

The Influence of Leadership and Empowerment on Competency of Private Lecturers Kopertis Ix Sulawesi

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Abstract: *Lecturers are professional educators and scientists with the primary task of transforming, developing and disseminating science, technology and the arts through education, research and community service. Therefore lecturer competence becomes endogenous variable of leadership and empowerment, while the three variables each have indicator. This study interviewed 200 lecturers of Kopertis IX Sulawesi who teach in Makassar. The result of this research is that leadership has no significant effect to the improvement of lecturers competence in Kopertis, but empowerment has a positive and very significant effect on the improvement of Kopertis lecturers' capability in Makassar.*

Keyword: *Lecturers competence, Leadership and empowerment of lecturers in Makassar*

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I. Introduction

The concept of competence began to become a trend since 1993, and much talked about, even to this day it became very popular especially in the environment of modern multinational and national companies. Nevertheless, the various studies conducted as expressed by Dharma in Sutrisno (2011) show that the results of attitude and knowledge tests, school achievement and diploma can not predict the performance or success in life. This finding encourages research on competence variables that can predict individual performance. Unlike the research revealed Sutrisno (2011), Usmara (2002) reveals the opposite result. The results show that non-academic competencies, such as the ability to generate innovative ideas, management skills, the speed of studying the network, and so forth predict individual achievements in their work, then competence becomes the basis for: employee recruitment, , Training development tools, and even career planning tools and leadership successions within an organization or constitution (Lestari AS, 2014).

Educational institutions, especially universities are the main pillars that serve as a buffer of qualified human resources Nursyamsi (2012), then Drucker (1989) has said that in the 21st century, the world of higher education faces quite serious challenges in its development. Seen from the swift flow of globalization so that knowledge becomes superior product that is very dominant and has a very important role in society, especially in Indonesia.

A lecturer as a person based on education and expertise is appointed by a college organizer with the main task of teaching, as stated in the Law of Teachers and Lecturers number 14 of 2005, that lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science , Technology and art through education, research and community service.

On the other hand, the weakness of lecturer character detected by Santoso (1999) becomes the cause of problems in the process of learning, among which is, the low relevance of the curriculum with the world of work, and the weaknesses of education management. Therefore, true institutions of higher education have a commitment Which is high for continuous quality improvement. Internally, improvements can be made to the assessment system and the quality of faculty (Duncan and Jerome, 1996; Wibisono, 2007), and lecturers are sometimes applauded with praise that may be different from what the lecturers really need One specific group of workers (Madris, 2007).

To achieve quality education output, various input elements such as raw input (learners) and instrumental inputs (curriculum, educational facilities, teaching staff and administrative staff) are processed in the learning process effectively and efficiently, required lecturers who have competence in accordance with the field of knowledge each. Competence is a picture of what a person should know or do in order to do his job well, Hutapea (2008). As it is known that the competence is known by the name of technical or functional competence or it can also be referred to as hard skills / hard competency which is defined by hard competence.

Table 1.1 Number of Lecturers Kopertis Region IX Sulawesi in Private University of Makassar Based on Functional Position in 2012

Functional Position	Number	Percentage
Asisten Ahli (AA)	45	6,34
Lektor (L)	204	28,73
Lektor Kepala (LK)	425	59,86
Professor (GB)	36	5,07
Total	710	100

Source: Kopertis Regional IX Sulawesi, 2013

It appears that lecturers in the Kopertis IX region in 2013 are mostly in the middle competency if the competence is seen from the functional position of the lecturer (Table.1.1), in this case the lecturers of the country who are seconded to private universities, who have a non-significant role in the management of universities private.

Therefore, it can be understood that the need to obtain superior and professional human resources, especially from the lecturers into something absolute. Nevertheless, some experts of cognitive science better known as the brain science believe that efforts to increase the competence of human resources will become even more difficult to miss when the way used forgets the role of the human brain as the central motor of the work of human beings and it can be done By using there framing approach, Sutrisno (2011). The specific characteristics of this approach, affirming that the effort to create human resource competencies in the organization should be done when the business is able to open the mindset of human resources in the organization.

The level of lecturer competence is of course influenced by other factors such as leadership and empowerment. Leadership in many literatures is one aspect that determines the success or failure of an organization in achieving the goals that have been set. The study conducted by The Ohio State Leadership Study Luthans (2002), shows that leadership is aimed at completing tasks or orientation on the target (Initiating Structur), and recognition of individual needs and relationships (consideration). Further research followed by The Erly Michigan Ledership Study, Luthans (2002) also shows that leadership is an employee-centered concern as well as its attention to production processes.

The latest theories that many received from the leadership theorists are transactional leadership theory and transformational leadership theory. Both theories are known by the term "New Approach to Leadership" Robins and Judge, (2007). This theory is expressed explicitly by Bass and Avolio (1994). This theory explains that the most effective leadership is leadership that integrates transactional and transformational leadership because subordinate consciousness requires a leader who has vision, confidence, self-reliance, and inner strength. To achieve a particular vision leaders must motivate subordinates, among others: 1) feel self important to the organization, and 2) commitment to a shared vision. If this is owned by a leader then the performance of the organization's members will be more optimal and of course will encourage or stimulate the awareness of the members of the organization to improve the competence in their respective occupations (Bass and Avolio, 1994).

Some empirical studies have found that there is a positive relationship between leadership and competence, including: Sugeng (2004) found that school leadership has a positive and significant impact on teacher professional competence. Similarly, Absah (2007) found that the role of leadership mediated by organizational learning had a positive and significant effect on the improvement of lecturer competence.

Table 1.2 Number, Average Research, Lecturer Kopertis Region IX Sulawesi in PTS Kota Makassar Year 2008 - 2012

Year	Number of Lecturers	Number of Research	Research Average/ Year
2008	650	305	0,47
2009	678	312	0,46
2010	687	337	0,49
2011	689	361	0,52
2012	710	393	0,55

Source: Kopertis Region IX Sulawesi, 2013 (Rusydi, 2014)

The increase in the number of Kopertis lecturers was followed by an increase in the number of researches within Kopertis IX lecturers, and on average the percentage of lecturers doing research also increased, as shown in Table 1.2. This shows that Kopertis IX lecturers are increasingly issuing research publications that illustrate the increasingly stout lecturers who are able to lead the research.

Empowerment is also a separate factor in lecturer competence. The general theory underlying this is the mutually beneficial relation between empowerment activities with high levels of employee participation, reduced depression levels and lower labor turnover (Bass, 1994; Conger, 1988). The creation of such a condition by itself will cause all members of the organization to make serious efforts to optimize their respective

performance. Certain empowerment activities should be driven by organizational management and this is not self-generated but based on the understanding that empowering people means encouraging them to become more involved in decisions and activities that affect competence in their work (Smith, 2000). Empowerment can be realized if the organization can Operate effectively then it takes synergy at the organizational, group, and individual level, (Rusidy, 2014).

Some research findings found that there is a positive and significant relationship between empowerment with competence. Among them are: Preffer (1995), and Drake LA et al (1998), that psychological empowerment is a psychological concept and has several dimensions that determine it: meaning, perceived Impact, self-efficacy, and self-determination (Spreitzer, 1995). These four dimensions are the main supporters of psychological empowerment that can improve competence.

Table 1.3 Number, Average Community Service, Lecturer KopertisWil. IX Sulawesi in PTS Makassar Year 2008 - 2012

Year	Number of Lecturers	Number of Service	Average Activity of Service/ Year
2008	650	191	0,29
2009	678	217	0,32
2010	687	261	0,38
2011	689	310	0,45
2012	710	355	0,50

Source: Regional IX Kopertis Wilayah, Sulawesi, 2013

Awareness of lecturers Kopertis IX Sulawesi on the importance of community service is increasing, which is seen from increasing the percentage of Kopertis lecturers who dilakukakan community service, although still in the expected number, because every lecturer must actually do community service which means must reach 100 percent, but the reality is still 50 percent of the total Kopertis lecturers (Table 1.3).

Thus the focus of this study on the influence of leadership and empowerment of lecturer competencies either directly or indirectly in Kopertis IX Sulawesi, where each of these variables are influenced by other exogenous variables, so used Structural Equation Model, because this model is considered capable of providing answers direct influence And indirectly on leadership relationship dqn empowerment of lecturer competence.

II. Theory, Empirical, And Model

Miller, Rankin and Neathedalam Hutapea and Thoha (2008) mentions that in the beginning there are only 2 types of rapidly expanding the definition of competence, namely: competence is defined as an idea of what should be known or done someone to be able to perform the job well. Understanding this kind of competency known as technical or functional competence (technical / functional competencies) or can be also called hard skills / hard competency (competency hard). The concentration of technical competence is on the job, which is to describe the responsibilities, challenges and goals of work to be done or accomplished by the office holders so that the position holders can be accomplished with the second baik.Kompetensi are competencies that describe how people are expected to behave in order to carry out the work well. Understanding this competency known as behavioral competencies (behavioral competencies) or may be called soft competencies (soft skills / soft competency).

Based on the lecturer certification policy, the competence required to obtain the educator's certificate contained in the lecturer certification manual, stated the types of competencies that need to be possessed by lecturers to obtain educator certificate at least are as follows: 1) Pedagogic competence is the ability to design Learning, Namely the ability of the course development process in the curriculum, the development of teaching materials, as well as the design of learning strategies. 2) Professional Competence is an attitude born of belief in a job that is held as something of high value so as to be consciously loved, and it is evident from continuous and sustained efforts in the continuous improvement. Thus professional competence is an ability that grows in an integrated manner from the knowledge possessed about a particular field of knowledge, the skills of applying the mastered knowledge as well as the natural positive attitude to promote, improve and develop it continuously, and accompanied by a strong determination to make it happen in daily life .3) Social competence is the ability to engage in social relationships with students, colleagues, employees and the community to support education.4) Personality Competencies are a number of values, commitments, and professional ethics that affect all forms of lecturer's behavior towards students, coworkers, families and communities.

Theories about leadership continue to emerge and evolve according to the times. According to Timpe (2002), that leadership has gone through three different periods or three stages: theories of nature (Rivai and Mulyadi, 2011; Luthans, 2006; Goleman 2004), behavioral theory (Nawawi,2003; Rivai, 2011), and situational theory (Timpe,2002; Robbins, 2003) .The most recent theories that have received many responses from leadership theorists are the theory of transactional leadership and transformational theory.These two theories are known by the term "The New Leadership Approach" (Robins and Judge, 2007). Transactional and

transformational leadership theories where the transactional approach uses a tangible stimulus approach if the leader transacts with his subordinate Bass (1985), and short term (Laan, 2014) Transformational use of intangible stimuli if the leader influences his subordinates (Bass, 1985), (Bass and Avolio, 1994), then Hous and Howel (1992) Define transformational leadership as "transformational leadership is the term of the leader's effect follower." This definition emphasizes that leaders can change their followers by raising awareness of the value of business results, the importance of task completion, the meaning of work, and the purpose of work morale.

Transformational and transactional leadership and underlying MLQ models have several important disadvantages, such as that more transformational leadership factors are correlated, while others highlight that the factors of measuring transactional leadership are lost in the MLQ questionnaire. Another criticism is whether transformational leadership can, as proposed by Bass, be displayed at all levels within an organization or only executive level alone represents transformational leadership. Other critics fear that MLQ has no discriminatory validity between the various factors surveyed (Yuki, 1989).

After analyzing all previous studies using MLQ, Bass and Avolio (1993) concluded, that when the original structure of measurement-facsimile factors presented in 1985 was logically theoretical, it was necessary to validate the broader measurement of leadership style, A new version of the survey instrument. The latest version of MLQ, called MLQ 5 X-Short consists of 45 items that must be answered by the leader's subordinates. These items are rated on a five-point Likert scale that is 0 = not at all, 1 = once, 2 = sometimes, 3 = enough, and 4 = often. This scale has been used by approximately 200 master thesis research and doctoral dissertations around the world (Bass and Avolio, 1985).

Empowerment is essentially a motivational process of individual experience to feel more empowered, although many people are focused on discussions of empowerment of situational attributes or management practices that show what an organization can or should do to reward work and "let go Hidden potential. The existence of a mutually beneficial relational gives high levels of employee participation reduces depression levels and decreases employment turn over. This situation can be changed based on intensive research, psychology and management experts proposed solutions of empowerment (Bass, 1994; Conger, and Kanungo, 1988; Wibowo, 2011), then Robbins (2003) suggests empowerment is the placement of workers to be responsible for what it does. Theoretically, the word empowerment can be interpreted as giving responsibility and authority to someone or individual to make a decision (Noe, et al, 2003). Empowerment implies the need for flexibility to the individual to act and at the same time be responsible for his actions in accordance with the tasks it carries. The concept of empowerment thus contains also the sense that if someone is empowered will be able to behave independently and full of responsibility. Moeheryono (2009) illustrates that empowerment is not just "empowering" a person but also a process to free someone from a rigid "environmental" structure.

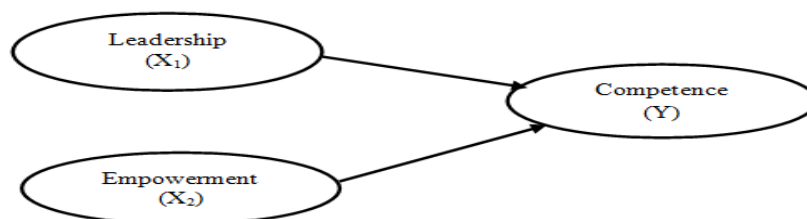
Then Spreitzer (1995) has validated the four dimensions of empowerment proposed by Kenneth and Velthouse (1990) by conducting a survey of 393 managers in companies including Fortune 50. In the psychological empowerment model the choice dimension is renamed by self-determination. Taken together, these four dimensions reflect the orientation of an active role of work. Psychological empowerment is a psychological concept that has four dimensions. In line with this, Indradevi (2012) conducted a research with psychological empowerment in the form of meaningful work, competence, authority, and impact relationship with job performance and job satisfaction from four software companies in Chennai India. The results of his research found that psychological empowerment affects job satisfaction and job performance.

To get answers to the influence of leadership with the indicator, empowerment with the indicator is also on kopertensi lecturers Kopertis IX Sulawesi, then the most appropriate use is to use Structural Equation Model to obtain direct influence of each exogenous variables on competence, together or individually leadership and empowerment of Kopertis IX lecturer by using Cross Section data on 200 samples.

If Leadership is X_1 , Lecturer Empowerment is X_2 and Lecturer Competence is Y , so the function of Lecturer Competence can be written as follows:

$$Y = f(X_1, X_2) \tag{1}$$

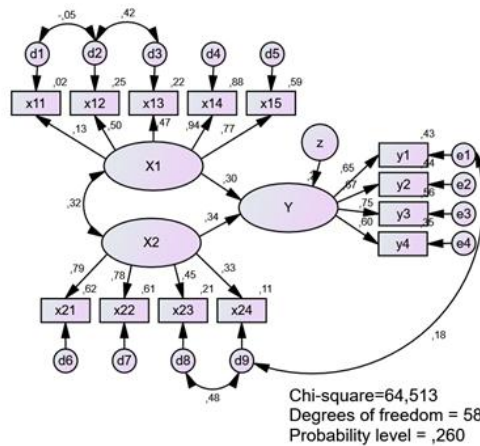
Figure 2.1 Relationship of Leadership and Lecturer Empowerment to Lecturers Competence



Where Y (Lecturers competence) is a function of; Pedagogic competence (Y₁), professional competence (Y₂), social competence (Y₃), personality competence (Y₄). X₁ (Leadership) is a function of Contingent reward (X_{1,1}), Management by exception-active (X_{1,2}), Mangement by exception passive (X_{1,3}), Atributed charisma (X_{1,4}), Inspirational motivation (X_{1,5}), Intellectual stimulation, then Empowerment (X₂) is a function of Meaningi (X_{2,1}), Self-efficacy (X_{2,2}), Self-determination (X_{2,3}), Impact (X_{2,4}), so the model is Structural Model.

III. Result

Figure 3.1 Simultan Equation Model Diagram of Leadership and Empowerment To Competence of Kopertis Lecture In Makassar



The model built in this study, said fit if it meets the requirements (Goodness Of Fit Index), which is required by SEM (Simultaneous Equation Model). Test results that test the fit of a model does not produce the test results are summarized in Table 3.1.

Table 3.1 Goodness Of Fit Index

GOODNESS OF FIT INDEX	CUT OFF VALUE	RESULT
X ² -Chi Square (CMIN/DF)	Small	64,513
Significance Probability	≥ 0,05	0,26
RMSEA	≤ 0,08	0,024
CFI	≥ 0,95	0,991

The results of this study indicate that the value of chi-square obtained is equal to 64,513 relatively low. In addition, the probability value generated from this study is 0.26 ≥ 0.05, thus it can be concluded that, when viewed from the value of chi-square and its probability, the model proposed in this study has a high degree of compatibility, thus the model is expressed Fit with observation data. CFI values (0.991 > 0.95) and RMSEA (0.024 < 0.08) both also indicated that the fit model.

The result of estimation of leadership influence and empowerment to the competence of Kopertis lecturer in Makassar is shown in Table 3.2.

Table 3.2 Relationship Influence of leadership and Empowerment of Competence and Individual Individual to Konstrukya

	Estimate	C.R.	P
Competence <--- Leadership	1,725	1,562	,118
Competence <--- Empowerment	,290	3,391	***

Estimate by IBM Amos

Table 3.2 shows that leadership has no direct influence on Kopertis lecturers' competence in Makassar, it is shown that the probability level of these two variables is 0.118 > 0.05. In contrast to empowerment has a significant influence on Kopertis lecturer competence in Makassar, seen from the critical value rasionya (CR) 3,391 > 1,96 at probability level 0.000 < 0,05. The coefficient of influence of empowerment to the competence of 0.29 indicates that each increase of empowerment 1 unit will increase the lecturer competence of Kopertis 0.29 units.

The result of the analysis found the relationship of Impact (Empowerment Indicator) to Pedagogic Competence, and Self-Determination, beside it also found a Contingent reward relationship with Management by exception-active, Mangement by exception passive.

IV. Conclusion

Leadership does not have a significant influence on the improvement of Kopertis lecturers' competence in Makassar, but empowerment has a positive and very significant effect on the improvement of Kopertis lecturers' capability in Makassar.

There was a correlation on the lecturers leadership indicator of Kopertis namely Contingent reward with Management by exception-active, Management by exception passive. Also found an Impact relationship to Pedagogic Competence, and Self-determination.

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