THE INFLUENCE OF COMPETENCY AND LEADERSHIP STYLE ON THE PERFORMANCE OF EDUCATIONAL PERSONNEL AT HKBP NOMMENSEN UNIVERSITY MEDAN

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Abstract

Competence and Leadership Style are two important elements that affect the performance of educational personnel. The purpose of this study is to determine the effect of competence and leadership style on the performance of educational personnel. Research Method The approach used in this study is quantitative. The type of data used in this study is primary data. The method used to collect data in this study is a questionnaire. The questionnaire was chosen because of its effective and efficient data collection in this technological era. The questionnaire will be given to respondents who meet the research criteria using a google form that is filled in under the supervision of the researcher when filling in so that it is easy to obtain accurate information. Research Results based on the results of the hypothesis testing analysis, it can be concluded that Competence (X1) and Leadership Style (X2) partially and simultaneously affect the Performance of Educational Personnel with an R2 value of 0.485. The coefficient value obtained shows that Digital Leadership and Online Training are able to influence changes in the Performance of Educational Personnel by 48.5%, while the remaining 51.5% of other contributions are influenced by other variables that are outside the measurement framework used in this research.

Keywords: Competence, Leadership Style, Performance of Educational Personnel

Introduction

Competence and leadership style are two important elements that influence the performance of educational staff. Competence includes knowledge, skills, and attitudes possessed by educational staff, which greatly determine the effectiveness in carrying out their duties and responsibilities. Meanwhile, the leadership style applied by the head of the institution also plays a crucial role in creating a positive and supportive work climate. A good leadership style can motivate and inspire educational staff to achieve optimal performance.

One of the universities in North Sumatra, namely HKBP Nomensen University, which was established in 1954 (uhn.ac.id, 2025), requires an effective strategy to be able to continue to maintain the quality of the university, one of which is through the performance of its educational staff. Institutions can develop effective strategies to improve the performance of educational staff. The strategies developed contribute to the achievement of academic goals and the overall reputation of the institution. It is important for HKBP Nommensen University Medan to focus on developing the competence of educational staff and implementing a supportive leadership style. Thus, a satisfying work environment can be created, which ultimately has a positive impact on the overall performance of the institution.

Table 1
Number of Educational Personnel at HKBP Nommensen University Medan 2024

Units	Number of people)
Vice Chancellor 1	10
Vice Chancellor 2	14
Vice Chancellor 3	7
Vice Chancellor 4	7
Rectorate	3
BAU	14
Library	5
PSI	5
LPPM	4
LPM	2
Faculty Medical	19
Faculty of Social and Political Sciences	3
Faculty of Psychology	4
Faculty of Economics and Business	10
Faculty of Law	7
Faculty of Engineering	9
Faculty of Teacher Training & Education	12
Faculty of Agriculture	6
Faculty of Languages and Arts	4
Faculty of Animal Husbandry	3
Postgraduate Program (S2)	5
Amount	153

Source: Universitas HKBP Nommensen Medan (2024)

It can be seen from Table 1 that the number of educational staff at HKBP Nommensen University Medan is 153 people. Educational staff come from several work units and several faculties at HKBP Nommensen University Medan. Performance activities at state and private universities can be observed from the performance of their educational staff.

The performance of educational staff at HKBP Nomensen University Medan is not always in the best position. The following data shows the assessment of the performance of educational staff at HKBP Nomensen University Medan from 2021 to 2024 which experienced a decline in performance as described in the following table 2 :

Table 2
HKBP Nommensen University Medan Performance Assessment Data 2022-2024

No	Criteria	Description Value	Number of Educational Personnel (people)		
			2022	2023	2024
1	Need Improvement	10-15	0	0	0
2	Average	16-20	0	7	8
3	Good	21-25	70	80	75
4	Excellent	26-30	0	0	0
Amount			70	87	83

Source: Universitas HKBP Nommensen Medan (2024)

In Table 2, it can be seen that the performance results of the majority of educational staff get good work grades every year and there are no employee performance that reaches the Excellent criteria. It can be seen that in 2022, 70 educational staff received good grades. In 2023, 80 people received good grades and 7 people received average grades. In 2024, there was a decrease in performance assessments, where 75 people received good grades and 8 people received average grades. Although only achieving sufficient grades, it shows a decrease in the quality of work of HKBP Nommensen University Medan employees from 2023 to 2024. Therefore, researchers are interested in studying the phenomenon of competence, leadership style and performance of leadership staff. Referring to the background, identifying problems, and research statements above, the objectives of this study are as follows: (1) Analyzing the influence of Competence on the Performance of educational staff, (2) Analyzing the influence of Leadership Style on the Performance of educational staff, (3) Analyzing the influence of Competence and Leadership Style on the Performance of educational staff.

Methods

This study uses a quantitative approach that focuses on collecting and analyzing numerical data to answer research questions to test hypotheses. The type of research used is associative research. According to Sugiyono, (2018) associative research is research that aims to determine the relationship between two or more variables. This research was conducted at HKBP Nommensen University, Medan. Sampling in this study used the probability sampling technique. According to Sugiyono (2018), Probability sampling is a sampling technique that provides an equal opportunity for each element (member) of the population to be selected as a sample member. The probability sampling sampling technique used is proportional random sampling and the calculation uses the Slovin formula. Based on the Slovin formula above, the number of respondents who will be used as research samples is 95 people.

Results and Discussion

Based on the validity and reliability tests, the collected questionnaire results contain valid and reliable statements, making it easier to process the data for the next stage. Subsequently, classical assumption tests were conducted, including the normality test and multicollinearity test.

Classical Assumption Test

The classical assumption test is used to determine the accuracy of the data used in the study. The classical assumption tests used include normality tests, multicollinearity tests, and heteroscedasticity tests. The explanation is as follows:

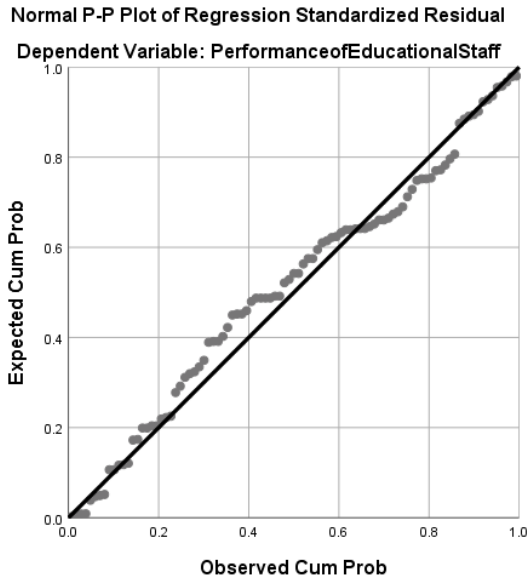
Table 3 Classical Assumption Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		95
Normal Parameters[a,b]	.0000000	.0000000
	.98930451	4.08552636
Most Extreme Differences	.091	.114
	.057	.073
	.091	-.114
Test Statistic		.091
Asymp. Sig. (2-tailed)		. 0,200

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Source: Data processed, SPSS (2025)

Based on the results in Table 3 above, it shows that the significance value is greater than 0.05, which is 0.200. This means that the residual data is normally distributed. This can also be explained by the results of the graphical analysis, namely the Normal Probability plot graph as follows :



Source: Data processed, SPSS (2025)

Based on the results of the normality test above, it can be concluded that the significance value is > 0.05, specifically 0.200. Additionally, as shown in Figure 1, the plotted points in the "Normal P-P Plot of Regression Standardized Residual" consistently follow and closely align with the diagonal line. Therefore, according to the decision-making guidelines for the normality test using the probability plot technique , it can be concluded that the residual values are normally distributed

Multicollinearity Test

The multicollinearity test is necessary to determine whether there is a strong correlation between independent variables in the regression model. If the Variance Inflation Factor (VIF) ≤ 10.00, multicollinearity does not occur. If the Tolerance value ≥ 0.10, multicollinearity does not occur. The results of the multicollinearity test are presented in the following table :

Table 4 Multicollinearity Test

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
			Std. Error	Beta			Tolerance	VIF
1	(Constant)	4.5121	2.105		2.143	.035		
	Competence	.186	.075	-.233	-2.471	.015	.629	1.590
	Leadership Style	.141	.118	.813	8.625	.000	.629	1.590
a. Dependent Variable: Performance of Educational Staff								

Source: Data processed, SPSS (2025)

Based on the results of the multicollinearity test above, the tolerance value for both variables is 0.629, which is ≥ 0.10, indicating that multicollinearity does not occur. Meanwhile , the VIF value for both variables is 1.590, which is ≤ 10.00, further confirming the absence of multicollinearity. Thus, it can be concluded that there is no multicollinearity between the independent variables in this study.

Multiple Linear Regression Test

The multiple linear regression test aims to test Competence (X1) and Leadership Style (X2) on Leadership Performance (Y). The results of the multiple linear regression equation to see the Influence of Competence (X1) and Leadership Style (X2) on Leadership Performance (Y) are shown in the results of the regression calculation as in table 2 below :

Table 5 Linear Regression Test

Coefficients[a]								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	4.512	2.105		2.143	.035		
	Competence	.186	.075	-.233	-2.471	.015	.629	1.590
	Leadership Style	.141	.118	.813	8.625	.000	.629	1.590
a. Dependent Variable: Performance of Educational Staff								

Source: Data processed, SPSS (2025)

Based on the test results presented in table 5 above, the multiple linear regression equation model can be formulated as follows :

$Y = \alpha + \beta 1x1 + \beta 2x2 + \epsilon i$

4,512 + 0,186X1 + 0,141X2 + $\boldsymbol{\epsilon i}$

Di mana:

Y = Performance Of Educational Personnel

α = Constant

β1 – β2 = Regression coefficient of independent variables

X1 = Competence as an independent variable 1

X2 = Leadership Style as an independent variable 2

ϵi = Error Term

From the multiple linear regression equation above, it can be concluded that:

1. The constant value obtained is 4.512, which means that if the independent variable has a value of 0 (constant), then the dependent variable has a value of 4.512.

2. The regression coefficient value of variable X1 is positive (+) at 0.186, which means that if variable X1 increases, variable Y will also increase and vice versa.
3. The regression coefficient value of variable X2 is positive (+) at 0.141, which means that if variable X2 increases, variable Y will also increase and vice versa.

Hypothesis Testing

T test

According to Ghozali (2012) in Dita Puspita (2016), the t-test is used to determine the effect of independent variables on the dependent variable partially. This test is conducted by examining the significance value. If sig < α (0.05) and Tcount > Ttable , then H_0 is rejected, and H_a is accepted. If sig > α (0.05) and Tcount < Ttable, then H_0 is accepted, and H_a is rejected. The following table presents the results of the partial hypothesis test (t-test).

Table 6 T Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.512	2.105			
	Competence	.186	.075	.233	2.471	.015
	Leadership Style	.141	.118	.813	8.625	.000

a. Dependent Variable: Performance of Educational Staff

Source: Data processed, SPSS (2025)

Based on the results from the table above, the t-count for Competence is 2.471, while for Leadership Style, it is 8.625. The obtained t-count values are greater than the t-table value (1.286), and the significance value (sig = 0.000) is less than 0.05. Thus, it can be concluded that both independent variables (Competence and Leadership Style) have a significant partial effect on the dependent variable (Performance of Educational Staff).

F test

According to Ghozali (2012) in Sekar Arum (2019), the F-statistical test essentially determines whether all independent variables included in the model have a simultaneous effect on the dependent variable. This test is conducted by examining the significance value : If sig < α (0.05) and Fcount > Ftable, then H_0 is rejected, and H_a is accepted. If sig > α (0.05) and Fcount < Ftable , then H_0 is accepted, and H_a is rejected . The following table presents the results of the simultaneous hypothesis test (F-test)

Table 7 F Test

ANOVA[a]

Model	Sum of Squares	Df	Mean Square	F	Sig.

1	Regression	Regression	524.770	2	262.385	43.342
	Residual	Residual	556.956	92	6.054	
	Total	Total	1081.726	94		

a. Dependent Variable: Performance of Educational Staff

b. Predictors: (Constant), Competence, Leadership Style

Source: Data processed, SPSS (2025)

Based on the results from the table above, the F-count for Competence (X1) and Leadership Style (X2) is 262.385. Since the F-count value is significantly high, it can be concluded that both independent variables simultaneously (together) influence the dependent variable, Performance of Educational Staff.

Coefficient of Determination Test

Table 8 Results of Determination Coefficient Test

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.697a	.485	.474	2.460	1.956

a. Predictors: (Constant), Leadership Style, Competence

b. Dependent Variable: Performance of Educational Staff

Source: Data processed, SPSS (2025)

In Table 8, there are two sub-structural testing frameworks analyzed in this study . In the first sub-structure, the R^2 value is 0.485. The obtained coefficient indicates that Competence and Leadership Style changes in Performance of Educational Staff by 48,5%, while the remaining 51,5% is influenced by other variables outside the measurement framework used in this research.

Conclusion

Based on the results of the hypothesis testing analysis, it can be concluded that Competence (X1) and Leadership Style (X2) have both partial and simultaneous effects on Performance of Educational Staff. The R^2 value is 0.485, indicating that Competence and Leadership Style account for 48.5% of the changes in Performance of Educational Staff. Meanwhile, the remaining 51.5% is influenced by other variables outside the measurement framework used in this study.

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