

Leadership And Competence of Some Private Bank Instructor In Jakarta

Imam Zul Fikri, Rowlan Takaya
(University of Trisakti, Jakarta)

ABSTRACT: *The competition of some private Bank in Indonesia is very competitive today, they try to grab customer in many ways. Some of Private Bank try to create strategy in short and long term, they try to enhance their performce by develop cmpetencies of knowledge and expertise. Customer is very demanding today, they face so many competitor in many area of business. They compete in interest rate, service quality and customer relationship management. With this research will will investigate the effect of leadership and competence toward motivation of Private Bank Instructor in Jakarta, in the fact all opf the hypothesis is positively.*

Keywords: *Competence, leadership and motivation.*

I. RESEARCH BACKGROUND

Today the competition is very tigh and competitively, Global Private Banking provides tailored private banking, investment and wealth management services to business owners, entrepreneurs, senior executives and their families. We aim to be the leading private bank for high-net-worth business owners, building on HSBC's commercial banking heritage. We work closely with other parts of the HSBC Group, including Commercial Banking and Global Banking and Markets, to help clients meet their personal and business financial objectives. Our relationship managers develop a thorough understanding of our clients - including their family, business, lifestyle and ambitions – and introduce them to investment and credit advisers, wealth planners and other specialists who can help them to develop the most appropriate financial strategy.

Formulation of the problem

Based on the identification of the problems mentioned above, it can be prepared a number of formulation of the problem as follows:

1. Is there any influence of Leadership to the Work Motivation of Private Bank Instructor in Jakarta ?
2. Is there any influence of Competence on Work Motivation of Private Bank Instructor in Jakarta?
3. Is there any influence of Leadership and Competence of Instructors on Work Motivation of Private Bank Instructor in Jakarta?

Research purposes

Based on the formulation of the problem above, the purpose of the study was to analyze Ian prove

1. Effect of Leadership to the Work Motivation of Private Bank Instructor in Jakarta.
2. Effect of Competence on Work Motivation of Private Bank Instructor in Jakarta.
3. Effect of Leadership and Competence on Work Motivation of Private Bank Instructor in Jakarta.

II. THEORY OVERVIEW

Leadership Principal

Knezevich cited Indrafachrudi (2003), suggests that leadership is a major energy source in the achievement of the objectives of education. On the other contents, Owens (2001), jugs asserts that leadership is the main vehicle to achieve organizational goals of education. To that end, in order that the principal could carry out its duties effectively, the absolute hares can implement good leadership. The success of leadership is largely determined by certain personality traits, such as self-esteem, initiative, intelligence, fluency, creativity, including traits physical person has. Principal leadership is said to be effective if it has the properties of a good personality. Instead, the principal's leadership is said to be ineffective if they do not exhibit the properties of a good personality. Based on the theory of principal leadership, Newell (2001), which emphasizes that the success of leadership is determined by the behavior of leaders and organizational factors, such as the type of work, Bank organizational environment, and the characteristics of the individuals involved in the organization at the Bank. No one of the most effective leadership style for all organizations. Effective leadership is the leadership behaviors that match the characteristics of the organization, especially the condition of subordinate maturity. In further developments, it is known that the success of Bank leadership is not only focused on the behavior displayed leadership in the group, but it should be examined in terms of the behavior displayed in the members of the organization. To that end, the principal must be able to transform the value to subordinates to achieve

organizational goals in Bank. Based on the description above, it is the principal's leadership in this research is the ability of principals in influencing subordinates to carry out duties in accordance with its intended purpose, (Owens, 2001) .As for the dimensions of Bank leadership consists of two dimensions, namely: leadership-oriented the task (task oriented) and oriented leadership on human relationships (people oriented). Dimensions of task-oriented leadership (task oriented) developed into several indicators: a. work plan development, b. the establishment of working patterns, c. procedures for reaching these objectives, d. Employment targets. Dimensions oriented leadership on human relationships (people oriented) has the following indicators: a. Kesejawatan relationship, b. Mutual trust, c. Mutual respect, d. The warmth of the relationship between members.

Theory Instructor Competence.

In line with the global challenges of life, roles and responsibilities of instructors in the future will become more complex, so it requires instructors to constantly perform various enhancements and adjustments mastery of competencies. Instructors need to be more dynamic and creative in developing the students' learning process. Instructors in the future will no longer be the only one of the most well informed on a variety of information and knowledge that is developing and interacting with humans in the universe. In the future, instructors are not the only people who are more proficient in the midst of their students. If instructors do not understand the mechanisms and patterns of dissemination of information so quickly, he would in a professional manner. If this happens, he will lose the confidence both of the students, parents and the community. To meet the challenges professionalism of the instructors need to think anticipatory and proactive. That is, the instructor must update its science and knowledge continuously.

Work Motivation

Robbins (2003) suggests motivation is a desire to do their utmost to achieve organizational goals, influenced by the ability to make some individual needs. Motivation is generally associated with efforts to achieve the goal, while the objective of the organization to reflect the sole benefit related to the behavior in respect of employment. According to Schermerhorn, (2008: 94) argues that motivation is a term used in organizational behavior to describe the forces within the individual, which describe the extent, direction and persistence of effort expended on the job. While the opinion of Ernest J. Mc Cormick, (2001) and Mangkunagara (2001: 96) argues as follows: "Work motivation he defined as roomates conditions influence the arousal, direction, and maintenance of relevant behaviors in work settings". Which means that work motivation is defined as conditions that affect evoke, directing and maintaining behavior related to work environment. And that definition, basically stated that motivation is closely related to the effort (effort) someone in work. As a instructor education professionals have a different motivation among instructors working with one another. This Hat will eventually result in differences in performance of instructors in improving the quality of education. Based on the overall description above, it can be concluded: Motivation of instructors in this research is the desire of instructors working to achieve the goals or achievements, which can affect evoke, directing and maintaining behavior related to work environment, (Mc.Clelland, 2001). The dimensions of work motivation consists of three dimensions: the need for achievement, affiliation and power.

Theory Instructor Performance

As'ad (2003) stated that in general the performance is defined as a person's success in carrying out a job. Based on that As'ad (2003) states that the definition of performance is a result achieved by a person under the measure applies to the work concerned. Hasibuan (2001) describes the performance has a close relationship with the issue of productivity, because it is an indicator in determining how the attempt to achieve high levels of productivity in an organization. From some explanations about the notion of performance can be concluded that the performance of instructors in this study is the result of work that can be achieved by a instructor at the Bank in accordance with the duties and responsibilities in achieving educational goals (Mitchell terence, 2010). As for the performance of instructors has five dimensions of quality of work, speed and accuracy, initiative, ability, communication. 1. Work Quality Dimensions, The indicators: a. Planning a teaching program with the right; b. Applying new things in the learning; c. Provide teaching materials in accordance with the characteristics of the students; d. Applying the results of research in learning. 2. Dimensional Accuracy / Speed Training, Indicators: a. Be careful in explaining the teachings mated; b. Assessing learning outcomes by carefully; c. Completing the teaching program in accordance with the academic calendar. 3. Dimension initiative in Work Indicators: a. Using media in learning; b. Using various methods of learning; c. The administration of the Bank is well; d. Creating things bare more effective in managing the administration of the Bank. 4. Ability Dimensions in Work Indicators: a. Being able to lead the class; b. Being able to manage the interaction of teaching and learning; c. Being able to make an assessment of student learning outcomes; d. Mastering educational foundation. 5. Dimensions of Communication Indicators: a. Implement tutoring services; b. Communicating ha-new thing in

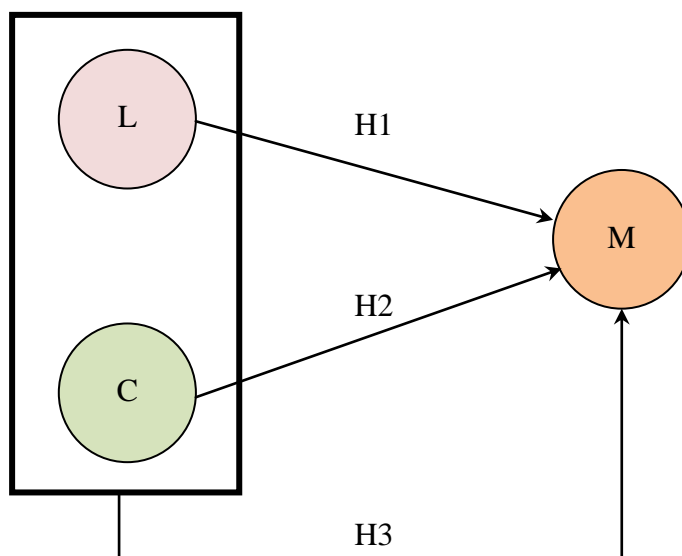
learning; c. Using a variety of techniques to manage the learning process; d. Receptive to feedback for the improvement of learning.

Research hypothesis

Based on the theoretical framework of the research hypothesis above can be made as follows:

- H1: There is the influence of Leadership to the Work Motivation of Private Bank Instructor in Jakarta.
- H2: There is a instructor competence influence on work motivation of Private Bank Instructor in Jakarta.
- H3: There is the influence of Headmaster leadership clan instructor competence on job motivation of Private Bank Instructor in Jakarta.

Framework



Methods Used

This study is the explanation (explanatory research), which will prove a causal relationship between the independent variable (independent variable) that Bank leadership and instructor competence; variable between (intervening variable) variable work motivation; and the dependent variable (dependent variable) is the performance of instructors.

Conceptual and Operational Definition of Variables

Operational variable definition is intended to clarify that the variables researched, where the subject matter of this study are:

1. Leadership (X1) as independent variables.
2. Competence (X2) as the independent variable
3. Motivation (Y) as an intermediate variable

Draft Test Validity

Test used to determine the validity of valid / invalid or not a questionnaire, a questionnaire is valid if the questions in the questionnaire were able to reveal something that will be measured by the questionnaire (Ghozali and Fuad, 2008: 142). The level of validity can be measured by comparing the value of r is calculated by the value of r table for Degree Of Freedom (df) = n. With such questions considered valid if $r_{count} > t_{table}$ and vice versa if $r_{count} < t_{table}$ the questions is not valid. In addition, the validity is used to see if the respondent can understand questions there, so the results can reflect the real situation. Validity of instrument use: correlation score items with a total score of "Product Moment (Pearson)". The analysis conducted on all grain instrument, the criteria of testing done by comparing r_{count} with t_{table} extent confidence level of 95%, $p = 0.05$ or 99% confidence level, with $p = 0.01$.

This study used two different techniques of analysis,

1. Factor Analysis (Confirmatory Factor Analysis)
Confirmatory factor analysis on the SEM is used to confirm the factors most dominant in one group of variables. In studies in the confirmatory factor analysis was used to test the indicators that make up the leadership of the principal, instructor competence, motivation of instructors and instructor performance.
2. Regression Weight.

Regression weight on the SEM used to determine how much influence the relationship variables that theoretically exist. In this study the variables consist of principal leadership, instructor competence, motivation of instructors and instructor performance. So in this study regression weight is used to test the hypothesis H1, H2, and H3.

- 1) Evaluate the criteria Goodness of Ft.

In summary indices that can be used to test the feasibility of a model, are presented in the following table:

Table Guidelines for Goodness of Fit Index (GFI)

No.	Goodness-of-fit index	Cut off Value
1	$\chi^2 - Chi Square$	$\leq \alpha$ df (Smaller than Chi square table)
2	Significance probability	$\geq 0,05$
3	GFI	$\geq 0,90$
4	AGFI	$\geq 0,90$
5	CFI	$\geq 0,95$
6	TLI	$\geq 0,95$
7	CMIN/DF	$\leq 2,0$
8	RMSEA	$\leq 0,08$

Source: Widarjono Agus (2005: 283) dan Ferdinand Augusty (2006)

Test the effect (Regression Weight), hypothesis testing is done by looking at the value of Critical Ratio (CR) are presented in the Regression Weight. Hypothesis Ha Ho accepted or rejected, if the CR is generated in the regression analysis conducted on the model studies show the value of each variable CR / constructs were tested $\geq 1,96$ at the significant level of 1% (Widarjono Agus (2005: 324).

- 2) Interpretation and Modification Model

At a later stage are interpreted and modified models, for models that do not qualify testing. Once the model is estimated, the residual covariance must be small or close to zero and the frequency distribution of the residual covariance must be symmetric. Limit the amount of residual security generated by the model is 5%. Rated residual values greater than or equal to 2.58 are interpreted as a statically significant at the 1% level and have significant residual prediction error indicates substantial for a pair of indicators.

Hypothesis 1.

H₀: There is no effect of leadership to the work motivation

H₁: There is the influence of leadership to the work motivation

Conclusion

Karma t-Value or C.R. amounting to 2,658 > 1,967 or 0,008 P value of <0.05 then H₀ is rejected, the next visits of the regression coefficient obtained positive at 0.274. With these results we can conclude: "There is a positive and significant impact of Bank leadership on work motivation".

Hypothesis 2.

H₀: There is no effect of instructor competence on work motivation .

H₁: There is the influence of instructor competence on work motivation.

III. CONCLUSION

Because the value of t-Value or C.R. amounting to 2,492 > 1,967 or 0,013 P value of <0.05 then H_a is rejected, the next visits of the regression coefficient obtained positive at 0.240. With these results we can conclude: "There is a positive and significant influence of instructor competence on work motivation "

Hypothesis 3.

H₀: There is no effect of leadership and competence jointly on work motivation.

H₁: There is the influence of leadership and competence jointly on work motivation.

Conclusion

By using SEM analysis Amos, testing parameter squared multiple correlations with R² determinants and equation 0.102 substruktur that Motivation = 0.274 + 0.240 * * Leadership Competencies + errorvarO, 898. So H₀ rejected and H, are acceptable, thus it can be concluded: "There is a positive and significant impact of leadership and instructor competence jointly on work motivation".

Conclusion Research

1. There is the influence of Leadership to the work motivation From the test results overall model fit, the dimensions of leadership dominant variable is human relationships (HM). Indicators dominant in the leadership has a good relationship with instructor partnership (HM1).
2. There is the influence of instructor competence on work motivation accordance with Amos Output shows the value of t-Value or C.R. From the test results overall model fit, the dimensions of competence variable is the dominant personality (kp) and indicators KP1 dominant personality excellent.
3. influences of leadership and competence in together both on work motivation, in accordance with the determination R square of 0.102, or 10.2%. So that 89.8% of its more motivation to work is influenced by other variables outside the research constructs. R square determinant of 10.2% indicates that the model is robust (southern, Heng, 2013: 68) and the sub structural equation below: Work motivation Leadership + = $0.274 * 0.240 * 0.898$ errorvar Competence + $R^2 = 0.102$

Managerial Policy Implications

Conclusion The above implies that showed that motivation private bank instructor turns partially or jointly influenced by leadership and competence. This matter means that the level of work motivation will materialize well as expected either by the bank instructor, if the leadership is implemented effectively, in line with the conditions of the Bank and work functions, opportunities for competency are provided with clear and proportional able to contribute the realization effort of instructors' work motivation. Although variable partial leadership shows that the views from the direct influence of the more dominant instructor competence, but to build employee motivation gives instructors more significant meaning performed simultaneously or together. For that of the two variables that leadership and instructor competence should be considered in the implementation level to encourage job motivation of instructors by taking into account the various dimensions of the dominant without neglecting dimensions and other indicators that have been measured and tested as the results of tests of statistical inferential indicator of leadership Bank is predominantly HMI with a coefficient of 0.704, namely 'leadership has a relationship partners good with the instructor while the statistical analysis of descriptive indicators of dominant HM4 relationships between members, while the results of tests of statistical inferential indicator of instructor competence is the dominant KP1 with a coefficient of 0.749 that is personality excellent, while analysis descriptive statistics is the dominant indicator PR4 application of the concept of leadership principals who have partnership good relationship with the instructors and the relationships between its members would motivate the work of instructors so that instructors will have the personality excellent to master the application of the concept of teaching in Banks.

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