

## The Influence of Competence and Leadership Style on Performance Through Job Satisfaction of Educational Staff at Hkbp Nommensen University Medan

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### ABSTRACT

The development of higher education requires educational staff to possess adequate competence and to be supported by effective leadership styles in order to provide optimal services. Performance data of educational staff at HKBP Nommensen University Medan indicate fluctuations and a decline in quality in recent years, highlighting the need to evaluate factors influencing performance, particularly competence, leadership style, and job satisfaction. This study aims to analyze the effect of competence and leadership style on the performance of educational staff through job satisfaction as an intervening variable. This study is associative research using a quantitative approach. The results show that directly, competence and leadership style have a positive and significant effect on job satisfaction and on the performance of educational staff. These findings indicate that job satisfaction plays a strategic role in strengthening the relationship between competence, leadership style, and performance. In terms of total effects, competence and leadership style significantly contribute to the performance of educational staff, both directly and indirectly through job satisfaction. Furthermore, competence, leadership style, and job satisfaction explain 71.1% of the variance in educational staff performance, while the remaining 28.9% is influenced by other factors such as work motivation, organizational commitment, work discipline, training and development, and performance appraisal systems.

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## **INTRODUCTION**

Human resources (HR) are a strategic factor in the administration of higher education, not only in academic aspects but also in non-academic supporting elements. Educational staff play a crucial role in supporting the smooth implementation of teaching and learning processes, academic services, and the management of higher education administration. Therefore, the quality of services and the performance of educational staff are important indicators in achieving the vision, mission, and competitiveness of higher education institutions amid the demands of globalization and rapid technological development.

The performance of educational staff is influenced by various factors, including competence and leadership style. Competence encompasses knowledge, skills, and attitudes that enable educational staff to perform their duties effectively, including mastery of information technology, understanding of the curriculum, professional ethics, and administrative capabilities. Educational staff with adequate competence are able to adapt to change and contribute optimally to the quality of educational services. However, such competence must be supported by a leadership style that is capable of creating a conducive, participatory, and motivating work climate.

An effective leadership style plays a significant role in encouraging competency development, increasing motivation, and fostering job satisfaction among educational staff. Supportive and objective leadership that involves staff in decision-making has been shown to enhance employee engagement and individual performance. Conversely, inappropriate leadership styles may reduce motivation and job satisfaction and ultimately have a negative impact on educational staff performance.

Job satisfaction is an important factor that mediates the relationship between competence, leadership style, and performance. Educational staff who are satisfied with their working conditions, career development opportunities, leadership support, and reward systems tend to demonstrate better performance. On the other hand, job dissatisfaction can reduce motivation, increase work-related stress, and hinder the achievement of optimal performance.

Empirical phenomena at Universitas HKBP Nommensen Medan indicate fluctuations and a declining trend in the performance of educational staff in recent years, as reflected by a decrease in the proportion of performance categorized as "Good" and the emergence of the "Poor" category. In addition, pre-survey results indicate persistent issues related to competence, leadership style, and job satisfaction among educational staff. These conditions suggest the need for a more comprehensive study to better understand the factors influencing educational staff performance.

On the other hand, previous research has reported inconsistent findings regarding the effects of competence and leadership style on performance, thereby creating a research gap. Some studies have found positive and significant effects, while others have reported weak or even negative results, indicating the possible role of mediating variables such as job satisfaction.

Therefore, this study aims to examine the effects of competence and leadership style on educational staff performance, with job satisfaction as a mediating variable at Universitas HKBP Nommensen Medan.

## **LITERATURE REVIEW**

### ***Educational Staff Performance***

Educational staff performance refers to the level of achievement of individual work outcomes in carrying out duties and responsibilities to support the objectives of educational organizations. Performance is understood as a multidimensional concept that includes both work behavior and achieved outcomes, in terms of quality and quantity (Specchia et al., 2021; Wenehenubun, 2023). In the context of higher education, educational staff performance is reflected in service effectiveness, administrative efficiency, teamwork ability, professional attitude, and responsibility in task execution. Optimal performance serves as an important indicator of institutional success in delivering high-quality educational services.

### ***Educational Staff Competence***

Competence is a combination of knowledge, skills, attitudes, and work experience that enables individuals to perform their jobs effectively (Specchia et al., 2021). In higher education settings, educational staff competence includes mastery of technical skills (hard skills), non-technical skills (soft skills), cognitive abilities in problem-solving, affective attitudes such as commitment and integrity, as well as relevant work experience. Adequate competence allows educational staff to adapt to technological developments, administrative demands, and changes in educational policies. Numerous studies emphasize that high competence contributes positively to improved performance, particularly when supported by continuous training and development.

### ***Leadership Style***

Leadership style refers to the pattern of behavior exhibited by leaders in influencing, directing, and motivating organizational members to achieve shared goals. In the educational context, leadership style plays a strategic role in creating a conducive work climate and supporting the performance of educational staff (As'ad et al., 2023). Various leadership styles commonly discussed in the literature include transformational, transactional, participative, and distributed leadership. Transformational leadership emphasizes inspiration and individual development, while transactional leadership focuses on performance-based reward systems. Participative and distributed leadership encourage staff involvement in decision-making, which can enhance commitment and work effectiveness. The selection of an appropriate leadership style largely depends on the organizational context and the needs of educational staff.

### ***Job Satisfaction***

Job satisfaction is a positive emotional state that arises from an individual's evaluation of their work experiences, including aspects of the job itself, compensation, development opportunities, work relationships, and the work environment (Larsson & Alvinus, 2019; Luthans, 2020). Job satisfaction plays an important role in shaping the attitudes, motivation, and work behavior

of educational staff. Educational staff who experience high levels of job satisfaction tend to demonstrate stronger organizational commitment and better performance, whereas job dissatisfaction may reduce productivity and work effectiveness.

### *Interrelationships among Variables*

The literature indicates that competence and leadership style are important determinants of educational staff performance. Competence enables individuals to work effectively, while leadership style influences how such competence is developed and utilized. Job satisfaction serves as a mediating variable that explains how competence and leadership style affect performance. When educational staff possess adequate competence and are led through effective leadership styles, their level of job satisfaction tends to increase, which in turn contributes to improved performance.

## **METHODOLOGY**

This study employs a quantitative approach that focuses on the collection and analysis of numerical data to answer research questions and test hypotheses. The type of research used is associative research. According to Sugiyono (2018), associative research aims to determine the relationship between two or more variables. The variables examined in this study include educational staff performance as the dependent variable (Y), job satisfaction as the intervening variable (Z), and competence (X1) and leadership style (X2) as the independent variables.

## **RESEARCH RESULTS**

### *Descriptive Statistical Analysis of Variables*

This study descriptively explains the effects of competence and leadership style on performance, with job satisfaction as a mediating variable. The questionnaire was completed by 153 educational staff members at Universitas HKBP Nommensen Medan, with responses summarized as follows:

#### *Competence (X1)*

The first variable examined in this study is competence (X1). A total of 11 statement items were developed based on the indicators described in Chapter Three. Based on the distribution and processing of questionnaires from 153 educational staff members at Universitas HKBP Nommensen Medan, the descriptive results for the competence variable are presented in Table 4.8 below.

**Table 4.8 Respondents' Answers regarding Competency Variables (X1)**

| Statement                                                                                               | Information |       |    |      |    |       |    |      |     |      | Average | Category |
|---------------------------------------------------------------------------------------------------------|-------------|-------|----|------|----|-------|----|------|-----|------|---------|----------|
|                                                                                                         | SS          |       | S  |      | KS |       | TS |      | STS |      |         |          |
|                                                                                                         | f           | %     | f  | %    | f  | %     | f  | %    | f   | %    |         |          |
| Employees master the knowledge that is appropriate to their field of work at HKBP Nommensen University. | 30          | 19,61 | 85 | 55,6 | 32 | 20,92 | 5  | 3,27 | 1   | 0,65 | 3,90    | Tall     |

|                                                                                          |    |       |    |       |    |       |   |      |   |      |      |           |
|------------------------------------------------------------------------------------------|----|-------|----|-------|----|-------|---|------|---|------|------|-----------|
| Employees are able to use the special software needed to support their work.             | 18 | 11,76 | 73 | 47,71 | 56 | 36,60 | 5 | 3,27 | 1 | 0,65 | 3,67 | Tall      |
| Employees have good communication skills in carrying out their duties.                   | 13 | 8,50  | 78 | 50,98 | 60 | 39,22 | 2 | 1,31 | 0 | 0    | 3,67 | Tall      |
| Pegawai dapat bekerja sama dengan baik dalam tim.                                        | 65 | 42,48 | 66 | 43,14 | 14 | 9,15  | 5 | 3,27 | 3 | 1,96 | 4,21 | Tall      |
| Employees are able to think critically in facing various work situations.                | 54 | 35,29 | 66 | 43,14 | 27 | 17,65 | 6 | 3,92 | 0 | 0    | 4,10 | Tall      |
| Employees are able to solve problems that arise in the work effectively.                 | 93 | 60,78 | 48 | 31,37 | 3  | 1,96  | 5 | 3,27 | 4 | 2,61 | 4,44 | very high |
| Employees easily adapt to changes in the work environment.                               | 63 | 41,18 | 78 | 50,98 | 3  | 1,96  | 7 | 4,58 | 2 | 1,31 | 4,26 | very high |
| Employees have a positive attitude towards every task given.                             | 49 | 32,03 | 93 | 60,78 | 2  | 1,31  | 8 | 5,23 | 1 | 0,65 | 4,18 | Tall      |
| Employees have a high level of commitment in carrying out my work.                       | 62 | 40,52 | 69 | 45,10 | 17 | 11,11 | 4 | 2,61 | 1 | 0,65 | 4,22 | Tall      |
| Lama masa kerja dapat membantu memahami tanggung jawab dalam pekerjaan.                  | 63 | 41,18 | 68 | 44,44 | 15 | 9,80  | 5 | 3,27 | 2 | 1,31 | 4,21 | Tall      |
| Employees have experience in handling various types of work in a university environment. | 33 | 21,57 | 62 | 40,52 | 54 | 35,29 | 3 | 1,96 | 1 | 0,65 | 3,80 | Tall      |
| Average Score of Competency Variables                                                    |    |       |    |       |    |       |   |      |   |      | 4,06 | Tall      |

Source: Appendix 2

The results of the questionnaire analysis indicate that the competence of employees at Universitas HKBP Nommensen falls into the good category, with a mean score of 4.06. This finding suggests that, in general, educational staff possess adequate abilities, knowledge, and work attitudes in carrying out their duties.

The indicators with the highest scores are problem-solving ability and adaptability to change, reflecting that educational staff are capable of addressing work-related challenges effectively and responding proactively to dynamic work environments. In addition, teamwork, work commitment, and a positive work ethic also received high ratings, indicating strong loyalty and a sense of responsibility toward the institution.

Nevertheless, several aspects still require attention, particularly proficiency in job-related software and communication skills, which received relatively lower mean scores compared to other indicators. This finding indicates the need to enhance technology-based competencies and strengthen communication skills to support coordination and work effectiveness across units. Furthermore, employees' work experience was assessed as fairly good; however, there remains an opportunity to broaden the range of experience and job responsibilities.

Overall, the competence of educational staff at Universitas HKBP Nommensen is at a good level; however, further development of technical and communication competencies is necessary to optimize employees' contributions to organizational performance.

#### **Leadership Style (X2)**

The second variable examined in this study is leadership style (X2). A total of 13 statement items were developed in accordance with the indicators described in Chapter Three. Based on the distribution and processing of questionnaires from 153 educational staff members at Universitas HKBP Nommensen Medan, respondents' answers regarding the leadership style variable are presented in Table 4.9.

**Table 4.9. Respondents' Responses on the Leadership Style Variable (X2)**

| Statement                                                        | Information |      |    |       |    |       |    |      |     |      | Average | Category |
|------------------------------------------------------------------|-------------|------|----|-------|----|-------|----|------|-----|------|---------|----------|
|                                                                  | SS          |      | S  |       | KS |       | TS |      | STS |      |         |          |
|                                                                  | f           | %    | f  | %     | f  | %     | f  | %    | f   | %    |         |          |
| Leaders have integrity in carrying out their duties              | 6           | 3,92 | 46 | 30,07 | 97 | 63,40 | 4  | 2,61 | 0   | 0    | 3,35    | Tall     |
| The leadership provides a clear vision and mission to all staff. | 15          | 9,80 | 80 | 52,29 | 49 | 32,03 | 8  | 5,23 | 1   | 0,65 | 3,65    | Tall     |
| Leaders show individual attention to subordinates.               | 4           | 2,61 | 91 | 59,48 | 39 | 25,49 | 8  | 5,23 | 11  | 7,19 | 3,45    | Tall     |
| Leaders give awards based on the performance achieved.           | 3           | 1,96 | 80 | 52,29 | 59 | 38,56 | 7  | 4,58 | 4   | 2,61 | 3,46    | Tall     |

|                                                                      |    |       |     |       |    |       |    |       |   |      |      |           |
|----------------------------------------------------------------------|----|-------|-----|-------|----|-------|----|-------|---|------|------|-----------|
| Leaders intervene directly when problems arise in work units.        | 4  | 2,61  | 87  | 56,86 | 41 | 26,80 | 14 | 9,15  | 7 | 4,58 | 3,44 | Tall      |
| Leaders involve staff in decision making.                            | 26 | 16,99 | 94  | 61,64 | 28 | 18,30 | 5  | 3,27  | 0 | 0    | 3,92 | Tall      |
| Management maintains open communication with staff.                  | 27 | 17,65 | 106 | 69,28 | 8  | 5,23  | 11 | 7,19  | 1 | 0,65 | 3,96 | Tall      |
| Leaders encourage decisions to be made collectively.                 | 15 | 9,80  | 93  | 60,78 | 22 | 14,38 | 21 | 13,73 | 2 | 1,31 | 3,64 | Tall      |
| The leader divides tasks fairly according to the staff's abilities.  | 58 | 37,91 | 83  | 54,25 | 4  | 2,61  | 8  | 5,23  | 0 | 0    | 4,25 | very high |
| The leader provides support to the team in completing the work.      | 62 | 40,52 | 73  | 47,71 | 9  | 5,88  | 8  | 5,23  | 1 | 0,65 | 4,22 | Tall      |
| Leaders encourage collaborative problem solving.                     | 64 | 41,83 | 72  | 47,06 | 12 | 7,84  | 4  | 2,61  | 1 | 0,65 | 4,27 | very high |
| The leader gives authority to staff in carrying out tasks.           | 66 | 43,14 | 74  | 48,37 | 4  | 2,61  | 8  | 5,23  | 1 | 0,65 | 4,28 | very high |
| Leaders show trust in their subordinates in carrying out their work. | 56 | 36,60 | 85  | 55,56 | 3  | 1,96  | 8  | 5,23  | 1 | 0,65 | 4,22 | Tall      |
| Average Score of Leadership Style Variables                          |    |       |     |       |    |       |    |       |   |      | 3,85 | Tall      |

**Source: Appendix 2**

The results of the questionnaire analysis indicate that the leadership style at Universitas HKBP Nommensen is classified as good, with a mean score of 3.85. This finding suggests that, in general, educational staff perceive that leaders have implemented an effective leadership style in managing and directing employees. The highest-rated indicators are the delegation of authority to staff, encouragement of collective problem-solving, and fair task distribution based on staff capabilities, reflecting the application of delegative and participative leadership. This condition indicates that leaders provide trust, support, and opportunities for educational staff to take initiative and responsibility in carrying out their duties, thereby promoting work effectiveness and teamwork.

In addition, open communication, staff involvement in decision-making, and leadership support for work teams also received positive evaluations, indicating the creation of relatively harmonious and collaborative working relationships. However, several aspects still require attention, particularly

leaders' integrity, individualized consideration toward subordinates, and the consistency of performance-based reward systems, which received relatively lower scores compared to other indicators.

Overall, the leadership style at Universitas HKBP Nommensen has been implemented effectively and supports the performance of educational staff. Nevertheless, strengthening role modeling, personal attention, and objective reward systems is necessary to make leadership more inspirational, fair, and oriented toward sustainable performance improvement.

#### ***Job Satisfaction (Z)***

The third variable examined in this study is job satisfaction (Z). A total of 17 statement items were developed in accordance with the indicators described in Chapter Three. Based on the distribution and processing of questionnaires from 153 educational staff members at Universitas HKBP Nommensen Medan, respondents' answers regarding the job satisfaction variable are presented in Table 4.10.

**Table 4.10. Respondents' Responses on the Job Satisfaction Variable (Z)**

| Statement                                                       | Description |       |    |       |    |       |    |       |     |      | Average | Category |
|-----------------------------------------------------------------|-------------|-------|----|-------|----|-------|----|-------|-----|------|---------|----------|
|                                                                 | SS          |       | S  |       | KS |       | TS |       | STS |      |         |          |
|                                                                 | f           | %     | f  | %     | f  | %     | f  | %     | f   | %    |         |          |
| The work I do has a variety of challenging tasks.               | 21          | 13,73 | 46 | 30    | 77 | 50,33 | 7  | 4,58  | 2   | 1,31 | 3,50    | Tall     |
| Employees feel fully engaged in the work I do.                  | 16          | 10,46 | 80 | 52,29 | 39 | 25,49 | 13 | 8,50  | 5   | 3,27 | 3,58    | Tall     |
| Employees feel recognized for their contributions to the job.   | 13          | 8,50  | 90 | 58,82 | 30 | 19,61 | 19 | 12,42 | 1   | 0,65 | 3,62    | Tall     |
| Employee salaries are commensurate with job responsibilities.   | 13          | 8,50  | 43 | 28,10 | 85 | 55,56 | 10 | 6,54  | 2   | 1,31 | 3,36    | Tall     |
| Employees are satisfied with the salary levels set.             | 13          | 8,50  | 97 | 63,40 | 27 | 17,65 | 14 | 9,15  | 2   | 1,31 | 3,69    | Tall     |
| The salary system employees receive reflects their performance. | 7           | 4,58  | 77 | 50,33 | 41 | 26,80 | 20 | 13,07 | 8   | 5,23 | 3,36    | Tall     |
| Statement                                                       | Description |       |    |       |    |       |    |       |     |      | Average | Category |
|                                                                 | SS          |       | S  |       | KS |       | TS |       | STS |      |         |          |
|                                                                 | f           | %     | f  | %     | f  | %     | f  | %     | f   | %    |         |          |



|                                                                                                                                   |    |       |     |       |    |       |    |       |    |       |      |      |
|-----------------------------------------------------------------------------------------------------------------------------------|----|-------|-----|-------|----|-------|----|-------|----|-------|------|------|
| All employees receive training opportunities for career development.                                                              | 6  | 3,92  | 70  | 45,75 | 43 | 28,10 | 18 | 11,76 | 16 | 10,46 | 3,21 | Tall |
| Employees have a clear career path at the university.                                                                             | 25 | 16,34 | 108 | 70,59 | 12 | 7,84  | 7  | 4,58  | 1  | 0,65  | 3,97 | Tall |
| Employees receive support in the form of mentoring for personal development.                                                      | 7  | 4,58  | 79  | 51,63 | 36 | 23,53 | 22 | 14,38 | 9  | 5,88  | 3,35 | Tall |
| Coworkers are cooperative in carrying out shared tasks.                                                                           | 18 | 11,76 | 78  | 50,98 | 48 | 31,37 | 6  | 3,92  | 3  | 1,96  | 3,67 | Tall |
| All employees have good relationships with their superiors and subordinates.                                                      | 6  | 3,92  | 80  | 52,29 | 45 | 29,41 | 12 | 7,84  | 10 | 6,54  | 3,39 | Tall |
| Work facilities within the university environment are adequate to support work.                                                   | 32 | 20,92 | 104 | 67,97 | 11 | 7,19  | 6  | 3,92  | 0  | 0     | 4,06 | Tall |
| Social relationships in the workplace are harmonious due to mutual support.                                                       | 36 | 23,53 | 91  | 59,48 | 19 | 12,42 | 5  | 3,27  | 2  | 1,31  | 4,01 | Tall |
| Employees frequently receive positive feedback on their work.                                                                     | 16 | 10,46 | 94  | 61,44 | 33 | 21,57 | 8  | 5,23  | 2  | 1,31  | 3,75 | Tall |
| Employees receive awards for their achievements.                                                                                  | 20 | 13,97 | 76  | 49,67 | 45 | 29,41 | 7  | 4,58  | 5  | 3,27  | 3,65 | Tall |
| The working hours implemented at the university are appropriate for the workload, including punctuality in work and rest periods. | 19 | 12,42 | 108 | 70,59 | 19 | 12,42 | 6  | 3,92  | 1  | 0,65  | 3,90 | Tall |
| The work targets assigned are within the limits of ability.                                                                       | 21 | 13,73 | 82  | 53,59 | 29 | 18,95 | 9  | 5,88  | 12 | 7,84  | 3,59 | Tall |
| Average Score of Job Satisfaction Variable                                                                                        |    |       |     |       |    |       |    |       |    |       | 3,63 | Tall |

Source: Appendix 2

The results of the questionnaire analysis indicate that the job satisfaction of educational staff at Universitas HKBP Nommensen is categorized as moderately good, with a mean score of 3.63. This finding suggests that, in general, educational staff are satisfied with their jobs and the existing work environment.

Aspects that received relatively high ratings include work facilities, harmonious social relationships, cooperation among colleagues, and working hour arrangements, indicating that the work environment and social relations support employee comfort and productivity. In addition, educational staff perceive that career paths are relatively clear and work targets remain within reasonable limits, allowing tasks to be carried out in a realistic and measurable manner.

However, several indicators still show relatively lower levels of satisfaction, particularly in terms of training and career development opportunities, mentoring systems, as well as performance-based compensation and reward mechanisms. These findings indicate that educational staff have not yet fully experienced a strong linkage between performance, rewards, and professional development. Furthermore, limitations in technological facilities and administrative support systems in certain work units may potentially hinder work efficiency.

Overall, the level of job satisfaction among educational staff at Universitas HKBP Nommensen can be considered moderately good. Nevertheless, strengthening career development policies, enhancing training programs, and improving compensation and reward systems are necessary to ensure sustained improvements in job satisfaction and to positively influence employee performance.

#### ***Employee Performance (Y)***

The fourth variable examined in this study is educational staff performance (Y). A total of 10 statement items were developed in accordance with the indicators described in Chapter Three. Based on the distribution and processing of questionnaires from the respondents, the responses related to the employee performance variable (Y) are presented in Table 4.11 below.

**Table 4.11 Respondents' answers regarding the Educational Personnel Performance Variable (Y)**

| Statement                                                         | Description |       |    |       |    |       |    |      |     |      | Average | category |
|-------------------------------------------------------------------|-------------|-------|----|-------|----|-------|----|------|-----|------|---------|----------|
|                                                                   | SS          |       | S  |       | KS |       | TS |      | STS |      |         |          |
|                                                                   | f           | %     | f  | %     | f  | %     | f  | %    | f   | %    |         |          |
| Employees always try to work according to established procedures. | 44          | 28,76 | 86 | 56,21 | 18 | 11,76 | 4  | 2,61 | 1   | 0,65 | 4.10    | Tall     |
| Employees are thorough in carrying out each job task.             | 13          | 8,50  | 99 | 64,71 | 30 | 19,61 | 7  | 4,58 | 4   | 2,61 | 3,72    | Tall     |

|                                                                                                         |    |       |     |       |    |       |    |      |   |      |      |      |
|---------------------------------------------------------------------------------------------------------|----|-------|-----|-------|----|-------|----|------|---|------|------|------|
| Employees are able to complete all work according to the specified targets.                             | 4  | 2,61  | 105 | 68,63 | 35 | 22,88 | 7  | 4,58 | 2 | 1,31 | 3,67 | Tall |
| Employees strive to achieve predetermined performance targets.                                          | 11 | 7,19  | 109 | 71,24 | 24 | 15,69 | 9  | 5,88 | 0 | 0    | 3,80 | Tall |
| Employees can work well with colleagues in their unit.                                                  | 21 | 13,73 | 108 | 70,59 | 17 | 11,11 | 6  | 3,92 | 1 | 0,65 | 3,93 | Tall |
| Employees have harmonious relationships with colleagues in their unit.                                  | 10 | 6,54  | 92  | 60,13 | 40 | 26,14 | 9  | 5,88 | 1 | 1,31 | 3,65 | Tall |
| Employees always act honestly in carrying out their work.                                               | 13 | 8,50  | 94  | 61,44 | 36 | 23,53 | 6  | 3,92 | 4 | 2,61 | 3,69 | Tall |
| Employees maintain a friendly attitude towards colleagues and others within the university environment. | 10 | 6,54  | 110 | 71,90 | 26 | 16,99 | 6  | 3,92 | 1 | 0,65 | 3,80 | Tall |
| Employees complete each task according to assigned obligations.                                         | 9  | 5,88  | 97  | 63,40 | 38 | 24,84 | 8  | 5,23 | 1 | 0,65 | 3,69 | Tall |
| Employees are fully responsible for the results of their work.                                          | 12 | 7,84  | 64  | 41,83 | 66 | 43,14 | 11 | 7,19 | 0 | 0    | 3,50 | Tall |
| <b>Rata-Rata Jawaban Skor Kinerja Tenaga Kependidikan</b>                                               |    |       |     |       |    |       |    |      |   |      | 3,85 | Tall |

**Source: Appendix 2**

The results of the questionnaire analysis indicate that the performance of employees at Universitas HKBP Nommensen falls into the good category, with a mean score of 3.85. This finding suggests that, in general, employees have performed their duties and responsibilities in accordance with the standards established by the institution.

Performance aspects that received relatively high ratings include compliance with work procedures, teamwork, and professional and friendly attitudes in interactions, reflecting strong work discipline, harmonious social relationships, and a conducive work culture. In addition, employees demonstrate

relatively good motivation in achieving performance targets and the ability to complete tasks in accordance with assigned responsibilities.

Nevertheless, several aspects still require attention, particularly accuracy in task execution, time management, and individual accountability for work outcomes, which received relatively lower scores compared to other indicators. These findings indicate that although employee performance is generally good, there remains room for improvement to achieve more optimal and consistent work results.

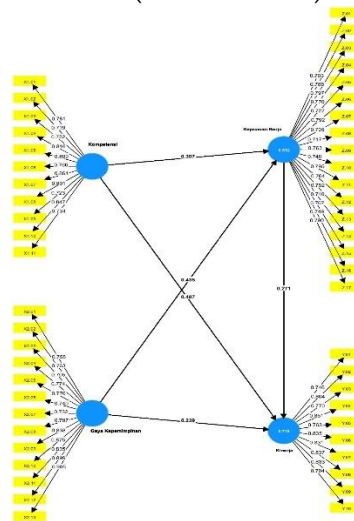
Overall, employee performance at Universitas HKBP Nommensen is at a good level. However, strengthening performance coaching, improving work accuracy, and reinforcing individual accountability are necessary to support sustainable improvements in employee performance.

### PLS-SEM Analysis

According to Hair et al. (2019), Structural Equation Modeling (SEM) is a statistical method used to analyze relationships among variables simultaneously. This study employs the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach using SmartPLS software, as this method is effective in examining both direct and indirect relationships among latent variables.

### Measurement Model (Outer Model Evaluation)

The results of the measurement model (outer model) are presented in Figure 4.1.



**Figure 4.1. Measurement Model (Outer Model)**

Based on Figure 4.1, the results of the PLS Algorithm indicate that the measurement model (outer model) meets the criteria for validity and reliability. All indicators have outer loading values above 0.70, indicating that the indicators adequately represent their respective latent constructs and satisfy convergent validity. In addition, the Average Variance Extracted (AVE) values for all constructs exceed 0.50, meaning that the latent constructs explain more than 50% of the variance of their indicators.

The reliability test results also show that all constructs have Composite Reliability (CR) values above 0.70 and Cronbach's Alpha values above 0.60. Therefore, it can be concluded that the research instrument demonstrates good internal consistency. Overall, these findings confirm that the measurement model is appropriate and can be further analyzed in the structural model (inner

model) testing stage using the bootstrapping procedure.

**Table 4.12. Validity and Reliability Test Results**

| VARIABEL                                                 | INDIKATOR | OUTER LOADING | DESCRIPTION |
|----------------------------------------------------------|-----------|---------------|-------------|
| Competence<br>CA: 0.928<br>CR: 0.939<br>AVE: 0.589       | X1.01     | 0.781         | VALID       |
|                                                          | X1.02     | 0.719         | VALID       |
|                                                          | X1.03     | 0.722         | VALID       |
|                                                          | X1.04     | 0.816         | VALID       |
|                                                          | X1.05     | 0.809         | VALID       |
|                                                          | X1.06     | 0.766         | VALID       |
|                                                          | X1.07     | 0.861         | VALID       |
|                                                          | X1.08     | 0.891         | VALID       |
|                                                          | X1.09     | 0.723         | VALID       |
|                                                          | X1.10     | 0.847         | VALID       |
|                                                          | X1.11     | 0.734         | VALID       |
| Leadership Style<br>CA: 0.922<br>CR: 0.935<br>AVE: 0.535 | X2.01     | 0.758         | VALID       |
|                                                          | X2.02     | 0.763         | VALID       |
|                                                          | X2.03     | 0.705         | VALID       |
|                                                          | X2.04     | 0.774         | VALID       |
|                                                          | X2.05     | 0.776         | VALID       |
|                                                          | X2.06     | 0.740         | VALID       |
|                                                          | X2.07     | 0.732         | VALID       |
|                                                          | X2.08     | 0.797         | VALID       |
|                                                          | X2.09     | 0.838         | VALID       |
|                                                          | X2.10     | 0.875         | VALID       |
|                                                          | X2.11     | 0.835         | VALID       |
|                                                          | X2.12     | 0.899         | VALID       |
|                                                          | X2.13     | 0.905         | VALID       |
| Job satisfaction<br>CA: 0.924<br>CR: 0.933<br>AVE: 0.551 | Z.01      | 0.703         | VALID       |
|                                                          | Z.02      | 0.788         | VALID       |
|                                                          | Z.03      | 0.797         | VALID       |
|                                                          | Z.04      | 0.770         | VALID       |
|                                                          | Z.05      | 0.727         | VALID       |
|                                                          | Z.06      | 0.792         | VALID       |
|                                                          | Z.07      | 0.705         | VALID       |
|                                                          | Z.08      | 0.717         | VALID       |
|                                                          | Z.09      | 0.763         | VALID       |
|                                                          | Z.10      | 0.740         | VALID       |
|                                                          | Z.11      | 0.795         | VALID       |
|                                                          | Z.12      | 0.764         | VALID       |
|                                                          | Z.13      | 0.792         | VALID       |
|                                                          | Z.14      | 0.740         | VALID       |
|                                                          | Z.15      | 0.767         | VALID       |
|                                                          | Z.16      | 0.749         | VALID       |

| VARIABEL                                            | INDIKATOR | OUTER LOADING | DESCRIPTION |
|-----------------------------------------------------|-----------|---------------|-------------|
|                                                     | Z.17      | 0.790         | VALID       |
| Performance<br>CA: 0.923<br>CR: 0.936<br>AVE: 0.600 | Y.01      | 0.746         | VALID       |
|                                                     | Y.02      | 0.804         | VALID       |
|                                                     | Y.03      | 0.770         | VALID       |
|                                                     | Y.04      | 0.851         | VALID       |
|                                                     | Y.05      | 0.763         | VALID       |
|                                                     | Y.06      | 0.835         | VALID       |
|                                                     | Y.07      | 0.831         | VALID       |
|                                                     | Y.08      | 0.837         | VALID       |
|                                                     | Y.09      | 0.833         | VALID       |
|                                                     | Y.10      | 0.704         | VALID       |

Source: Appendix 5

Based on Table 4.12, the results of the validity and reliability tests can be summarized as follows:

### 1. Average Variance Extracted (AVE)

Based on Table 4.12, the Average Variance Extracted (AVE) values generated by all constructs are greater than 0.50, indicating that the requirement for convergent validity has been met. This means that all variables in the study are valid, as the latent constructs are able to explain a substantial proportion of the variance of their manifest variables.

### 2. Composite Reliability (CR)

Based on Table 4.12, the internal consistency testing at the construct level shows that all exogenous and endogenous variables have composite reliability values greater than 0.60. This indicates that all items measuring the constructs are reliable and demonstrate acceptable internal consistency.

### Structural Model (Inner Model Evaluation)

The results of the structural model (inner model) are presented in Figure 4.2.

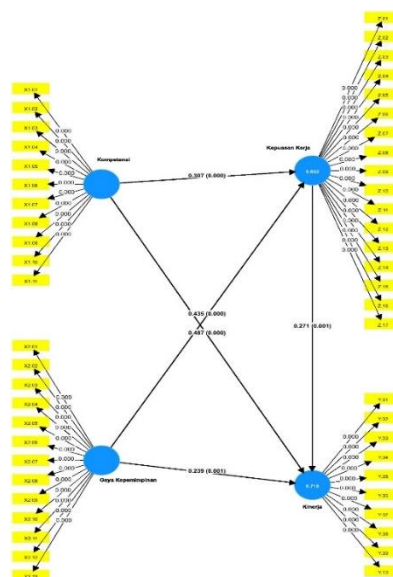


Figure 4.2. Structural Model (Inner Model)

Based on Figure 4.2, the bootstrapping results present the analysis of the structural model (inner model), which aims to examine the relationships among latent variables in this study. The bootstrapping procedure was conducted to obtain t-statistic and p-value values as the basis for testing the significance of the path coefficients in the research model. A relationship between latent variables is considered statistically significant if the t-statistic value exceeds 1.96 at a 5% significance level ( $p < 0.05$ ).

The analysis results indicate that most of the paths among the constructs have t-statistic values exceeding this minimum threshold. Therefore, it can be concluded that the relationships among latent variables in the research model are statistically significant. Consequently, most of the research hypotheses are accepted and supported by empirical data.

The next stage involves the evaluation of the inner model, which aims to determine the direction and strength of the relationships among latent variables as well as the model's ability to explain endogenous variables. In PLS-SEM analysis using SmartPLS, the evaluation of the inner model is conducted through several indicators, namely the coefficient of determination ( $R^2$ ), effect size ( $f^2$ ), and predictive relevance ( $Q^2$ ). This evaluation is used to assess how well the proposed structural model explains and predicts the endogenous variables in the study.

## DISCUSSION

The results of the study indicate that competence and leadership style have a positive and significant effect on the job satisfaction of educational staff at Universitas HKBP Nommensen Medan. High levels of competence enable educational staff to perform their duties effectively, enhance self-confidence, and foster a sense of recognition, which in turn increases job satisfaction. These findings support Herzberg's theory, which emphasizes the role of intrinsic factors, such as achievement and recognition, as primary sources of job satisfaction.

Moreover, these results are consistent with previous studies that identify competence as an important determinant of employee job satisfaction (Salazar, 2022; Ruliana, 2024).

In addition to competence, leadership style is also proven to have a significant effect on job satisfaction. Communicative, fair, and participative leadership is able to create a conducive work environment and enhance educational staff's sense of appreciation and involvement. Although certain limitations remain in aspects of communication and employee development, these results confirm that improvements in leadership style have the potential to significantly increase job satisfaction. This finding is consistent with studies by Leitão et al. (2022) and Oyewobi (2022), which emphasize the crucial role of leadership in shaping job satisfaction.

This study also demonstrates that competence and leadership style have a positive and significant effect on the performance of educational staff. Competence, which encompasses knowledge, skills, and work attitudes, enables educational staff to work more productively, punctually, and in accordance with

organizational standards. Meanwhile, effective leadership style is capable of motivating, guiding, and directing employees to achieve optimal performance. These findings reinforce the view that both individual and managerial factors are key determinants of employee performance in educational organizations.

Furthermore, the analysis results indicate that job satisfaction has a positive and significant effect on the performance of educational staff. Educational staff who are satisfied with their work environment, leadership support, and reward systems tend to demonstrate higher performance levels. Job satisfaction functions as a psychological factor that enhances motivation, commitment, and loyalty to the institution, thereby directly contributing to improved performance. This finding is in line with previous studies by Alwali (2022) and Leitão et al. (2022).

Another important finding is that job satisfaction is proven to mediate the effects of competence and leadership style on performance. This result indicates that competence and leadership not only improve performance directly but also indirectly through increased job satisfaction. Job satisfaction acts as a psychological mechanism that transforms competence potential and leadership effectiveness into actual performance outcomes. Thus, job satisfaction becomes a key factor in strengthening the relationship between competence, leadership style, and the performance of educational staff.

Overall, the findings confirm that improving educational staff performance requires a comprehensive approach through competency development, the implementation of effective leadership styles, and the creation of sustainable job satisfaction. These findings provide important implications for higher education management in designing human resource development policies that focus not only on technical aspects but also on psychological and managerial dimensions to achieve optimal institutional performance.

## **CONCLUSION**

1. Competence has a positive and significant effect on the job satisfaction of educational staff at Universitas HKBP Nommensen Medan.
2. Leadership style has a positive and significant effect on the job satisfaction of educational staff at Universitas HKBP Nommensen Medan.
3. Competence has a positive and significant effect on the performance of educational staff at Universitas HKBP Nommensen Medan.
4. Leadership style has a positive and significant effect on the performance of educational staff at Universitas HKBP Nommensen Medan.
5. Job satisfaction has a positive and significant effect on the performance of educational staff at Universitas HKBP Nommensen Medan.
6. Job satisfaction mediates the effect of competence on the performance of educational staff at Universitas HKBP Nommensen Medan.
7. Job satisfaction mediates the effect of leadership style on the performance of educational staff at Universitas HKBP Nommensen Medan.



## RECOMMENDATIONS

### 1. **Competence**

Given that competence has been proven to have a significant effect on job satisfaction and the performance of educational staff, Universitas HKBP Nommensen Medan is encouraged to enhance staff competence through targeted and continuous training programs, particularly in the areas of information technology, educational administration, and the development of soft skills such as communication, academic services, and problem-solving.

### 2. **Leadership Style**

University leaders are expected to adopt a more participative, open, and communicative leadership style by involving educational staff in decision-making processes, fostering two-way communication, and providing constructive feedback. This approach is believed to increase trust, job satisfaction, and employee performance.

### 3. **Job Satisfaction**

As job satisfaction functions as a mediating variable, the university needs to clarify its career development system through structured and transparent career pathways, as well as provide fair and continuous training opportunities to enhance the motivation and commitment of educational staff.

### 4. **Educational Staff Performance**

Performance improvement can be achieved through the simultaneous strengthening of competence, leadership style, and job satisfaction. In addition, the university should conduct regular performance evaluations using clear and measurable indicators as a basis for providing feedback, rewards, and career development opportunities.

### 5. **Future Research**

Future studies are recommended to include additional variables such as work motivation, organizational culture, work environment, or compensation systems, and to expand the research scope to various higher education institutions. The use of mixed methods and more advanced analytical models may also be considered to obtain a more comprehensive understanding.

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