

EFFECT OF COMPETENCE AND WORK EXPERIENCE ON THE PERFORMANCE OF SCHOOL SUPERVISORS WITH ACHIEVEMENT MOTIVATION AS MODERATION***Sukirman, Budiyo and Agustedi**

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Abstract

This research utilizes human capital theory as a theoretical perspective to empirically investigate the role of achievement motivation as a moderator in affecting competences and work experience on the performance of school supervisors. In this case, the research respondents involved were 99 high school and vocational school supervisors in Riau. The data obtained was processed using PLS structural equation modeling (SEM). This study proposed achievement motivation as a strategy to improve the performance of school supervisors. The research results further showed that competences and work experience affect the performance of high school and vocational school supervisors in Riau. However, achievement motivation has no effect on the performance of high school and vocational school supervisors in Riau. In this case, achievement motivation does not moderate the effect of competences and work experience in improving the performance of high school and vocational school supervisors in Riau. These results indicate that competences and work experience strengthen the human capital theory concerning the school supervisors' work plans and performance achievement supported by appropriate competencies and adequate work experience.

Keywords: Human capital theory, School supervisor performance, Competency, Work experience, Achievement motivation.

INTRODUCTION

Law no. 20 of 2023 states that Civil Servants (PNS) are Indonesian citizens who meet certain requirements and appointed as permanent State Civil Service Employees (ASN) by civil service department to occupy government positions. School Supervisors are Civil Servant (PNS) Teachers who are appointed to occupy the position of education unit supervisor (Regulation of Minister of Education and Culture Number 15 of 2018). The School Supervisor has a functional position that has the scope of duties, responsibilities, and authority to carry out academic and managerial supervision activities in educational units (Joint Regulation of the Minister of National Education and the Head of BKN of 2011). The real condition shows the low performance of school supervisors, in which about 41.47% of school supervisors did not provide complete and timely reports on the results of their supervision in the last three years. Only about 58.53% of the school supervisors have a complete supervision report. Theoretically, many factors affect someone's performance. According to Mangkunegara (2017:67), the factors that affect performance achievement are ability and motivation, which are formulated as Human Performance = Ability + Motivation; Ability = knowledge + skills; and Motivation = attitude + situation. In this case, the employee ability factors consist of potential abilities (intelligence quotients/IQ) and reality abilities (knowledge, skills). This means that employees who have an IQ above average with adequate education for their position and are skilled in carrying out daily work will find it easier to achieve the expected performance. Motivation factors are formed from an employee's attitude in facing work situations. Mental attitude is a mental condition that encourages employees to make efforts in achieving maximum work performance.

The work situation in question includes: work relations, work facilities, work climate, and leadership policies. In this theory, performance can be considered as a function of the interaction between ability and motivation, in which ability is determined by skills and knowledge, while skill is affected by skills, personality, and knowledge formed by education, training experience, and interests, all of which are summarized in competency theory. Preliminary research on several theories and previous research projects as well as phenomena in the field regarding supervisor performance, the problems of school supervisor performance are solved using the umbrella of human capital theory (Becker, 1993: 71), where Becker stated that humans are not just resources but are capital which produces returns and every expenditure made in order to develop the quality and quantity of the capital is an investment activity. Therefore, human capital is a long-term investment in developing human resources to increase productivity. Several previous research projects discovered that competence affects performance (Zacca and Dayan, 2018; Kurniawan *et al.*, 2018; Martini *et al.*, 2018; Anwar and Aima, 2019; Lin, 2021). However, several other studies also discovered that competence has no effect on performance (Adam and Kamase, 2019 and Khatimah, 2020). Furthermore, several studies also revealed that work experience affects performance (Usman, *et al.*, 2021; Ardianto, 2020; and Ratnawati *et al.*, 2020, yet there are also several other studies that stated that work experience has no effect on performance (Sitompul and Simamora, 2021; Rulianti, 2019; and Wardayati *et al.*, 2019. Based on the previous research, the researcher concluded that there are inconsistencies in the results of research on the effect of competence and work experience on supervisory performance. As a solution to the problem of inconsistencies in the research results, the researchers proposed a moderation concept with the achievement motivation variable. In this case, it is proposed that competence and work experience, when strengthened by high achievement motivation, have the potential to improve the

performance of school supervisors. This research is expected to strengthen human capital theory related to school supervisor performance, competence, work experience and achievement motivation variables.

LITERATURE REVIEW

The Effect of Competency on the Performance of High School and Vocational School Supervisors in Riau

Competencies are characteristics related to superior and/or effective performance at work (Boyatzis, 1982). According to Robbins (2007:38), competence is a person's ability or capacity to carry out various tasks in a job, where this ability is determined by two factors, those are intellectual ability and physical ability. Robbins (2003:98) further added that performance is a function of the interaction between Ability (A), Motivation (M), and Opportunity (O), where performance = $f(A \times M \times O)$.

This can be interpreted as saying that good performance is determined by individual ability or competence, employee motivation and the opportunities they have. In other words, competence can affect employees' performance. Previous research projects (Zacca and Dayan, 2018; Sartika *et al.*, 2022; Kurniawan, 2018; Anwar and Aima, 2019; Martini *et al.*, 2018; Lin, 2021) revealed that competence affects performance. However, several other studies (Khatimah, 2020; Adam and Kamase, 2019) revealed that competence has no effect on performance. Based on theoretical and empirical studies of previous research results (research gap), the research hypothesis tested is:

H1: Competency affects the performance of High School/ Vocational School supervisors in Riau.

The Effect of Work Experience on the Performance of High School/ Vocational School Supervisors in Riau

In order to improve a person's quality performance, he needs work experience. According to Handoko (2014:24), work experience is the employee's mastery of knowledge and skills as measured by the length of work as well as the level of knowledge and skills owned. Experience can only be obtained in the workplace. In this case, work experience can be measured based on the length of time of work, the level of knowledge and skills owned, and the type of work (Foster, 2012: 43). Therefore, the more work experience a person has, the more quality knowledge and skills they will acquire during their work period, both in the same job in the same place and in other jobs in different places. Therefore, it affects the employees' performance.

In this case, several previous research projects revealed that work experience affects performance (Usman *et al.*, 2021; Ardianto, 2020; and Ratnawati *et al.*, 2020). However, several other studies also found that work experience has no effect on performance (Sitompul and Simamora, 2021; Rulianti, 2019; and Wardayati *et al.*, 2019). Hence, these theoretical and empirical studies of previous research results (research gap), the research hypothesis tested is:

H2: Work experience affects the performance of High School/ Vocational School supervisors in Riau.

The Role of Achievement Motivation in Moderating the Effect of Competency on the Performance of High School/Vocational School Supervisors in Riau

As a moderating variable, achievement motivation is considered moderating the effect of competence on employee performance, indicating that achievement motivation can strengthen or weaken the effect of competence on employees' performance. This is because achievement motivation is an individual's encouragement to do something optimally by using all his abilities to be superior to other individuals until the individual is successful (Robbins and Judge, 2007: 57). A person is motivated or driven to succeed if they have the ability or competency, which includes knowledge, skills, and attitudes to carry out work in their field. Achievement motivation is needed to be success or to achieve excellence. People will satisfy their needs through different means, and are encouraged to succeed for various reasons both internal and external. Someone's excellence can be measured base on his own previous achievements or the achievements of others. Research conducted by Eroglu and Kiray (2020), Jnaneswar and Ranjit (2022), Reizer *et al.* (2019), Meng and Hu (2023), and Lin (2021) found that work motivation affects performance. However, research conducted by Debrulle *et al.* (2021), Mona and Kurniawan (2022), Nurwin *et al.* (2021), and Adha *et al.*, 2019 found that work motivation has no effect on performance. Furthermore, research conducted by Susanto *et al.* (2022) and Suardika (2020) found that competence affects motivation, yet research conducted by Takko *et al.* (2022), Astuti and Kurnia (2020), and Heliani *et al.* (2020) found that competence has no effect on work motivation. Based on this theoretical and empirical study, the research hypothesis tested are:

H3: Achievement Motivation Moderates the Effect of Competency on the Performance of High School/ Vocational School supervisors in Riau.

The Role of Achievement Motivation in Moderating the Effect of Work Experience on the Performance of High School/Vocational School Supervisors in Riau

Achievement motivation as a moderating variable is considerate moderating the effect of work experience on employees' performance, indicating that achievement motivation can strengthen or weaken the effect of employees' work experience on their performance. A person is motivated or encouraged to succeed if they have experience in acquiring knowledge and skills during a certain previous period related to the current job. This means that work experience can affect employees' work motivation. Research conducted by Eroglu and Kiray (2020), Jnaneswar and Ranjit (2022), Reizer *et al.* (2019), Meng and Hu (2023), and Lin (2021) found that work motivation affects performance. Meanwhile, research conducted by Debrulle *et al.* (2021), Mona and Kurniawan (2022), Nurwin *et al.* (2021), and Adha *et al.*, (2019) found that work motivation has no effect on performance.

Furthermore, research conducted by Apriansyah and Widigdo (2022), and Andykhatria *et al.* (2022) found that work experience affects motivation. Meanwhile, research conducted by Mustaqimah *et al.* (2022), and Avriyanti *et al.* (2019) found that work experience has no effect on work motivation. Based on this theoretical study, the research hypothesis tested is:

H4: Achievement Motivation Moderates the Effect of Work Experience on the Performance of High School/ Vocational School supervisors in Riau

The Effect of Achievement Motivation on the Performance of High School/Vocational School Supervisors in Riau

Davis (1985:484) revealed that the factors affecting the performance achievement are the ability factor and the motivation factor, which is formulated as Human Performance = Ability + Motivation; Motivation = Attitude + Situation; and Ability = Knowledge + Skills. In this case, the employees' ability factors consist of potential abilities (IQ) and reality abilities (knowledge skills). This means that employees who have an IQ above average with adequate education for their position and are skilled in carrying out daily work will find it easier to achieve the expected performance. In this case, motivation factors are formed based on the employee's attitude in facing work situations. Meanwhile, mental attitude is a mental condition that encourages employees to make efforts in achieving maximum work performance. Mathis and Jackson (2017:78) stated that the factors that affect employees' performance are the employee's ability for the job, the level of effort given or motivation, and the organizational support they receive. The stronger the drive or motivation, the higher the effort or performance provided, and providing good work motivation can improve the performance according to the established work standards. Achievement motivation is motivation that encourages individuals to be success, and aims to succeed in competition or rivalry with several standards of excellence (McClelland, 1987:40). People who demand for achievement always want to seek achievement, want to always excel, like competition, and like realistic challenges so that high achievement motivation can improve employees' performance better. Research conducted by Eroglu and Kiray (2020), Jnaneswar and Ranjit (2022), Reizer *et al.* (2019), Meng and Hu (2023), and Lin (2021) found that work motivation affects performance. Meanwhile, research conducted by Debrulle *et al.* (2021), Mona and Kurniawan (2022), Nurwin *et al.* (2021), and Adha *et al.*, 2019 found that work motivation has no effect on performance. Based on this theoretical and empirical study, the research hypothesis tested is:

H5: Achievement Motivation Affects the Performance of High School/ Vocational School Supervisors in Riau

Researchers further present the conceptual framework of this research:

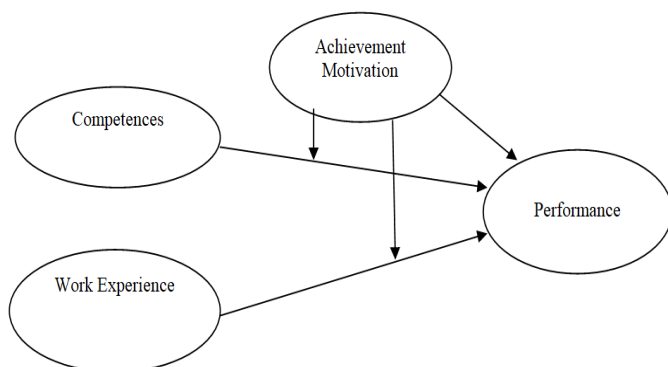


Figure 1. Conceptual Framework

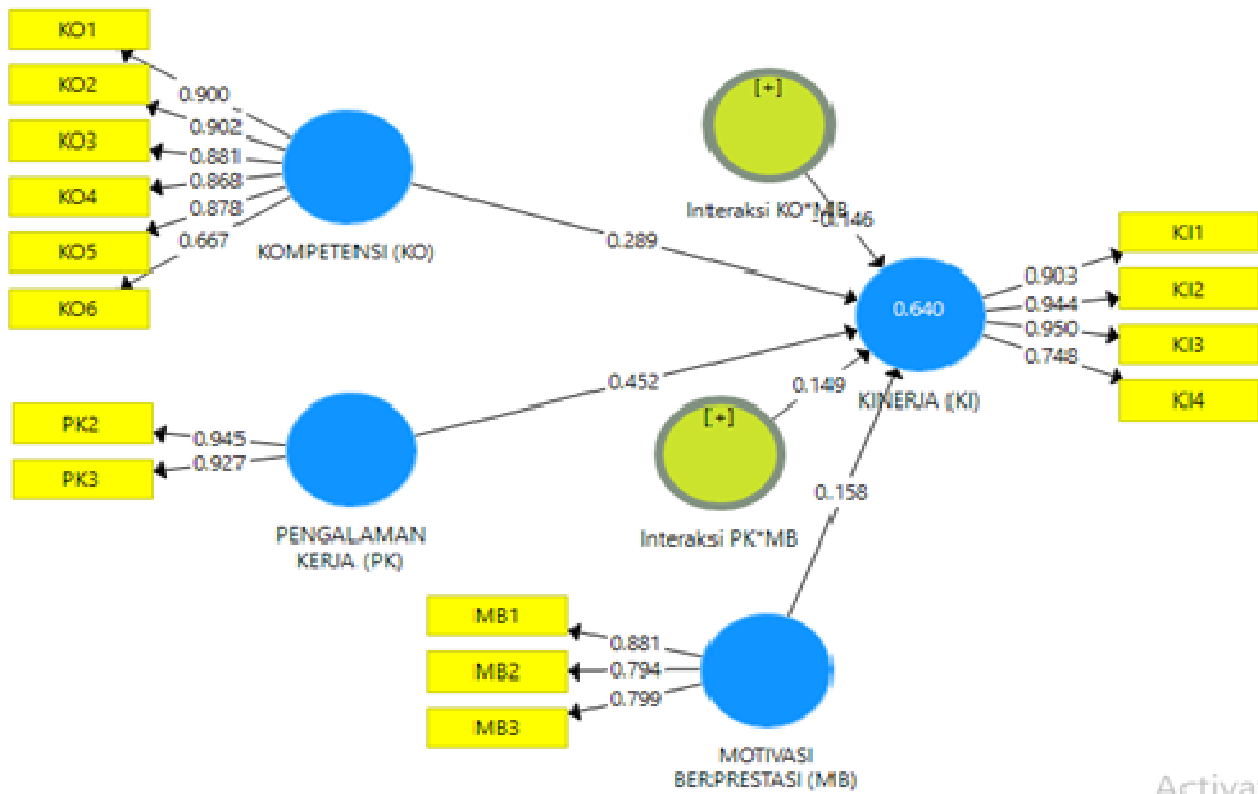
METHODS

In order to test the model, researchers involved high school and vocational school supervisors in Riau as the research samples. Our study is aware of the role of achievement motivation in improving supervisory performance. The reason researchers tested this model on high school and vocational school supervisors is because supervisors are people who carry out supervision to ensure the teaching and learning process is carried out according to procedures. In this case, the research population involved is 99 high school and vocational school supervisors in Riau. Data collection was carried out through a survey questionnaire instrument, while the data analysis was carried out using structural equation modeling (SEM) through the assistance of SMARTPLS 3.0 to test the proposed hypothesis.

In this study, supervisory competence was measured by the indicators taken from the Regulation of the Minister of Education Number 12 of 2007 which consists of personality competence, managerial supervision competence, academic supervision competence, educational evaluation competence, research development competence, and social competence. In addition, work experience was measured using indicators as proposed by Forest, (2012) and the Regulation of Minister of Education Number 12 of 2007, including length of time of work, level of knowledge and skills, as well as mastery of work and equipment. Furthermore, achievement motivation was measured using the indicators as proposed by McClelland (1961), including the need for achievement, the need for power, and the need for affiliation. Performance was further developed based on the Regulation of the Minister of the Empowerment of State Apparatus and Bureaucratic Reform Number 21 of 2010 with the indicators of preparing supervision programs, implementing supervision programs, evaluating the results of supervision programs implementation, as well as mentoring and professional training for teachers and/principals.

RESULTS AND DISCUSSION

The research respondents were 99 high school and vocational school supervisors in Riau of which 56.00% are undergraduate graduates, where 67.68% are high school supervisors with the majority group rank being IV/b by 70.71%. In this case, the respondents' responses to the supervisory performance variable are in the high category, in which the highest indicator of achievement is the preparation of supervision programs, while the lowest indicator of achievement is mentoring and professional training of teachers. Furthermore, the respondents' responses to the competency variable is categorized high, in which the highest achievement indicator is personality competency, while the lowest achievement indicator is research and development competency. Respondents' responses to the work experience variable is also categorized as high, where the highest indicator of achievement is the level of knowledge and skills, while the lowest indicator of achievement is mastery of work and equipment. Respondents' responses to the achievement motivation variable are categorized as high, where the highest indicator of achievement is the need for affiliation, while the lowest indicator is the need for power. The research path model is shown as follow:



Source: SmartPLS 3.0

Figure 2. Research Path Model

Measurement Model Analysis (Outer Model)

Convergent Validity Test

Result of convergent validity test based on the research data is presented in the following Table 1:

Table 1. Loading Factor

Variable	Indicator	Factor Loading
Supervisors' Performance (KI)	KI1- Supervisory Program	0.903
	KI2- Supervisory Program Implementation	0.944
	KI3- Evaluation of Supervisory Program Results	0.950
	KI4- Professional Guidance and Training	0.748
Competences (Kom)	KO1- Personality Competences	0.900
	KO2- Managerial Supervisory Competences	0.902
	KO3- Academic Supervisory Competences	0.881
	KO4- Educational Evaluation Competences	0.868
	KO5- Research and Development Competences	0.878
	KO6- Social Competences	0.667
Work Experience (PK)	PK2- Level of Knowledge and Skills	0.945
	PK3- Mastery of work and instruments	0.927
Achievement Motivation (MB)	MB1- Needs for achievement	0.881
	MB2- Needs for power	0.794
	MB3- Needs for affiliation	0.799

Source: Smartpls 3.0

Based on the results of the convergent validity test as shown in Table 1, when the factor loading value is less than 0.5, then it must be removed from the model and the factor loading value must be re-estimated. By removing several factor loadings below 0.5, all indicators are used to continue the analysis to the next stage. In this case, it is considered as to meet convergent validity if all factor loadings are above 0.5. Since all factor loadings in this study were above 0.5, it means that all indicators are valid to form variable constructs. In this case, the PK1-length of work indicator was dropped because the loading factor is below 0.5.

Discriminant Validity Test

Result of discriminant validity test of the research data is presented in the following Table 2:

Table 2. Cross Loading Value

Indicator	KI	KO	PK	KO*MB	PK*MB	MB
KI1- Supervisory Program	0,903	0,696	0,758	-0,063	-0,080	0,426
KI2- Supervisory Program Implementation	0,944	0,704	0,714	-0,082	-0,079	0,482
KI3- Evaluation of Supervisory Program Results	0,950	0,722	0,716	-0,084	-0,070	0,481
KI4- Professional Guidance and Training	0,748	0,507	0,471	-0,216	-0,171	0,454
KO1- Personality Competences	0,682	0,900	0,682	-0,070	-0,011	0,493
KO2- Managerial Supervisory Competences	0,747	0,902	0,729	-0,065	-0,014	0,360
KO3- Academic Supervisory Competences	0,600	0,881	0,712	-0,024	-0,013	0,434
KO4- Educational Evaluation Competences	0,663	0,868	0,784	-0,083	-0,084	0,413
KO5- Research and Development Competences	0,639	0,878	0,742	0,005	-0,002	0,440
KO6- Social Competences	0,430	0,667	0,694	-0,189	-0,187	0,462
Moderation 1	-0,115	-0,075	-0,115	1,000	0,917	-0,409
MB1- Needs for achievement	0,522	0,498	0,522	-0,374	-0,390	0,881
MB2- Needs for power	0,317	0,317	0,317	-0,309	-0,354	0,794
MB3- Needs for affiliation	0,393	0,388	0,393	-0,321	-0,340	0,799
Moderation 2	-0,105	-0,050	0,522	0,917	1,000	-0,438
PK2- Level of Knowledge and Skills	0,756	0,802	0,945	-0,191	-0,216	0,524
PK3- Mastery of work and instruments	0,657	0,741	0,927	0,113	0,035	0,388

Source: SmartPLS 3.0

Table 2 above shows that the model has good discriminant validity if each indicator loading value of a latent variable is greater than other correlated variables. The cross loading value in this study for each indicator is greater than for other latent variables. This indicates each variable has good discriminant validity.

Construct Reliability Test

Average Variance Extracted (AVE) has a value of above 0.5 and Composity Reliability (CR) has a value of above 0.7. This indicates that the construct built is good or reliable (Hair *et al.*, 2019). The following is the Construct Reliability table:

Table 3. Construct Reliability

Variable	Cronbach's Alpha	Composite Reliability
Supervisors' Performance	0.910	0.938
Competences	0.924	0.941
Work Experience	0.860	0.934
Moderating Effect 1	1.000	1.000
Moderating Effect 2	1.000	1.000
Achievement Motivation	0.771	0.865

Source: SmartPLS 3.0

Structural Model Analysis (Inner Model)

Coefficient of Determination (R²): The following table 4 shows the R-Square value of this research:

Table 4. R-Square

Variable	R Square
Supervisors' Performance	0.640
Competences	-
Work Experience	-
Achievement Motivation	-

Source: SmartPLS 3.0

The R² result is 0.67; 0.33; and 0.19, indicating that the model is "good", "moderate", and "weak" (Hair *et al.*, 2019). Based on Table 4, the R-Square value for the cooperative performance variable is 0.640, indicating the percentage of the effect of the competency, work experience, and achievement motivation variables is 64.00% and the model is categorized as moderate.

Predictive Relevance (Q²): The Q² value has the same meaning as the coefficient of determination (R-Square).

A Q Square (Q²) value of 0 indicates the model has Predictive relevance; conversely, a Q² value of less than 0 indicates that the model has poor predictive relevance. In other words, when all Q² values are higher, the model can be considered to fit the data better (Hair *et al.*, 2019). The Q² value in this research can be seen as follows:

Table 5. Q-Square

	SSO	SSE	Q ² (=1-SSE/SSO)
Moderating Effect 1	99,000	99,000	
Moderating Effect 2	99,000	99,000	
Performance	396,000	203,147	0,487
Competences	594,000	594,000	
Achievement Motivation	297,000	297,000	
Work Experience	198,000	198,000	

Source: SmartPLS 3.0

The calculation results show that Q² value of 0.487 indicates that the variables studied can be explained by this model.

Hypothesis Analytics

The following Table 5 shows the results of hypothesis test results:

Hypotheses 1

The regression coefficient value obtained is 0.289 with a positive relationship direction and a P-Value of 0.042 < 0.05. If we use the T-Statistic comparison of 2.038 > 1.96, then the hypothesis (H1) is accepted, so it can be concluded that the Competency variable has a significant positive effect on the performance of High School/ Vocational School supervisors in Riau. The results of this research are in line with the previous research carried out by Zacca and Dayan, (2018); Sartika *et al.*, (2022); Kurniawan, (2018); Anwar and Aima, (2019); Martini *et al.*, (2018); Lin, (2021), Dewi and Fitrio, (2022) who found that competence affects the performance of supervisors.

Hypothesis 2

The regression coefficient value obtained is 0.452 with a positive relationship direction and a P-Value of 0.002 < 0.05. If we use the T-Statistic comparison of 3.053 > 1.96, then the hypothesis (H2) is accepted, hence it can be concluded that the Work Experience variable has a significant positive effect on the performance of High School/ Vocational School supervisors in Riau.

Table 6. Hypothesis Test Results

	Original Sample (O)	T Statistics (O/STDEV)	P Values	Description
Competences ->Supervisors' Performances	0.289	2.038	0.042	Accepted
Work Experiences ->Supervisors' Performances	0.452	3.053	0.002	Accepted
Moderating Effect 1 ->Supervisors' Performances	-0.146	1.030	0.303	Rejected
Moderating Effect 2 ->Supervisors' Performances	0.149	1.069	0.285	Rejected
Achievement Motivation ->Performance	0.158	1.892	0.059	Rejected

Source: SmartPLS 3.0

The results of this research are in line with the previous research done by Usman *et al.*, (2021); Ardianto, (2020); and Ratnawati *et al.*, (2020) who found that work experience affects the supervisory performance.

Hypothesis 3

The regression coefficient value obtained is -0.146 with a negative relationship direction and a P-Value of 0.303 > 0.05. If with T-Statistics 1.030 < 1.96, then the hypothesis (H3) is rejected, so it can be concluded that the Competency variable does not have a significant effect on the performance of High School/ Vocational School supervisors in Riau with Achievement Motivation as moderation. In other words, it can be concluded that the Achievement Motivation variable does not moderate the effect of Competency on the Performance of High School/ Vocational School supervisors in Riau. Furthermore, the regression coefficient of -0.146 with a negative relationship indicates that the interaction between the Achievement Motivation and the Competency variable can weaken the effect of Competency on the performance of High School/ Vocational School supervisors in Riau.

Hypothesis 4

The regression coefficient value obtained is 0.149 with positive relationship direction and P-Value of 0.285 > 0.05. Based on T-Statistics 1.069 < 1.96, then the hypothesis (H4) is rejected. Therefore, it is concluded that the Work Experience variable does not have a significant effect on the performance of high school / Vocational Schools supervisors in Riau with Achievement Motivation as moderation. In other words, it can be concluded that the Achievement Motivation variable does not moderate the effect of Work Experience on the Performance of High School/ Vocational School supervisors in Riau.

Hypothesis 5

The regression coefficient value obtained is 0.158 with a positive relationship direction and a P-Value of 0.059 > 0.05. Based on T-Statistic comparison of 1.892 < 1.96 then the hypothesis (H5) is rejected. Therefore, it can be concluded that the Achievement Motivation variable does not significantly affect the performance of High School/ Vocational School supervisors in Riau. This is in line with the previous research conducted by Debrulle *et al.*, (2021); Mona and Kurniawan, (2022); Nurwin *et al.*, (2021); Adha *et al.*, (2019) that found that work motivation has no effects performance.

Conclusions

This research aims to develop human capital theory through a conceptual model of supervisory performance variables, competence, work experience, and achievement motivation.

The research results discovered that among the five hypothesis proposed, only two were accepted, those are the effect of competence and work experience on supervisory performance. Therefore, it can be concluded that competence and work experience improvement is a strategy to improve human capital in accordance with human capital theory. Managerially, one strategy for improving supervisory performance is not through the moderating role of achievement motivation but rather by increasing competence and work experience.

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