

The Influence of Leadership and Empowerment on the Competence and Work Achievement of Teachers in the Office of the Ministry of Religion of Cirebon Regency

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Abstract

Without leadership, a school will suffer a setback. Teachers' competency and work performance would be enhanced through the development of latent potential. Consequently, the purpose of this study is to investigate the impact of leadership and empowerment on the competence and work performance of instructors in the Ministry of Religion, Cirebon Regency. Quantitative technique employing descriptive analysis is used to determine respondents' impressions of research variables. In addition, this study employs Structural Equation Modeling (SEM) with a variance-based approach and Partial Least Squares to evaluate the hypothesis (PLS). (1) Leadership had a positive and statistically significant effect on teacher competence, (2) Empowerment had a positive and statistically significant effect on teacher competence, (3) Leadership had no effect on teacher work performance, and (4) Empowerment had a positive and statistically significant effect on teacher work performance, (5) Competence has a strong and favorable impact on teacher work performance.

Keywords: *Leadership, Empowerment, Competence, Job Performance.*

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A. INTRODUCTION

In an organization a leader has a very important role, the ideal leader is someone who can empower and be able to motivate his subordinates or all members of the organization he leads (Carudin & Agus, 2022). In addition, the leadership can also be a guide for future directions and goals, as an agent of change as well as a coach. Definition of Leadership as a Behavior Pattern Meant to Integrate Organizational and Individual Goals for Success (Lazwardi, 2016).

An organization's effectiveness is largely defined by the function of a leading leader who directs members of the organization and group toward accomplishing its goals, vision, and mission (Thompson, 2009). Thompson added that a leader's influence can have a social impact through personal approach, authenticity, and two-way communication. A leader provides guidance and instructions to his subordinates so that his followers can later adopt and implement the organization's aims and objectives (Aisyah & Takdir, 2017).

Empowerment is the authority to make decisions in a certain area of operations without the need for prior permission (Pratiwi, 2012). Empowerment can be regarded as meaningful employee participation in the improvement of employee performance. Empowerment is a highly practical and effective method of bringing out the best in

ourselves and our employees (Lodjo, 2013). Empowerment is the practice of allowing employees the authority to plan (Planning), control (Controlling), and make decisions (Decision-Making) regarding the task for which they are accountable without needing explicit authorization from their superiors (Setiawan, 2018).

The empowerment notion, which is based on employee commitment and trust, is vital to enhancing organizational performance, and so is the use of trust as a method for delivering efficient education (Musfah, 2012). Attempts to address such problems necessitate an employee empowerment strategy, in this case structural empowerment, on the grounds that doing so is the only way to get to the bottom of the issue at hand, which is, in this case, a lack of ability to develop and work productivity (Setyawan, 2018). According to Daly (2015), competence is "the skill that must be possessed by one or all workers/employees in order to carry out a job or position successfully" (effectively, efficiently, productively, and with quality) in accordance with the vision and mission of the organization/company. Knowing whether or not an employee possesses the necessary skills is crucial to the success of any business.

The research of Sri Widodo & Haryanto (2010), concluded that an employee with high intellectual competence, with a bachelor's level of education will understand well what the duties and functions of a teacher are. The existence of a good understanding of the duties and functions as an employee will foster idealism towards duties and responsibilities, which will ultimately lead to the emergence of self-competence to achieve organizational goals. So indirectly it can be said that competence will affect the emergence of performance in the organization.

High employee performance is very important in organizations, because high work performance will be able to improve employee work performance, if employee performance improves, organizational goals can be achieved (Indrawan, 2019). One of the problems that exist in the world of education is the low achievement of teachers, this can affect student achievement. Therefore, to improve the quality of education, teachers are required to be able to improve their ability in teaching and in providing material that is supported by teaching aids so that teachers will get feedback from their teaching results (Fahmi & Hariasih, 2016). Many factors affect teacher work performance, one of which is the salary earned, a less supportive work environment, less work experience, and low teacher motivation and lack of ability.

B. LITERATURE REVIEW

1. Leadership

Leadership is a process to grasp what people do together, so that they understand and want to do it (Yukl, 2005). Amirullah (2015) defines a leader as someone who can delegate tasks, build consensus among team members, and motivate them to work toward a common goal. Priatna & Ferdiansyah (2015) quote Katz and Kahn, who define leadership as the ability to sway followers to act in a desired way beyond merely complying with orders. Leadership is essentially the provision of empowerment that describes the ways in which followers' intrinsic motivation and sense of mastery over their own abilities are influenced by the leader's

actions, the nature of the work itself, the structure of the organization, and the followers' own wants, needs, and Participatory practices and teacher participation programs do not automatically make individuals feel more empowered or give them a sense that their work is significant and useful, so it's important to take psychological processes into account.

2. Empowerment

According to Mulyadi & Setiawan (1999), employee empowerment is the providing of authority to employees so that they can plan, control, and make decisions regarding their responsibilities without requiring automation from their management. According to Hansen and Mowen in Ari Fadzilah (2006), employee empowerment is the provision of authority to employees to plan, control, and make choices regarding the task for which they are accountable, without needing explicit authorization from a management above them. According to Clutterbuck in Priansa (2017), employee empowerment is an endeavor to encourage and enable individuals to take personal responsibility for their efforts to improve the way they perform their jobs and contribute to the attainment of various company goals. Empowering employees is crucial for the survival of a company's organization.

3. Competence

Competence is a set of information, abilities, and behaviors that a teacher or lecturer must possess, absorb, and master in order to perform professional obligations. According to Mulyasa (2007), competence refers to the ability to carry out something that is obtained through education. According to Febriana (2021), competence can be viewed from two perspectives. First, competence with empowerment through mastery of knowledge related to the profession. Second, the mastery of the learning program material taught consists of selected sections in order to develop abilities and shape personality and guide professional development and make decisions needed to satisfy job demands, and work professionally. According to Dudung (2018) aspects of competence are broad education and knowledge, the ability to develop mentally, the ability to respond to challenges, integrative capabilities, communication skills and motivational skills. The process of achieving competency targets is always related to how the ongoing activities produce truly professional performance and are able to develop the mission.

4. Work Achievement

According to Hasibuan (2013), a person's performance on the job depends on his knowledge, experience, dedication, and amount of time spent on the job. Work performance, according to Sutrisno (2012), is the end outcome of an employee's efforts and is founded on his unique set of traits and his understanding of his place in the company. Also, according to Sunyoto (2013), an individual's performance on the job is measured by how well he completes the tasks that have been given to him. Work

results, knowledge, initiative, mental skills, attitudes, and time discipline are the six areas where Sutrisno (2012) advises measuring employee performance is focused.

5. Framework

Based on the description that has been submitted, the conceptual model of this research can be described in Figure 1 as follows:

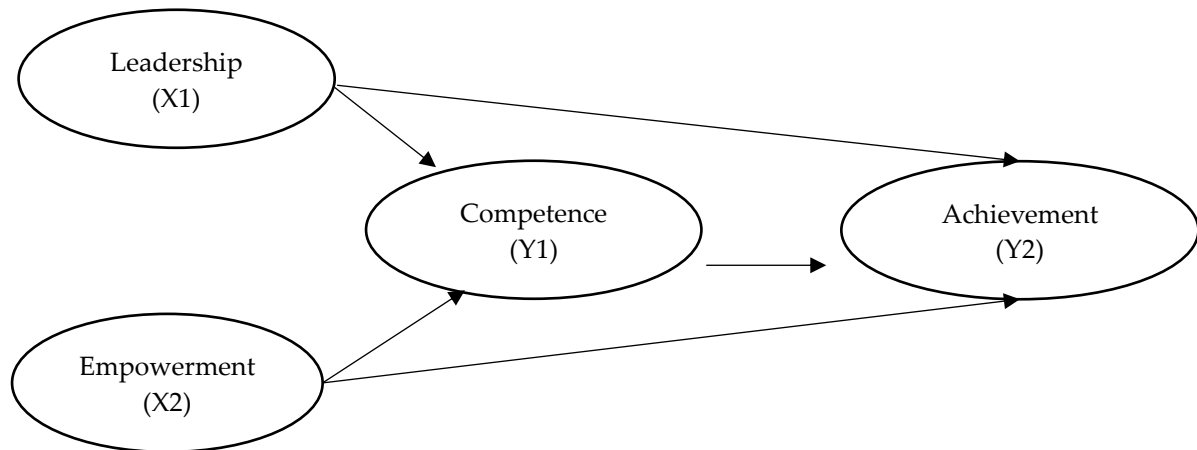


Figure 1 research framework

Research Hypothesis

H1 = Leadership has a positive and significant influence on teacher competence.

H2 = Empowerment has a positive and significant effect on teacher competence.

H3 = Leadership has a positive and significant influence on work performance.

H4 = Empowerment has a positive and significant effect on work performance.

H5 = Competence has a positive and significant influence on work performance.

C. METHOD

This research was conducted in the Office of the Ministry of Religion of Cirebon Regency with the object of research being Leadership, empowerment of competencies and teacher performance. This study uses a causal explanatory design to analyze the relationship between leadership and empowerment on work competence and performance. The population in this study are civil servants who have obtained educator certification at private madrasah in Cirebon Regency as many as 142 people. The samples taken were 59 people.

This study uses quantitative data sourced from both primary and secondary sources. Before the data was analyzed, the validity and reliability tests were carried out first. The test results show that all research instruments have met the valid and reliable criteria. This study uses descriptive analysis to determine respondents' perceptions of the research variables. Furthermore, to test the hypothesis, this study uses Structural Equation Modeling (SEM) with a variance-based approach with Partial Least Square (PLS).

D. RESULTS AND DISCUSSION

1. Characteristics of Respondents

The samples taken were 142 employees of Office of the Ministry of Religion of Cirebon Regency with the following characteristics of the respondents:

Table 1 Characteristics of Respondents

No	Information	Amount	Percentage
1	Education Level		
	• Diploma Level	14	23.72
	• Undergraduate Level	40	67.80
	• S2/S3 level	5	8.48
	Total	59	100
2	Years of service		
	• 2-10 Years	18	30.51
	• 11-20 years old	28	47.46
	• > 21 years old	13	22.03
	Total	59	100

Based on the respondents' levels of education, 67.80% of them had completed their last education at the bachelor's degree (S1) level, 23.72% had completed their education at the diploma level, and the remaining 8.48% had completed their education at the master's degree (S2) level. In the meantime, when looking at the working period, the majority of people have a working period of 11 to 20 years, which accounts for 47.46% of the total, followed by a working period of 2 to 10 years, which accounts for 30.51% of the total, and the remaining people have a working period of more than 21 years. 22.03%.

2. Partial Least Square (PLS) Analysis

In this research, we employ a variance-based SEM method, also known as SEM-PLS. In doing so, we take into account that SEM-PLS is a robust analytical approach that can finish the model without requiring the usual assumptions of normality, multicollinearity, and autocorrelation. The PLS analysis procedure consists of two steps of evaluation: 1) the measurement model (outer model) evaluation, and 2) the structural model evaluation (inner model).

a. Evaluation of the Measurement Model (Outer Model)

The outer model's purpose is to assess the validity and reliability of the indicators used to measure the latent variables (X_1 , X_2 , Y_1 , and X_3) of leadership, empowerment, competence, and achievement (Y_2). The measurement model is assessed by comparing the convergent and discriminant validity of the concept indicators as well as the composite reliability of the indicator block.

b. Composite Reliability

Composite reliability seeks to evaluate the reliability between the indicator blocks of the constructions that compose it.

Table 2 Composite Reliability Test Results

Variable	Composite Reliability
Leadership	0.884
Empowerment	0.892
Competence	0.833
Work performance	0.915

Good composite dependability findings are those with a value greater than 0.70. The purpose of composite reliability testing is to evaluate the instrument's validity in a research model for reflexive indicators. Table 2 displays the results of the composite reliability test. Table. 2, indicates that the dependability values for the four variables that comprise the study model are all more than 0.70. This indicates that all of the reflexive indicators that comprise the research model are trustworthy.

c. Convergent Validity

Convergent validity analysis attempts to isolate the constituent parts of a latent variable indicator. When evaluating the success of a convergent validity test, the size of the loading factor value is used as a yardstick. All outside loading values for the construction indicators tested are greater than 0.5, as shown by the results. Therefore, convergent validity has been established for this measurement.

d. Discriminant Validity

PLS analysis also examines discriminant validity in addition to convergent validity. The test consists of comparing the value of the square root of the extracted average variance (AVE) of each construct with the correlations between the other constructs in the model. If the initial measurement values of the two approaches are superior than the values of the other constructs in the model, it can be stated that the construct has a high level of discriminant validity or vice versa. Table 3 presents the results of the discriminant validity test.

Table 3 Discriminant Validity Test Results

Variable	AVE. coefficient	Information
Leadership	0.720	Valid
Empowerment	0.735	Valid
Competence	0.758	Valid
Work performance	0.686	Valid

Table 3's test findings demonstrate that all AVE roots in the research variables have values greater than 0.5. Therefore, it may be argued that this measurement satisfies the criteria for discriminant validity.

e. Q-Square Predictive Relevance (Q²)

Q-Square Predictive Relevance (Q²) measures how correctly the dependent variable may be predicted by the independent variable. The value of Q² ranges from 0 to 1, with a value closer to 1 indicating that the prediction value is improving and a value closer to 0 indicating that the prediction value is deteriorating. Table 4 displays the value of R².

Table 4 R² value Endogenous variable

	R-square
Competence	0.648
Work performance	0.837

Q2 has a value of 0.946, or 94.6%, as determined by the procedure presented above (strong). These findings indicate that the independent variables of leadership (X1), empowerment (X2), competence (Y1), and work performance (Y2) give a strong predictor of the dependent variable (work performance) (job performance).

3. Hypothesis Submission Results

The research hypotheses in this study are tested and analyzed using a Partial Least Square (PLS) method.

Table 5 Hypothesis Test Results

Relationship between Variables	Original Sample Estimate	Mean of Subsamples	t-statistics	Information
Leadership -> Competence	0.570	0.582	3.144	Significant
Empowerment -> Competence	0.263	0.582	1,977	Significant
Leadership -> Job Performance	0.029	0.049	0.192	No Significant
Empowerment -> Job Performance	0.401	0.401	3,580	Significant
Competence -> Job Performance	0.546	0.528	5.580	Significant

With a value of 0.570 and a t-statistic of 3.144, the direct influence of leadership on competence was not supported by the hypothesis test. The influence of leadership on competence is substantial if the t-statistics value of 3,144 is more than 1,896 (alpha = 5%). Thus, the first hypothesis (H1) is accepted, which indicates that leadership has a strong positive effect on competence.

With a value of 0.263 and a t-statistic of 1.977, the hypothesis assessing the direct influence of empowerment on competence was rejected. If the value of t-statistics is more than 1.896 (alpha = 5%), then the effect of empowerment on motivation is substantial. Thus, the second hypothesis (H2) is accepted, which indicates that empowerment has a considerable positive effect on competence.

The direct influence of leadership on work performance was found to have a value of 0.029, with a t-statistic of 0.049. Because the t-statistic of 0.049 is less than 1.896 (alpha = 5%), it is impossible to accept or reject hypothesis 3 (H3), which indicates that leadership has a substantial beneficial effect on achievement work.

With a value of 0.401 and a t-statistic of 3.58, the findings of testing the hypothesis that leadership has a direct effect on motivation are positive. If 3.580 is more than 1.896 (alpha = 5%), then the effect of empowerment on performance is

statistically significant. Thus, it is recognized that empowerment has a significant beneficial effect on work performance, as stated in hypothesis 4 (H4).

With a value of 0.546 and a t-statistic of 5.580, the hypothesis evaluating the direct influence of competence on work performance is supported. If the value of t-statistics is larger than 1.896 ($\alpha = 5\%$), then the effect of leadership on motivation is considerable. Thus, hypothesis 5 (H5) is supported, which asserts that competence has a considerable beneficial effect on work performance.

The results of the analysis show that leadership has a significant positive effect on teacher competence. This can be interpreted that if a leader is able to firmly direct subordinates in carrying out their duties with proper direction to subordinates, delivery of good work procedures, exemplary leadership attitudes in carrying out tasks, decision-making policies involving employees and firm leadership. in providing sanctions for violations committed by subordinates which will later be able to improve teacher competence even better. The results of this study contradict the results of previous studies conducted by Syakir & Pardjono (2015) which showed that there was no positive and significant relationship between leadership and competence.

The results of the analysis show that empowerment has a positive effect on teacher competence. If the organization provides flexibility for teachers to develop creativity in completing work, the organization gives trust to teachers to develop innovative efforts in carrying out agency tasks, employees are given the convenience of obtaining information related to work with good discussions, employees receive information in accordance with the field. employment, agencies highly value employee creativity in their work, agencies provide opportunities for employees to improve skills through internal training, agencies provide access to information that employees need to complete assigned work and agencies provide adequate resource support (technology and work equipment) to develop teacher competencies related to work, thereby making these teachers tend to have higher competencies so that they feel comfortable and motivated in carrying out their work. given by the agency. This study is in accordance with the research of Fitri et al (2020) whose research states that there is a relationship between empowerment and competence in UPTD-PK Dewantara.

The results of the analysis of the influence of leadership on work performance showed positive but not significant results. This is correlated with the role of leadership, where the attitude of the leadership that stimulates the morale of subordinates to complete all the work that is their responsibility, the leader enthusiastically motivates the subordinates in completing the work assigned by the agency, the leader provides good guidance to subordinates who experience obstacles in In his work, the attitude of the leader always helps provide a good solution when subordinates have difficulty in working, the leader always accepts opinions or input submitted by subordinates in making decisions, the attitude of the leader who respects every achievement achieved by his subordinates in his work, the role of the leader who always supervises closely strict on every subordinate and the attitude of the

leadership provides strict sanctions for any violations committed by employees. So as to improve work performance better. The results of this study contradict the results of previous studies conducted by Lestari et al (2020) which stated that there was a relationship between the influence of leadership on teacher work performance.

The results of the analysis show that empowerment has a positive effect on teacher work performance. The existence of empowerment given to teachers by the agency through the flexibility for teachers to develop creativity in carrying out the duties of the agency. Agencies support teachers with confidence to develop innovative efforts in carrying out agency tasks. Agencies provide easy access to information related to work with good discussions, agencies provide training for teachers in improving skills, availability of access to information that is needed by employees in completing work and agencies provide resource support in terms of support for work equipment and technology in developing employee creativity in improve its performance. The results of this study are not in line with the results of previous studies related to leadership and performance conducted by Samsilayurni (2019) which stated that there was no relationship between the influence of empowerment on teacher work performance.

The results of the analysis show that competence has a positive effect on teacher work performance. This shows that the competence factor is able to improve work performance. This can be interpreted that competence can be seen from the attitude of the teacher working seriously to improve past performance, the teacher is expected to show achievement in every job, the teacher must be encouraged to be able to influence others in the workplace environment, the employee must convey directly To colleagues about work that is not in accordance with agency work standards, employees are provided with a job promotion system for recognition of the performance achieved and the provision of salaries for employees in accordance with the workload of the agency which will directly be able to assist in improving teacher performance. The results of this study are not in line with the results of previous research conducted by Baharuddin et al (2022) which stated that there was a positive and significant relationship between competence and teacher performance.

E. CONCLUSION

On the basis of the findings of the research analysis, it is possible to conclude that leadership has a considerable positive effect on teacher competency. This means that effective leadership can enhance teacher work abilities. Teacher competence is directly and significantly affected by empowerment. This suggests that effective empowerment can have a bearing on enhancing teacher competency. Leadership has no appreciable positive effect on work performance. This suggests that leadership cannot considerably enhance work performance. Work performance is directly and significantly affected by empowerment. This suggests that the more effectively empowerment is implemented, the greater its impact on increasing teacher work performance. Work performance is directly and significantly influenced by teacher

competence. This suggests that teacher performance in the office of the Ministry of Religion in Cirebon Regency may be influenced by a teacher's level of competency.

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