

**THE EFFECT OF COMPETENCIES, COMMITMENT
ORGANIZATIONS, AND SUPERVISION ON THE
PERFORMANCE OF BOARDING SCHOOL
AL-AMIN MOJOKERTO**

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Abstract

The objective of this study was to assess the effect of competence, organizational commitment, and supervision simultaneously and partially on the performance of employees at the boarding school Al-Amin Mojokerto, and Revealing the factors which most influence on employee performance Pondok Pesantren Al-Amin Mojokerto. This research uses a descriptive quantitative approach with multiple linear regression methods. The sample used in this study is a sample of the population, meaning that all the population of research subjects. The technique of collecting data using questionnaires. From the results, if the data found that competence, organizational commitment, and monitoring the significant effect on the performance of employees at boarding school Al-Amin. This is evidenced by the results of the F test shows that F count larger than F table. Partially each independent variable namely competence, organizational commitment, and supervision significantly influence the dependent variable employee performance as evidenced by t where t is greater than t table.

Keywords: Competencies, organizational commitment, monitoring employee performance

1. Introduction

The problems of model development education boarding school associated with improving the quality of human resources is a real issue in the discussion of contemporary uniquely pesantren. Talks on the issue can not be separated from the reality of the existence of pesantren are now considered less able to optimize their potential. Pesantren defeat in the competition offers a competitive educational model, due out put (students) who were born competence lacking knowledge and skills in accordance with the development of today's world. Therefore, the outputs (students) are less ready to plunge into modern social life.

Pesantren in the archipelago today there are still many who maintain the traditional education system with a curriculum restrictions on the teaching of classical texts and religious moral guidance only. These Salafi pesantren models excel in the delivery of students who have piety, independence (meaning not too dependent on employment opportunities in the government) and proficiency in mastering the Islamic sciences. However, the weakness of the Salaf pure educational output is less competitive in the competition of modern life. Reality out put schools that have less competitive human resources is the main reason pesantren education marginalized by the formal education religious and secular.

Management is a typical process consists of the actions of planning, organizing, directing, and controlling performed to achieve

predetermined objectives through the efficient use of human resources and other resources. Handoko (2012). Human resources have a major role in any activities of the organization because the support infrastructure and other resources will be maximized its use is not excessive if the human resources are not good. This indicates that human resources are the key principle that must be considered with all their needs.

One of the factors that affect performance includes adequate competence. Competence is something that must be owned by an employee to be doing a good job in order to achieve organizational goals. Competency helps companies to describe how an individual's performance. This relates to the knowledge, skills, and abilities a person working in a particular field of work. Competence represents an important dimension of the work for oneself. Based on the competence seem, companies determine the level of responsibility of a, how someone solves problems, and how someone transfer the information to others about the job instructed by his superiors. Competence is used to plan, assist, and develop a person's behavior and performance. Not only that, the organization can know the strengths and weaknesses of workers under a labor competence employees. Every employee in an educational institution both formal and no formal education will not only be involved in educational activities in a professional manner, but also in the management of management is also done in a professional manner. One boarding educational institutions that implement the management of employees with professional management is Pesantren Al-Amin.

Based on the above, it is necessary to study about the competence, organizational commitment, and scrutiny linked to

employee performance at Pondok Pesantren Al-Amin, to the authors set the title Effect of Competence, Organizational Commitment, and supervision on employee performance at Pondok Pesantren Al- amen.

2. Literature Review

2.1 Teacher Competencies

There are different definitions of competence. But the definition of competency that is often used is characteristic underlying characteristics as individuals to achieve superior performance. Competence is a set of knowledge, skills, attitudes one should have professionalism in carrying out duties. Boyatzis (1982) defines competence as characteristics associated with superior performance and or effective in the job.

Marshall (2003) explains that competence is the basic characteristics of a person that enables it to provide superior performance in a job, role or situation. According to Marshall (2003) competencies are divided into two main categories: the *threshold competencies that include skills and knowledge, and differentiating competencies* covering social roles or values professed, self-image, character, and motive.

Spencer and Spencer (1993) suggested that individual competence is a character attitudes and behavior, or the individual skills that are stable when faced with a situation at work that is formed from the synergy between nature, self-concept, internal motivation, as well as the capacity of contextual knowledge.

Spencer and Spencer (1993) classify the dimensions and competencies into three components, namely intellectual competence, emotional competence and social competence, which is explained in the following description:

- a. Intellectual competence. Intellectual competence is the character of attitudes and behavior or intellectual ability and willingness of individuals who are relatively stable when dealing with problems in the workplace are formed from the synergy between nature, self-concept, internal motivation and capacity of contextual knowledge.
- b. Emotional competence. Emotional competence is a character attitudes and behavior or a willingness and ability to master himself and understand objectively and moralist environment that is relatively stable patterns of emotions when faced with various problems of work formed by the synergy between nature, self-concept, internal motivation and capacity of mental knowledge.
- c. Social competence. Social competence is the character of the behavior or attitude and willingness and ability to construct the vertices of cooperation with other people who are relatively stable when faced with problems in the workplace that are formed through the synergy between nature, self-concept, internal motivation and the capacity of social knowledge.

2.2 Organizational Commitment

There are various definitions put forward by experts on organizational commitment. According to Gibson (2009) organizational commitment involves three attitudes: (1) identification with the goals of the organization, (2) feelings of involvement in the tasks of the organization, and (3) feelings of loyalty to the organization. So that meant that organizational commitment is a form of identification, loyalty, and engagement expressed by the employees of the organization. Employees who have a good commitment means that the employee has a loyalty to the organization where he is today

and will attempt to strive to achieve optimal organizational goals where he worked.

According to Porter & Mowday in Sopiah (2008) organizational commitment is a strength within the individual to identify himself to an organization's involvement. Organizational commitment is characterized by three things, namely the acceptance of the values and goals of the organization, readiness, and willingness to strive earnestly on behalf of the organization and the desire to maintain membership in the organization. Without a strong organizational commitment to the individual, it is unlikely an organization can be run with the maximum.

According Mowday in Sopiah (2008) Commitment to work as another term organizational commitment. Organizational commitment is an important behavioral dimension that can be used to assess the tendency of employees to remain a member of the organization. Organizational commitment is the identification and engagement of a person who is relatively strong to an organization. Organizational commitment is the desire of members of the organization to maintain their membership in the organization and are willing to strive for the achievement of organizational goals.

Luthan (1998) presents three dimensions of organizational commitment, namely:

- a. effective Commitment (*CommitmentAffectif*)refers to an emotional attachment, identification, and involvement of an employee in an organization. Effective commitment to the organization is an emotional feeling and belief in the value. Commitment effective someone would be stronger if his experience in an organization is

consistent with the expectations and satisfy their basic needs and vice versa.

- b. Ongoing commitment(*continuance commitment*) is the perceived economic value of surviving in an organization when compared to leaving the organization. Continuance commitment refers to the commitments which are based on losses for employees when it left the organization.
- c. Normative commitment(*normative commitment*) is an obligation to stay in an organization for reasons of moral or ethical. Normative commitment is a guarantee perceived to remain in the organization.

2.3 supervisory

Various management function implemented by the leaders in order to achieve organizational goals. The functions that exist in the management of which is a function of planning(*Planning*),organizing function(*Organizing*),the function implementation(*Actuating*)and monitoring functions(*Controlling*).Handoko (2012) Fourth management function should be performed by a manager on an ongoing basis, so as to realize the goals of the organization. According to Ernie and Saefullah Schermerhorn (2009), defines supervision is a process in setting performance in taking actions that can support the achievement of the expected results in accordance with the specified size.

Oversight or controlling by Daryanto (2010) is a business or action for the implementation of employment and work in accordance with the plans, orders, instructions or other provisions that have been set. Meanwhile, according to Siagian (2006) supervision is the process of observation of the implementation of all activities of the

organization to ensure that all work is being carried out as planned predetermined.

Robbins and Coulter (2010) reveals the dimensions of supervision consists of four dimensions: *standard*, *measurements*, *comparison*, and *Action*, which is described as follows:

- a. Dimensions set standards (Standards), namely the determination of benchmark (target) or desired results, to be carried out as a comparison results when the ongoing activities of the organization. Standard is a limitation on what to do in carrying out an activity to achieve the objectives and targets of the organization.
- b. Dimensional Measurement (measurement). Performance measurement is a process that repeatedly and continuously performed and correctly, either in the form of measuring the intensity of daily, weekly, or monthly so that it looks as measured by the quality and quantity of results. The standard setting would be futile with various ways to measure the implementation of activities.
- c. Dimension compare (compare), which compares the results achieved with the targets or standards have been set, the performance may be higher, lower or the same as the standard.
- d. Dimension action (action) that the decision to take action corrections or repairs. Whenever there has been a deviation (deviation) between stranger with the realization of the need to conduct follow-up action in the form of correcting deviations.

2.4 Performance

Mangkunagara(2009) says the term performance comes from the performance or the actual performance (performance or achievements of someone actually achieved). Understanding performance (job performance) is the result of the quality and quantity of work achieved a clerk in fulfilling their duties in accordance with the responsibilities given to him. According Sedarmayanti (2014) revealed that the performance is a translation of the performance which means that the work of a worker, a management process or an organization as a whole, where the results of such work must be shown proof in concrete and measurable (compared to the standard that has been determined). An understanding of the concept of performance is still diverse. The concept of performance is basically a change or paradigm shift from the concept of productivity. The term productivity to declare a person or organization's ability to reach the goal on a specific target (Sudarmanto, 2014).

The performance assessment is a measure to determine the extent of strengths/advantages and disadvantages associated with the work of a person/group. Assessment of performance *appraisal* according to Menggison in Mangkunagara (2014) is a process used to determine whether the leadership of an employee performs work in accordance with the duties and responsibilities. Mangkunagara (2014) said that performance appraisal is a systematic assessment conducted to determine the results of the work of employees and organizational performance.

Assessment of performance according to Agus Sunyoto in Mangkunagara (2014) aims to:

- a. Improve mutual understanding between employees on performance requirements

- b. Record and acknowledge the work of the employees, so that they are motivated to do better, or at least equal with the achievements accomplished in the past.
- c. Provides opportunities for employees to discuss the wishes and aspirations and to increase awareness of careers or to work upon him now.
- d. Define or redefine the goals of the future, so motivated to perform to his potential.
- e. Checking the implementation and development plans in accordance with their training needs.

3. Methods

3.1 Subjects The study

the population was a complete set of all elements of the kind that can be distinguished (*distinguishable*), which became the object of research. Supranto (2010). Meanwhile, according to Arikunto (2011), Population is the object of research. In this study, the population used is all employees covering all regular employees and are not fixed in boarding school Al-Amin is divided into seven fields with the details as follows:

Table 1

Details Number of Employees Pondok Pesantren Al-Amin

Employees	Total
Board Caregiver	2
Leaders (Head and Deputy)	8
Management field	5
Operations Section	8
Educators	40
Power Operations	13
total employees	76

Based on the principles of theory, the researchers get the total study population sample of 76 respondents of the overall employee boarding school Al-Amin.

3.2 Data Collection

Data was collected by using a questionnaire. The questionnaire is a technique of data collection is done by giving a set of questions or a written statement to the respondent to answer. Sugiyono (2012). A questionnaire was used to measure the variables in this study, which presents the questions that will be given to the subject of research to respond to the question. In this study, the type of primary data obtained directly from the source to the authors gave questionnaires to employees of the boarding school Al-Amin Mojokerto mainly related to the theme or object of research.

3.3 Method

The method in our research is Multiple Regression Analysis. This method is used to find there are effect competence, organizational commitment, and supervision to employee performance in boarding school Al-Amin.

3.4 Data Analysis

Data analysis techniques as well as proving the hypothesis is done by using multiple regression analysis. To determine the significance of independent variables together should be tested F simultaneously conducted through the steps as follows:

$$Y = 3.866 + 0.548 X_1 + 0.768 X_2 + 0.709 X_3 + e_i$$

From the equation obtained an image that regression coefficients of the three variables ie free b1, b2, and b3 are positive. This means that if the variables X1, X2, and X3 increase will result in increased employee performance.

The calculations show that X1 represents competence gives a figure of 0,548 partial regression coefficient on the variable employee performance. This value indicates that if there is a change of one unit of competency variables then employee performance in the organization will be increased by 0,548%.

The results of the calculations for the variable X2 which represents the organization's commitment gives positive numbers partial regression coefficient of 0.768 to variable employee performance. This means that if there is an increase in the commitment of the organization by 1 unit employee performance in the company will increase by 0.768%.

Results of the calculations for X3 representing the control variables gives a figure of the positive partial regression coefficient of 0.709 to variable employee performance. This means that if there is an increase in scrutiny by 1 unit then employee performance in the company will increase by 0.709%.

4. Results and Discussion

4.1 Results

According to the table above result F count equal to 2942.361 while the F table ($\alpha = 0.05$, db regression residuals = 147.290) is approximately 2.72. Since $F \text{ arithmetic} (2942.361) > F \text{ table} (2.72)$, so it can be concluded that the variable employee performance (Y) actually shown to be affected jointly (simultaneously) by competence (X1), organizational commitment (X2) and supervision (X3).

From the above table, the coefficient of determination (R Square) shows the number 0.992. This means that the employee performance (Y) which is influenced competence (X1), organizational

commitment (X2) and supervision (X3) together amounting to 99.2%, while the remaining 0.8% would be influenced by factors other than competence (X1), organizational commitment (X2) and supervision (X3) that means they need to do further research to determine other factors that may affect employee performance (Y).

Meanwhile, the linear relationship between competence (X1), organizational commitment (X2) and supervision (X3) on employee performance (Y) to see the model calculations in particular summary numbers (R). From the table above figure (R) indicates the number 0.996. This means that the linear relationship between competence (X1), organizational commitment (X2) and supervision (X3) on employee performance (Y) amounted to 99.6%. As for the factors (variables) other causes beyond this model is 0.4% ie (100% - 99.6%).

The t-test is used to determine whether the independent variables have a significant influence on the dependent variable partially. Based on calculations on figures obtained Coefficients table t (t-test) of competence variable (X1) amounted to 12.577 larger studies of (t-table) amounted to 1,992 then H₀ rejected and H₁ accepted. That is, proved no effect (linear relationship) between competence variable (X1) with employee performance (Y). The magnitude of the effect of variable competence (X1) on employee performance (Y) amounted to 0,548, or by 54.8%, or considered significant. This is reflected in a number of significance competence variable (X1) 0,000 less than 0.05.

While the results of the calculations on figures obtained Coefficients table t (t-test) of variable organizational commitment (X2) amounted to 13.231 larger studies of 1,992 t table then H₀ rejected and H₁ accepted. That is, proved no effect (linear

relationship) between the variables of organizational commitment (X2) with employee performance (Y). The magnitude of the effect of organizational commitment (X2) on employee performance (Y) of 0.768 or by 76.8%, or considered significant. This is reflected in a significant number of organizational commitment variables (X2) of 0.000 smaller than 0.05.

And to the results of calculations on figures obtained Coefficients table t (t-test) of the control variable (X3) study of 9.258 is greater than t table of 1.992, H₀ is rejected and H₁ accepted. That is, proved no effect (linear relationship) between the control variable (X3) with employee performance (Y). The magnitude of the effect of supervision (X3) on employee performance (Y) of 0.709 or 70.9% or considered significant. This is reflected in a number of significance supervision variable (X3) 0,000 less than 0.05.

4.2 Discussion

After the research conducted at the boarding school Al-Amin on the effect of the competence, commitment to the organization and monitoring of employee performance, the result F count equal to 2942.361 while the F table ($\alpha = 0.05$, db regression residuals = 147.290) is equal to 2, 72. Since F arithmetic (2942.361) > F table (2.72), the null hypothesis (H₀) that reads: There is no simultaneous effect between competence (X1), organizational commitment (X2) and supervision (X3) on employee performance (Y) is rejected. Thus the alternative hypothesis (H₁), which reads: There is influence between competence (X1), organizational commitment (X2) and supervision (X3) on employee performance (Y) is received. It can be concluded that the variable employee performance (Y) actually shown

to be affected jointly (simultaneously) by competence (X1), organizational commitment (X2) and supervision (X3).

Based on calculations on figures obtained Coefficients table t (t) of the variable competence (X1) study of 0,548 for competence variable (X1), 0.768 to variable organizational commitment (X2) and 0.709 for the variable (X3). Furthermore, after the t test was performed to determine whether the independent variables have a significant influence on the dependent variable partially can be concluded that each independent variable partial effect on employee performance.

Having conducted research in boarding school Al-Amin on the effect of the competence, commitment to the organization and supervision of the performance of employees, by looking at the results of t-test performed on the data obtained that the independent variable most dominant influence organizational commitment to employee performance at boarding school Al-Amin. It is based on the percentage of influence of each variable, ie 54.8% influential competence, an organizational commitment variable partial effect on the performance of 76.8%, while the control variable partial effect on the performance of 70.9%. Thus the hypothesis that the dominant influence of variable competence rejected.

5. Conclusion

Based on the research and discussion of the results of research that has been presented in the previous chapter, it can be drawn the conclusion as follows:

- a. Based on testing together (simultaneously) by F test turned out to be the independent variable consists of variable competence, commitment to the organization and supervision proved influential together (simultaneously) and significant impact on employee performance at boarding school Al-Amin Mojokerto.
- b. Based on partial testing t test turned out to be the independent variable Consist competence, organizational commitment and proven control and significant partial effect on the performance of employees at the boarding school Al-Amin Mojokerto.
- c. Based on partial testing t test turned out to be among the independent variables consist of variables competencies, organizational commitment and proven control and significant partial effect on the performance of employees at the boarding school Al-Amin Mojokerto. But the most dominant variables that affect the performance of employees at boarding school Al-Amin Mojokerto is the organization's commitment to the effect of 76.8%.

6. Suggestions

Based on the above conclusion, researchers gave suggestions to the boarding school Al-Amin Mojokerto, that the level of organizational commitment variable is the most important factor to be considered. Due to organizational commitment will impact on the performance of individual employees in the organization while individual performance will impact on organizational performance. However, the variable competence and supervision must be maintained. Implementation of competence in real activity variables originated from recruitment, in this process of individual competencies must be selected correctly according to expectations.

While on the implementation, competence can be manifested in training, and other activities that are increasing competence. In the process of implementation of the management, control becomes an important part. Due to supervise the implementation of the organization's activities will be measured.

For subsequent researchers who want to investigate variables that have relevance to the variables in this study, it is advisable to consider other factors that are expected to affect the performance of employees.

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