

The Effect of Competence and Self-Leadership on the Organizational Commitment of Assessors of P1 Professional Certification Institutions (LSP-P1) in Indonesia



Nurul Indah Susanti ^a
Ida Aju Brahmasari ^b
Tatik Suryani ^c

Article history:

Submitted: 09 November 2021
Revised: 18 December 2021
Accepted: 27 January 2022

Keywords:

certification institutions;
competence;
high commitment;
organizational commitment;
self-leadership;

Abstract

The purpose of this study was to analyze the effect of competence and self-leadership on the organizational commitment of Assessors of P1 Professional Certification Institutions (LSP-P1) in Indonesia. The object of this research is the P1 Professional Certification Institute (LSP-P1) in Universities and Vocational Schools in Indonesia with a population of 26,021 P1 assessors in Indonesia obtained from the 2019 BNSP report, while the sample taken is 393.94 rounded up to 400 assessors calculated with Slovin's formula. Data was collected using a survey method with a questionnaire instrument, while the analysis technique used was Structural Equation Modeling (SEM) through Amos. The results showed that competence had a significant effect on organizational commitment and self-leadership had a significant effect on organizational commitment. Based on the results of the analysis and discussion in this study, suggestions for LSP-P1 should still pay attention to several things such as technical competence can increase the assessor's organizational commitment and LSP must also support the creation of self-leadership of assessors so that they have high commitment.

International research journal of management, IT and social sciences © 2022.
This is an open access article under the CC BY-NC-ND license
(<https://creativecommons.org/licenses/by-nc-nd/4.0/>).

Corresponding author:

Nurul Indah Susanti,
Faculty of Economics and Business Doctoral Program in Economics, University of 17 Agustus 1945 Surabaya,
Indonesia.
Email address: nurul_susanti@gmail.com

^a Faculty of Economics and Business Doctoral Program in Economics, University of 17 Agustus 1945 Surabaya, Indonesia
^b Faculty of Economics and Business Doctoral Program in Economics, University of 17 Agustus 1945 Surabaya, Indonesia
^c Faculty of Economics and Business Doctoral Program in Economics, University of 17 Agustus 1945 Surabaya, Indonesia

1 Introduction

An assessor is someone who has the competence and meets the requirements to conduct and/or assess competency assessments for certain types and qualifications (BNSP Guidelines 303 of 2014). Implementation of a competency-based training and assessment system requires the availability of assessors (workplace assessors) as one of the main components in the assessment process. The assessor has a strategic position and role because it will greatly determine the quality of the competency test to provide recommendations to the assessee or test participant. Assessment of assessors in carrying out their authority, roles, obligations, and other rules related to the implementation of the competency test in accordance with the provisions of the assessment principles and rules of evidence so that the quality of the assessment results is well maintained (Astuti & Surya, 2020; Primasheila et al., 2022).

Indonesia is a large country with a population of more than 250 million people. This sizeable population has an impact on the limited working area which is increasingly complicated, especially when the Asean Economic Community (AEC) was implemented at the end of 2015. In order to deal with the MEA globalization policy, the Government in the Law of the Republic of Indonesia Number 13 of 2003 concerning Employment emphasizes that every worker must have competence by referring to the Indonesian National Work Competency Standards. The enactment of the MEA at the end of 2015, requires each member of the Association of South East Asian Nations (ASEAN) to prepare for the development of human resources from various fields according to the required competencies. Therefore, every business actor competes with each other to get maximum profit by using human resources (HR), because HR has the most dominant contribution. This is supported by Hasibuan et al. (2019), statement, namely that humans always play an active and dominant role in every organizational activity because humans become planners, actors, and determinants of the realization of organizational goals. It is difficult for a company to operate smoothly and achieve targets if its employees are not able to execute their duties and functions properly.

An organizational commitment shows a person's power in identifying his involvement in a part of the organization. Organizational commitment is built based on workers' trust in the values of the organization, the willingness of workers to help realize organizational goals, and loyalty to remain members of the organization. Therefore, organizational commitment will create a sense of belonging (sense of belonging) for workers to the organization. If workers feel bound by existing organizational values, they will feel happy at work, so that their performance can increase. In an organization, there is also a belief that organizational commitment can increase job satisfaction.

An attitude of organizational commitment must be possessed in an assessor as well as being implemented in real terms. An assessor with a high level of commitment to the organization where he works certainly has a good impact on his performance results and even on the progress of the organization. Therefore, organizational commitment is very important to be owned and implemented properly by an assessor (Van Minh et al., 2017; Shaghali et al., 2011). Forms of organizational commitment that can be applied are such as being fully responsible for the assigned tasks and carrying out tasks according to the provisions of the LSP. There are still assessors who are less committed to the organization where they work, thus providing less than optimal performance. If the assessor is committed to the organization where he works, it will certainly give the best performance so that a sense of satisfaction arises in himself, and vice versa if the assessor does not commit to the organization, it will give poor performance.

Fogg (2004), suggests that competence consists of two categories, namely basic competence and distinguishing competence. Basic competence is the main criterion that comes from basic knowledge and skills such as the ability to read. Competence that distinguishes is the competence that a certain person has, thus making that person different from the others. Competencies related to human resources are human self-development that can be seen from four concepts, namely the relationship between knowledge and academics, skills and training activities followed, work experience based on service, and behavior (Donald, 2007). All human resources have different knowledge and skills, in which the capabilities of human resources arise through mature work experience. Therefore, human resources with high work experience are said to be professional human resources.

As an assessor, of course, you must have technical competence in accordance with the field. There are still many assessors who do not have the technical competence in their respective fields. Competency certification activities must be carried out by assessors who already have an assessor certificate in accordance with BNSP provisions and have technical competence in their field. The technical competence of an assessor is very important and there is supporting evidence that the person is worthy of being an assessor (Yu & Ko, 2017; Williams, 1997; Mowday, 1998). A self-leadership attitude must also be possessed as an assessor. An assessor with a high level of leadership can certainly provide maximum performance results and can be trusted. The self-leadership attitude in question includes being responsible for the assigned tasks, acting wisely in decision-making, being honest, not receiving rewards for a specific

purpose, and so on. The purpose of this is to avoid impartiality regarding the results of the assessment. The implementation of certification at LSP-P1 is currently conducting an assessment of its students so that it can trigger alignments with the recommendations of the assessment results. [Elloy & Patil \(2014\)](#), that leadership has a significant positive effect on organizational commitment.

Literature review and hypotheses development

According to [Renyut et al. \(2017\)](#), competence is a person's ability to work in accordance with the skills and knowledge possessed. Meanwhile, organizational commitment is an individual's tendency to stay in the organization because of the perception that he will experience a loss if he leaves the organization ([Meyer et al., 2002](#)). [Rantesalu et al. \(2017\)](#), conducted research entitled "The Effect of Competence, Motivation and Organizational Culture on Employee Performance: The Mediating Role of Organizational Commitment". The results of this study indicate that competence has a positive and significant effect on organizational commitment.

H1: Competence has a significant effect on organizational commitment to assessors of the P1 Professional Certification Institute (LSP-P1) in Indonesia.

According to [Manz \(1992\)](#), self-leadership is a person's ability to assess, motivate and organize oneself so that they can behave in accordance with the desired conditions. Meanwhile, organizational commitment is an individual's tendency to stay in the organization because of the perception that he will experience a loss if he leaves the organization ([Meyer et al., 2002](#)). [Öztekin et al. \(2015\)](#), conducted a study entitled "The Effect of Leadership on Organizational Commitment". The results of this study indicate that leadership has a positive influence on organizational commitment.

H2: Self-leadership has a significant effect on organizational commitment to assessors of the P1 Professional Certification Institute (LSP-P1) in Indonesia.

Based on the literature review and hypothesis development, the conceptual framework in this study is:

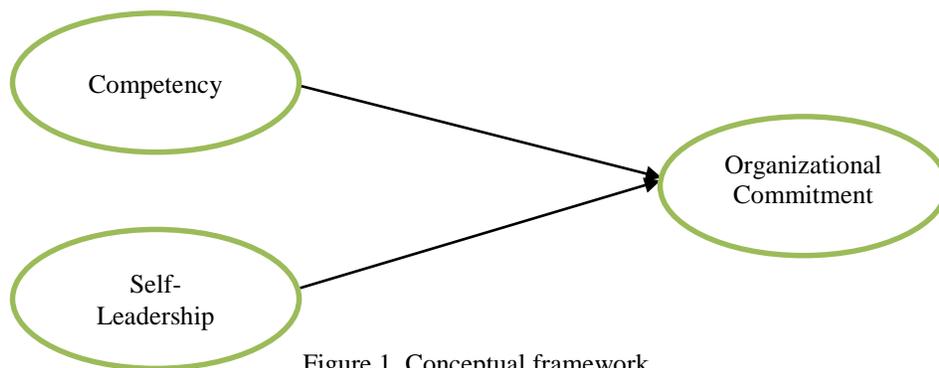


Figure 1. Conceptual framework

2 Materials and Methods

This research is explanatory research that will prove a causal relationship between the variables of competence, self-leadership, and organizational commitment to assessors of the P1 Professional Certification Institute (LSP-P1) in Indonesia. The population in this study were assessors of the P1 Professional Certification Institute (LSP-P1) in Indonesia. The P1 assessor is considered to have a dual role, namely as a teacher as well as an assessor in LSP-P1 which at the time of testing, of course, provides recommendations to students and test participants so that it can trigger alignments with the recommendations of the assessment results. In addition, the P1 Professional Certification Institute still looks not optimal because there are no available assessment procedures and guidelines for implementing competency tests at each LSP before implementing competency certification, which often results in discrepancies in

the recommendations for assessment results. This happens because of the limitations of implementing human resources and the dual role of assessors in the Professional Certification Institute. The population in this study was 26,021 P1 assessors in Indonesia obtained from the 2019 BNSP report. Determination of the sample in this study using the formula [Slovin \(1960\)](#):

$$n = \frac{N}{1 + N(e)^2}$$

$$n = \frac{26.021}{1 + 26.021(0,05)^2}$$

$$n = \frac{26.021}{1 + 26.021 (0,0025)}$$

$$n = \frac{26.021}{1 + 65,0525}$$

$$n = \frac{26.021}{66,0525}$$

n=393.944211; adjusted by researchers to 400 respondents

Description:

n = sample size/number of respondents

N = population size

e = standard error

Based on these calculations, the distribution of the sample is determined by calculating proportionally to the number of assessors in LSP-P1 in Higher Education (PT) the number of LSP-P1 in Vocational High Schools (SMK) so that it can be calculated proportionally as follows:

Table 1
Sample distribution

Origin of LSP	Total of LSP	Total of Assessor	Sample Distribution
College	348	7.806	7.806/26.021 x 400 = 120
Vocational High School	811	18.215	18.215/26.021 x 400 = 280
Total	1.159	26.021	400

Primary Data, 2021

Thus, a total sample of 400 respondents, consisting of 120 LSP-P1 assessors from PT and 280 LSP-P1 assessors from SMK, was obtained. In this study, a questionnaire was used which was distributed to all research respondents using the google form media. Data analysis in this study uses analytical methods that can provide simultaneous analysis processes related to multi-variant research models such as in this study, namely Structural Equation Modeling (SEM) analysis ([Kim et al., 2016](#); [Zhang & Xu, 2021](#)).

3 Results and Discussions

Validity test results

Validity checks were carried out on the loading factor of the indicators of each construct.

Table 2
Validity test result

Construct	Indicator	Standardized Estimate	Remark
Competency	X1_1	0,653	Valid
	X1_2	0,548	Valid
	X1_3	0,593	Valid
	X1_4	0,625	Valid
	X1_5	0,579	Valid
Self-Leadership	X2_1	0,615	Valid
	X2_2	0,512	Valid
	X2_3	0,748	Valid
Organizational Commitment	Y_1_1	0,738	Valid
	Y_1_2	0,797	Valid
	Y_1_3	0,663	Valid

Primary Data, 2021

Each indicator has a loading factor greater than 0.5, so the constructs formed have met the requirements of good validity. The examination then proceeds to the evaluation of construct reliability.

Reliability test results

High-reliability results provide confidence that all individual indicators are consistent with their measurements. Based on the standard cut off value of construct reliability, a variable is said to be reliable if the reliability value is 0.70 and if it is known that the reliability value is between 0.60-0.70 then the indicator can still be accepted on the condition that the validity of the indicators in the model is good.

Table 3
Construct reliability

Variable	Indicator	λ	λ^2	$\Sigma(\lambda)$	ε	$\Sigma(\varepsilon)$	Construct Reliability
Competency	X1_1	0,653	0,426	2,998	0,574	3,196	0,738
	X1_2	0,548	0,300		0,700		
	X1_3	0,593	0,352		0,648		
	X1_4	0,625	0,391		0,609		
	X1_5	0,579	0,335		0,665		
Self-Leadership	X2_1	0,615	0,378	1,875	0,622	1,800	0,661
	X2_2	0,512	0,262		0,738		
	X2_3	0,748	0,560		0,440		
Organizational Commitment	Y_1_1	0,738	0,545	2,198	0,455	1,381	0,778
	Y_1_2	0,797	0,635		0,365		
	Y_1_3	0,663	0,440		0,560		

Data Primer, 2021

Based on the results of the calculations shown in the table above, the competency construct has a reliability of 0.738, self-leadership of 0.661 and organizational commitment of 0.778 Thus, all the constructs or variables involved in this equation model have good reliability.

Hypothesis test results

The final structural equation model that has been tested and evaluated in the previous section, then the Amos 24.0 program provides the results of calculating the influence between variables as the basis for proving the hypothesis built in this study.

Table 4
The constructs on the structural equation model

Direct Effect	Standardized Weight	S.E	C.R.	P	Remark
Competency => Org. Commitment	0,156	0,052	2,483	0,013	Significant
Self-Leadership => Org. Commitment	0,212	0,075	2,784	0,005	Significant

Primary Data, 2021

The effect of competence on organizational commitment

The second hypothesis states that competence has a significant effect on organizational commitment to P1 Professional Certification Institute assessors (LSP-P1) in Indonesia, and after proving the results are proven with a P-value of 0.013 or below 0.05 so it can be said that the second hypothesis is accepted. Thus the results of this study support the results of research by [Yamali \(2018\)](#); [Purwanto & Soliha \(2017\)](#); [Rahayu et al. \(2020\)](#), which states that competence has a significant effect on organizational commitment.

This shows that as an assessor who has high competence does not only affect burnout but also organizational commitment, which means that a competent assessor will have an attitude to stay in the organization because of the perception that he will experience losses if he leaves the organization ([Meyer et al., 2002](#)). This is supported by the finding that the assessors in this study have a high level of competence, this means that they have very good abilities, knowledge, skills, and behavior, and it turns out that these findings also show that the assessors also have an organizational commitment in a very high category. Therefore, it can be said that assessors who have high competence can lead to a high level of commitment as well. It is possible that with high competence it will be easier for them to work in carrying out assessments and be more accountable for their work and be more committed to work better.

Someone who has organizational commitment is usually indicated by an affective attitude, which is related to emotional, identification and involvement of a person in an organization, which is shown through feeling happy with spending the rest of his career; happy to solve organizational problems faced, feel ownership of the organization, emotionally stable, feel part of the organization, and understand the meaning of each individual in the organization; Besides being effective, it also has a normative attitude, which is a person's feeling about the obligations he has to give to the organization. While the third is the attitude of continuance, namely the perception of the losses he will face if he leaves the organization. For this reason, an assessor needs to have an attitude of organizational commitment because this also affects their performance ([Meyer et al., 2002](#)).

The effect of self-leadership on organizational commitment

The results of this study state that self-leadership has a significant effect on organizational commitment, this is indicated by the P-value of 0.005 or below 0.05. This means that the hypothesis which states that self-leadership has a significant effect on organizational commitment is accepted, in other words, the third hypothesis is accepted. 5 in this study is accepted in the proof. This shows that the results of this study support the results of research by [Rachmawati et al. \(2018\)](#), which states that self-leadership has no significant effect on organizational commitment, this means that the higher the self-leadership, the higher the organizational commitment but the increase is not significant. This shows that the high self-leadership does not necessarily have an impact on organizational commitment, unlike the results of this study that the higher the self-leadership of an assessor, the more committed to the organization. However, research from [Öztekin et al. \(2015\)](#), stated that self-leadership has a significant effect on organizational commitment.

Self-leadership involves the persistence of people in exerting themselves to achieve the self-motivation and self-direction necessary to behave in the desired way. The use of independent leadership strategies facilitates perceptions of control and responsibility that positively influence performance outcomes. Three distinct but complementary categories of self-leadership influence the subsequent outcome: strategy-focused. It can also be said that self-leadership is a self-leadership trait to make it successful in leading. Self-leadership will succeed by being grateful for the strengths

you have. A sign of gratitude for the power you have to achieve goals requires support from your potential by setting clear goals, creating action plans, showing how to do goals, clarifying roles, making time schedules, setting priorities and supervising and evaluating work, and providing input (Blanchard, 2005). With a high attitude of self-leadership, it can increase high organizational commitment as well.

Managerial implications

The results of this study indicate that competence and self-leadership have a positive and significant effect on organizational commitment so that LSP-P1 can encourage assessors to have self-leadership in order to create organizational commitment from assessors. High organizational commitment can increase assessor job satisfaction so efforts to encourage assessors to commit must be created so that they have job satisfaction. For this reason, human resource management needs to provide support and facilitate assessors in carrying out assessments, develop assessors, motivate them and create good relationships, and reward assessors so that they are committed to the organization. With optimal performance, assessors will be able to carry out assessments appropriately and produce assessor graduates who are truly competent to enter the world of work to improve their welfare (Neck et al., 2003; Hanaysha, 2016).

4 Conclusion

Competence has a positive and significant impact on the organizational commitment of LSP-P1 assessors in Indonesia. Self-leadership has a positive and significant impact on the organizational commitment of LSP-P1 assessors in Indonesia. assessors must be given management support from LSP-P1 such as rewarding employees with rewards and increasing competence such as upgrading because increasing organizational commitment will bring assessors to have a high level of job satisfaction so that they can complete their duties as assessors properly.

Conflict of interest statement

The authors declared that's they have no competing interests.

Statement of authorship

The authors have a responsibility for the conception and design of the study. The authors have approved the final article.

Acknowledgments

We are grateful to two anonymous reviewers for their valuable comments on the earlier version of this paper.

References

- Astiti, M. W., & Surya, I. B. K. (2020). The role of organizational commitments in mediating the effect of work motivation and job satisfaction towards turnover intention on nurses private hospital. *International Research Journal of Management, IT and Social Sciences*, 8(1), 25-34. <https://doi.org/10.21744/irjmis.v8n1.1101>
- Blanchard, K. (2005). *Self Leadership and One Minute Manager*. Gramedia Pustaka Utama.
- Donald, M. T. (2007). Competence of Personal in Prospective. *Jurnal Human Resource Management*.
- Elloy, D. F., & Patil, V. (2014). Self-leadership and burnout: An exploratory study. *International Journal of Business and Social Science*, 5(9).
- Fogg, L. (2004). *Organizational Behaviour*. NY: MC Graw-Hill Book.
- Hanaysha, J. (2016). Testing the effects of employee engagement, work environment, and organizational learning on organizational commitment. *Procedia-Social and Behavioral Sciences*, 229, 289-297. <https://doi.org/10.1016/j.sbspro.2016.07.139>
- Hasibuan, S. J., Mariatin, E., & Ananda, F. (2019). The Influence of Pay Satisfaction and Organizational Commitment on Turnover Intention on Employees of PT. Bank Muamalat Indonesia, Tbk Medan. *International Research Journal of Advanced Engineering and Science*, 4(3), 96-98.
- Kim, J. S., Song, H. J., & Lee, C. K. (2016). Effects of corporate social responsibility and internal marketing on organizational commitment and turnover intentions. *International Journal of Hospitality Management*, 55, 25-32. <https://doi.org/10.1016/j.ijhm.2016.02.007>
- Manz, C. C. (1992). Self-leadership... the heart of empowerment. *The Journal for Quality and Participation*, 15(4), 80.
- Meyer, J. P., Stanley, D. J., Herscovitch, L., & Topolnysky, L. (2002). Affective, continuance, and normative commitment to the organization: A meta-analysis of antecedents, correlates, and consequences. *Journal of vocational behavior*, 61(1), 20-52. <https://doi.org/10.1006/jvbe.2001.1842>
- Mowday, R. T. (1998). Reflections on the study and relevance of organizational commitment. *Human resource management review*, 8(4), 387-401. [https://doi.org/10.1016/S1053-4822\(99\)00006-6](https://doi.org/10.1016/S1053-4822(99)00006-6)
- Neck, C. P., Nouri, H., & Godwin, J. L. (2003). How self-leadership affects the goal-setting process. *Human Resource Management Review*, 13(4), 691-707. <https://doi.org/10.1016/j.hrmr.2003.11.009>
- Öztekin, Ö., İşçi, S., & Karadağ, E. (2015). The effect of leadership on organizational commitment. In *Leadership and Organizational Outcomes* (pp. 57-79). Springer, Cham.
- Primasheila, D., Perizade, B., Hanafi, A., & Widiyanti, M. (2022). The influences of job satisfaction and organizational commitment on turnover intention. *International Research Journal of Management, IT and Social Sciences*, 9(1), 119-130. <https://doi.org/10.21744/irjmis.v9n1.2014>
- Purwanto, B. H., & Soliha, E. (2017). Pengaruh karakteristik pekerjaan dan kompetensi terhadap kinerja melalui komitmen organisasional. *Jurnal Manajemen*, 21(2), 227-240.
- Rachmawati, E., Mujanah, S., & Retnaningsih, W. (2018). Pengaruh Self Leadership, Kecerdasan Sosial, Employee Ability Terhadap Komitmen Organisasional dan Kinerja Karyawan Dinas Pengendalian Penduduk, Pemberdayaan Perempuan dan Perlindungan Anak Kota Surabaya. *jmm17*, 5(02).
- Rahayu, M., Yuniarsih, T., Disman, D., Sojanah, J., Nusannas, I. S., Mutmainnah, D., & Waskito, S. K. (2020). Pengaruh Servant Leadership Dan Kompetensi Terhadap Komitmen Organisasional Di Universitas Swasta. *Visipena*, 11(2), 377-392.
- Rantesalu, A., Mus, A. R., & Arifin, Z. (2017). The effect of competence, motivation and organizational culture on employee performance: the mediating role of organizational commitment.
- Renyut, B. C., Modding, H. B., & Bima, J. (2017). The effect of organizational commitment, competence on Job satisfaction and employees performance in Maluku Governor's Office.
- Shagholi, R., Zabihi, M. R., Atefi, M., & Moayed, F. (2011). The consequences of organizational commitment in education. *Procedia-Social and Behavioral Sciences*, 15, 246-250. <https://doi.org/10.1016/j.sbspro.2011.03.081>
- Slovin, E. (1960). Slovin's formula for sampling technique. Retrieved on February, 13, 2013.
- Van Minh, N., Badir, Y. F., Quang, N. N., & Afsar, B. (2017). The impact of leaders' technical competence on employees' innovation and learning. *Journal of Engineering and Technology Management*, 44, 44-57. <https://doi.org/10.1016/j.jengtecman.2017.03.003>
- Williams, S. (1997). Personality and self-leadership. *Human resource management review*, 7(2), 139-155. [https://doi.org/10.1016/S1053-4822\(97\)90020-6](https://doi.org/10.1016/S1053-4822(97)90020-6)

- Yamali, F. R. (2018). Effect of Compensation, Competencies and Organizational Culture on Organizational Commitment its Implications on Experts Performance of Construction Services Company in Jambi Province. *International Journal of Advances in Management and Economics*, 7(2), 29-42.
- Yu, S., & Ko, Y. (2017). Communication competency as a mediator in the self-leadership to job performance relationship. *Collegian*, 24(5), 421-425. <https://doi.org/10.1016/j.colegn.2016.09.002>
- Zhang, H., & Xu, H. (2021). Improving internal branding outcomes through employees' self-leadership. *Journal of Hospitality and Tourism Management*, 46, 257-266. <https://doi.org/10.1016/j.jhtm.2020.12.013>