024). Educational institutions are no longer only required to produce students with academic abilities, but must also be able to shape individuals who possess critical thinking skills, communication skills, creativity, adaptability, and the ability to utilize technology (Syaripudin 2017). This condition causes educators to have greater responsibilities in implementing the learning process. Teachers and tutors are required to continuously improve their knowledge, skills, and professionalism in order to be able to keep up with the times and meet the needs of students (Saputra, Hendriani, and Machasin 2017).

In the implementation of education, the success of an institution is not only determined by the facilities and infrastructure available (Fipiariny and Nurhayati 2021), but is also greatly influenced by the quality of the human resources who run the organization (Rosminah 2021). One important indicator of human resource success is performance. Performance shows a person's

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ability to carry out the tasks and responsibilities assigned to them. The better the performance of the teaching staff, the greater the opportunity for the educational institution to achieve its stated goals. Conversely, low performance can hinder the achievement of organizational goals and ultimately affect the quality of educational services.

The performance of teaching staff is influenced by various factors, both originating from within the individual and from the organizational environment (Setiawan 2018). These factors include competence, motivation, job satisfaction, work environment, organizational culture, and the leadership style applied by the leader. Among these factors, leadership style and competence are important aspects to pay attention to because both are directly related to how teaching staff carry out their duties.

Leadership in educational institutions plays a crucial role in creating a work environment that supports improved performance (Wahidmurni 2017). A principal or head of an educational institution not only functions as a decision-maker, but also as a director, mentor, motivator, supervisor, and facilitator for teachers and tutors. Leaders who are able to apply a leadership style appropriate to the organization's conditions can create harmonious working relationships, increase motivation, provide clarity of duties, and encourage educators to work more effectively and responsibly (Utomo 2019).

In an educational environment that is constantly changing, the leadership style applied also needs to adapt to developments in the organizational environment (Umar, Echdar, and Maryadi 2020). Leaders are not enough to just provide instructions, but need to involve educators in the decision-making process, provide opportunities to express opinions, provide appreciation for work results, and provide support when facing difficulties in carrying out tasks. Communicative and adaptive leadership is expected to be able to create a positive work atmosphere so that teachers or tutors feel appreciated and encouraged to improve their performance.

In addition to leadership style, the competence of educators is also a very important factor in determining the quality of performance. Competence encompasses the knowledge, skills, abilities, attitudes, and behaviors required to carry out their work effectively. Tutors with good competence will be better able to understand their duties, manage the learning process, communicate with students, use appropriate learning methods, and resolve various problems that arise during the educational process.

Demands on tutor competency are increasing along with changing student characteristics and advances in learning technology. Tutors are required not only to master learning materials but also to be able to use technology, create engaging learning methods, conduct learning evaluations, and adapt approaches to student needs. Therefore, continuous competency development is a crucial effort to improve tutor performance and the quality of education.

A tutor's performance can be influenced by various factors, including the leadership style of the manager or the head of the Community Learning Center (PKBM) and the competencies possessed by the tutor themselves. An appropriate leadership style can foster a conducive work environment, provide motivation, enhance discipline, and encourage tutors to carry out their duties and responsibilities optimally. As the leader of the institution, the head of the PKBM is responsible for providing direction, guidance, supervision, and evaluation regarding the implementation of learning activities. When leadership functions are executed effectively, it is expected that tutors will demonstrate greater drive and commitment in performing their work.

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In addition to leadership style, a tutor's competence is also a crucial factor affecting performance. Tutors are expected to possess adequate skills and knowledge to conduct learning activities, understand the characteristics of learners, master the subject matter, and communicate and interact effectively. Such competence is essential for addressing the diverse characteristics and needs of individual learners. Tutors with strong competencies are better equipped to plan, implement, and evaluate learning in a professional manner, thereby ensuring that the goals of equivalency education are achieved.

This condition is also relevant in non-formal educational institutions, particularly Community Learning Centers (PKBM). PKBM plays a role in providing educational services to the community through various non-formal educational programs (Utami 2017). Tutors, as one of the main elements in the implementation of PKBM programs, have a significant responsibility in providing learning and helping students achieve their educational goals. Therefore, the quality of tutor performance is one of the factors that determines the success of the implementation of educational programs in PKBM.

In carrying out their duties, PKBM tutors face various challenges, such as differences in student characteristics, limited facilities, demands for technology, and the need to adapt learning methods to community conditions. These situations require tutors with adequate competencies and supported by leadership capable of providing direction and motivation. PKBM leaders need to create a supportive work environment, provide opportunities for competency development, and conduct ongoing monitoring and evaluation.

Thus, improving tutor performance cannot be solely the responsibility of individual tutors; it also requires support from leadership and the organization. The right leadership style can create working conditions that encourage tutors to perform optimally, while strong competencies enable tutors to carry out their duties professionally. If these two factors are balanced, it is hoped that tutor performance will improve and ultimately have a positive impact on the quality of educational services at PKBM.

Based on this description, it can be understood that leadership style and competence are two important factors in improving tutor performance. Leaders who are able to direct, guide, motivate, and provide support to tutors, as well as tutors who possess competencies in accordance with the demands of their jobs, will create better conditions for the implementation of the educational process. Therefore, research on the influence of leadership style and competence on the performance of PKBM tutors is important to determine the extent to which these two factors contribute to improving tutor performance.

Based on this background, this study is directed to analyze the influence of leadership style and competence on the performance of tutors at PKBM in region B. The results of the study are expected to provide an overview of the factors that can support the improvement of tutor performance and become a consideration for PKBM leaders in developing leadership strategies and improving the competence of teaching staff.

2. Literature Review and Hypothesis Formulation

1. Leadership style

Leadership style is behavior and strategy as a result of a combination of philosophy, skills, traits, and attitudes that a leader often applies when he tries to influence the performance of his

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subordinates (Tampubolon 2016). Based on the definition of leadership style above, it can be concluded that leadership is a person's ability to direct, influence, encourage, and control o people or subordinates to do a job of their own awareness and will in order to achieve certain goals.

2. Competence

According to (Panggabean), The terms competencies, competence, and competent, which in Indonesian are translated as competence, skill, and empowerment, refer to the state or quality of being able and appropriate. The English dictionary explains the word competence as a state of being appropriate, adequate, or suitable (Panggabean 2004). The definition of competence in the workplace refers to the notion of a person's suitability for their job. However, in the context of work, competence has two different meanings, depending on the organization's frame of reference. Competence refers to the characteristics underlying behavior that describe the motives, personal characteristics (traits), self-concept, values, knowledge, or skills that a superior performer brings to the workplace.

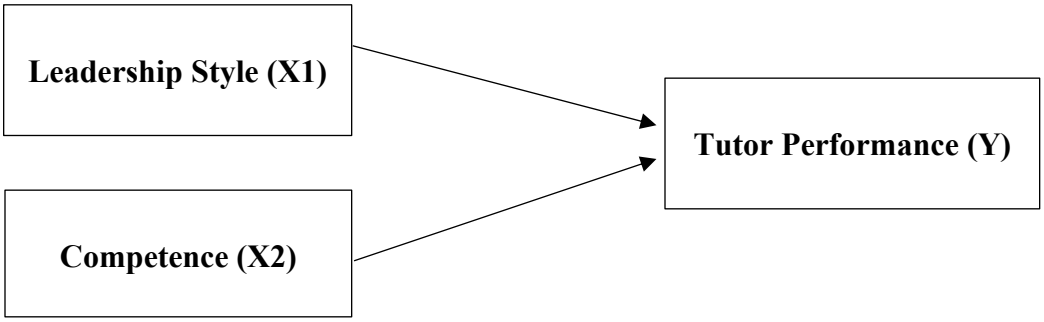
3. Work Spirit

According to Sinambela states that employee performance is defined as an employee's ability to carry out a particular skill. Employee performance is very important, because with this performance it will be known how far an employee's ability is in carrying out the tasks assigned to him. For this reason, it is necessary to determine clear and measurable criteria and determine them jointly to be used as a reference (Poltak Sinambela 2016).

If we look at its etymology, performance comes from the word performance. Performance comes from the word "to perform" which has several meanings (entries), namely: (1) to enter, carry out, carry out; (2) to fulfill or carry out the obligations of a vow; (3) to portray a character in a game; (4) to depict it with a voice or musical instrument; (5) to carry out or perfect responsibility; (6) to carry out an activity in a game; (7) to play music; and (8) to do something that is expected by a person or machine .

CONCEPTUAL FRAMEWORK AND HYPOTHESES

1. Conceptual Framework



Leadership Style (X1) and Competence (X2) simultaneously affect Tutor Performance (Y).

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2. Research Hypotheses

H1: Leadership style has a positive and significant effect on tutor performance at Community Learning Centers (PKBM) in Banyuasin Regency.

H2: Competence has a positive and significant effect on tutor performance at Community Learning Centers (PKBM) in Banyuasin Regency.

H3: Leadership style and competence simultaneously have a positive and significant effect on tutor performance at Community Learning Centers (PKBM) in Banyuasin Regency.

RESEARCH METHODS

The research conducted by the author at the PKBM in the Banyuasin region was conducted using a descriptive method with survey techniques. In this case, the definition of descriptive according to (Ghozali 2014) that: "Descriptive research is aimed at solving problems that exist today. Because there are so many types of such research, the descriptive research method is more of a general term that covers various descriptive techniques, including research that tells, analyzes, and classifies research using survey techniques, interviews, questionnaires, observations, or test techniques."(Astinatria and Sarmawa 2020)

Based on this understanding, the research conducted by the author was by directly observing the activities carried out on the research object, recording, analyzing, concluding, and using it as material for compiling this thesis. The analytical approach used in this research is a quantitative approach. The type of statistics used in the research is nonparametric statistics. According to Sugiyono: " Nonparametric statistics are used to test hypotheses if the data is in nominal or ordinal form, and is not based on the assumption that the data distribution must be normal." The researcher used nonparametric statistics because the data processed was in ordinal form.

Research Design The design used in this study is descriptive quantitative with the aim of knowing how much influence Leadership Style and Competence have on Tutor Performance at PKBM in Banyuasin area. The research stages are carried out through several stages, namely determining the focus of the research, research location, collecting data and looking for data sources according to research needs, determining the number of populations/samples to be sought.

In this study, the author defines the tutors at the Community Learning Centers (PKBM) in the Banyuasin region—totaling 292 individuals—as the population; a list of these tutors from each PKBM in the Banyuasin region is provided. The study employs the Simple Random Sampling method, a sampling technique in which every member of the population has an equal chance of being selected. The sample size is determined using the formula proposed by Slovin, as cited in Husain (2019), as follows:

$$n = \frac{N}{1+Ne^2}$$

n = Sample size

N = Population size, namely employees

e = Percent slack

The margin of error—or the level of imprecision resulting from sampling—that is considered tolerable or acceptable is 10%. Based on this formula, the sample size for this study is:

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$$n = \frac{289}{1+289\ (10\%)^2}$$

n = 99.655, rounded up to 100 respondents. Thus, the total sample size used for this study consists of 100 employees.

As respondents, describing research variables, compiling instruments, then collecting data and questionnaires. (Astinatria and Sarmawa 2020) The next stage is analyzing the collected data. The final stage is the conclusion and suggestions and recommendations. Operational Deficiencies of Variables Operationally, variables need to be defined which aims to explain the meaning of research variables.

Singarimbun in Riduwan provides an understanding of operational definition as a research element that provides guidance on how the variable is measured (Simamora 2017). Sources and Methods of Data/Information Collection 1. Data Sources The data sources used in this study consist of two types, namely primary data and secondary data. a. Primary Data Primary data is data obtained by the author through direct observation or observation from the institution, either through observation, questionnaires and direct interviews with the institution's tutors according to the needs of this study. b. Secondary Data Secondary data is data obtained indirectly, namely the data obtained by the author from institutional documents and literature books that provide information about the process of Leadership Style and Competence on Tutor Performance at PKBM in the Banyuasin region.

2. Method of Data/Information Collection The data collection process required in this discussion involves two research stages, namely:
a. Library Research Library research is used to collect secondary data from institutions, theoretical foundations, and information related to this research through documentation. The study is conducted by collecting data from literature, lecture materials, and other research results related to the research object. This is done to gain additional knowledge regarding the problem being discussed.

b. Field Research In this study, the author collected the necessary data by conducting direct observation at the institution, either through observation, distributing questionnaires to employees, and interviews. Field research was conducted in the following ways: 1) Interviews are a method for obtaining data by conducting direct questions and answers with the parties concerned in order to obtain data and information that supports the analysis in the study. 2) Observation is a data collection technique by conducting direct observation on the object being studied so that a clear picture is obtained regarding the problems faced by employees. 3) Questionnaires, are data collection by distributing a list of questions to respondents who are used as research samples (Supranto 2019).

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DISCUSSION

From the results of the statistical hypothesis testing and analysis above, in accordance with the aims and objectives of this research, the analysis of the influence of independent variables on dependent variables can be presented as follows:

The regression model in this study is:

$Y = 0.587 + 0.478\ X1 + 0.646\ X2$

The Influence of Leadership Style Factors on Tutor Performance at PKBM Institutions

The correlation between X1 and Y is 11.945. There is a positive relationship of 11.945 between the leadership style factor and tutor performance at the PKBM institution.

$R^2 = 0.593$.

The data indicates that the leadership style factor makes a positive contribution of 59.3 % to the performance of tutors at PKBM institutions.

The Influence of Competency Factors on Tutor Performance at PKBM Institutions

The correlation between X2 and Y is 12.842. There is a positive relationship of 12.842 between the competence factor and tutor performance at the PKBM institution.

$R^2 = 0.627$.

The data indicates that the competency factor makes a positive contribution of 62.7 % to the performance of tutors at PKBM institutions.

This regression model concludes that the leadership style factor (X1) has a positive effect on tutor performance (Y) with a coefficient value of 0.477. This means that if the leadership style variable (X1) increases by one unit, assuming the competency variable (X2) remains constant, then tutor performance will increase by 0.477.

If the competency factor (X2) has a positive effect on tutor performance (Y) with a coefficient value of 0.546, this means that if the competency variable (X2) increases by one unit assuming the leadership style variable (X1) remains constant, then tutor performance will increase by 0.546.

The R-square value is 0.750. This data indicates that leadership style and competence contribute 75% to tutor performance. The remaining 25% is influenced by other factors not examined by the researchers, such as employee incentives, work loyalty, and other factors.

The calculated F value is 145.645 with p.sig. 0.000 and F table = 3.09.

Critical region:

H1; H2 = 0 “Rejected” if p.sig. < 0.05.

Because F count > F table and p.sig. < 0.05, then:

H1; H2 = 0 “Rejected” and H1; H2 ≠ 0 “Accepted”.

These results prove that there is a significant influence of leadership style and competence factors on tutor performance at PKBM institutions.

From this multiple regression model, it is also known that competence is the most dominant factor influencing tutor performance at PKBM institutions.

CONSLUSION

The leadership style variable (X1) has a positive effect on tutor performance (Y) with a coefficient value of 0.477, which means that if the leadership style variable (X1) increases by one unit with the assumption that the competency variable (X2) remains constant, then the tutor's

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performance will increase by 0.477. And in accordance with the formulation of the problem, the magnitude of the influence of leadership style on performance is 59.3 %.
The competency variable (X2) has a positive effect on tutor performance (Y) with a coefficient value of 0.546, which means that if the competency variable (X2) increases by one unit with the assumption that the leadership style variable (X1) remains constant, then the tutor's performance will increase by 0.546. In accordance with the formulation of the problem, the magnitude of the influence of competency on tutor performance is 62.7 %.

From the two variables above, it can be concluded that if factor X1 (leadership style) is constant, then a one-unit increase in X2 (competence) will increase tutor performance (Y) by 0.546. If factor X2 (competence) is constant, then a one-unit increase in X1 (leadership style) will increase tutor performance (Y) by 0.477.

Style and competence factors together have a positive and significant influence on the performance of tutors at PKBM institutions. This can be seen from the R Square obtained at 0.750 or 75%. This can be explained that the variables of leadership style and competence together influence the performance of tutors at PKBM institutions, while the remaining 25% is influenced by other factors not examined by researchers, such as employee incentives and so on. In accordance with the formulation of the problem, the magnitude of the influence of leadership style and competence on performance simultaneously is 75%.
The multiple regression model obtained:
Y = 0.587 + 0.477 X1 + 0.546 X2

The data shows that competency has the greatest influence on tutor performance at PKBM institutions. Holding leadership style constant, a one-unit increase in competency results in a 0.546-unit increase in performance.

SUGGESTIONS

PKBM institutions need to improve their leadership style towards tutors, for example with leaders who are consistent and committed to the progress of tutors, leaders who always give appreciation for the work that tutors do, and leaders who have close relationships with all tutors.
PKBM institutions need to improve the competence of tutors, both new and old tutors, so that if there is a job promotion, they do not need to hesitate to carry out their new position by improving their performance as their work period increases, always being ready to help colleagues, and being able to provide direction to colleagues to complete tasks well.

PKBM institutions need to improve tutor performance in various ways, this can be done by increasinpg knowledge to master other departmental tasks besides the education sector, complying with the rules and work procedures set out in a job, and carrying out work skillfully.

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