

# Competence, Capability's, And Tutors Performance (Case Study on Excellent Course in Indonesia)

Awan Santosa, Ridho Nur Robbi Wardoyo

**Abstract—** This study aims to examine and analyze the effect of competence and capability on tutors performance that is strengthened by financial compensation. This research is a type of qualitative and quantitative research. Qualitative research is carried out by looking at indicators that support the level and quality of work competence and capability in tutors performance collected through the method of triangulation or looking for differences and new definitions of some references. Quantitative research was conducted to test whether there was an effect on tutors performance through the amount of financial compensation as a mediator conducted at Excellent Course, Kampung Inggris Pare. Using respondents of 100 tutors by collecting research questionnaires to test the magnitude of the effect on quantitative data. The collected data were analyzed using descriptive analysis, multiple regression analysis and moderation regression analysis. The results showed a difference in general definition and function of competence and capability and simultaneously had a significant effect on tutors performance. On the other hand competence does not affect tutors performance before or after being strengthened by financial compensation partially and financial compensation can partially strengthen capability in influencing tutors performance after or before being moderated.

**Index Terms—** Competence, Capability, Financial Compensation, Tutors Performance

## I. INTRODUCTION

The education system in Indonesia developed rapidly, specifically for English as one of the subjects tested in the National Examination. In addition, English skills and it's certificates are one of the qualifications required by the company to recruit employees. improving the economy of the community and changing patterns of community life in urban areas with a fairly high level of community mobility have led to a reduction in parents' time in guiding and educating children in terms of education. This supports the creation of the English course as an alternative choice for parents in preparing and improving children's ability to speak English. The aforementioned phenomenon indicates the prospect of establishing a quite large tutoring service such as in the *Kampung Inggris* Pare, Kediri. East Java, Indonesia Kampung Pare is one area in the city of Kediri which has more than 130 English courses. And competence and capability are needed to find out how high the quality of the courses given in

*Kampung Inggris* Pare. Competence is a quality that encompasses the attitudes, skills, and abilities possessed by instructors, an ability found from real-world practices that can distinguish between those who are qualified with those who are mediocre at work, while capability means the same as competence, but it is said that capability is able to be more masterful of that ability and aware of any weaknesses so they can overcome and provide solutions to problems.

Excellent Course is one of the places of tutoring that prioritizes the quality of learning through competent performance and high capability. The provision of the teaching target program is a form of training for prospective tutors who are ready to teach in excellent courses to further improve their mastery of English. Some tutors are obtained from the best graduates on other courses by offering attractive wages and financial compensation.

The importance of tutors competence and capability at course is the basis of this study to determine whether a high level of competence and capability can affect performance? or the high financial compensation can strengthen the influence of competence and capability on tutors performance and are there different definitions of competence and capability in their functions and uses.

## II. HYPOTHESES DEVELOPMENT

Competence is the condition or quality of individual work in which the work can be considered competent if its performance is satisfactory. The definition of competency is ownership of skills, knowledge, attitudes, and behaviour to meet current needs.

Capability is the integration of intellectual, expertise, ability and quality of mastery, one's capability can be seen from global knowledge, expertise and self-mastery, these three things are interconnected and support each other so as to create an expected ability.

- H1: There is a difference in meaning and function between competence variables and capability variables in general.
- H2: There is a significant direct influence on competence, on tutors performance.
- H3: There is a significant direct effect of capability on tutors performance.
- H4: There is a significant direct effect of competence and capability together - tutors performance.
- H5: There is a significant direct effect of competence on tutors performance through financial compensation as a moderating variable.

## III. METHOD

This type of research used in this study is a qualitative and quantitative research with a descriptive approach that is a research method based on the philosophy of positivism.

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Awan Santosa, Department of Management, Faculty of Economics, Universitas Mercu Buana Yogyakarta, Yogyakarta, Indonesia

Ridho Nur Robbi Wardoyo, Department of Management, Faculty of Economics, Universitas Mercu Buana Yogyakarta, Yogyakarta, Indonesia

Sources of data obtained for this study are primary data and secondary data.

In this study primary data were obtained through questionnaire answers distributed to respondents. In this study secondary data were obtained from articles and journals from previous studies. The population in this study are tutors who teach at Excellent Courses in Kampung Inggris, Kediri, Indonesia. The sampling method in this research is purposive sampling method which is carried out in accordance with the objectives of the study.

Qualitative data in this study were collected by the method of triangulation which checking data from various sources from the internet and national and international journals through the grounded theory method or finding theory from a number of data. Quantitative data in this study were collected by the questionnaire method and analyzed using program SPSS Version 23, and qualitative data in this study were analyzed by comparing definitions between variables compared through several definitions, functions, indicators of influence and definitions in general.

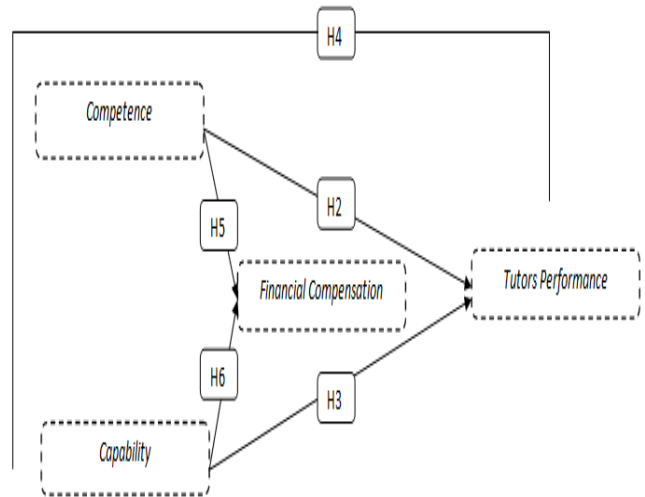


Figure 2 Quantitative Research Paradigm Model

IV. RESULT AND DISCUSSION

According to Australian OHS Education Accreditation board there is difference between competence and capability, here is.



Table 1. Language Identification Based on References

Nom	Identification	
	Competence	Capability
1	knowledge relevant to the workplace	theoretical knowledge
2	skills relevant to the workplace	a skill that is underlined by theoretical knowledge
3	the application may be limited to certain sets of circumstances	can be applied in complex and changing circumstances
4	set of standards for performance	may not have the specified standard
5	standards set by the setting / workplace process	standards can be set by professions or external bodies

Table 2. Linear Regression Analysis The Effect of Competence and Capability On Tutors Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	25,844	15,952		1,620	,108
Competence	,168	,175	,080	,962	,338
Capability	,355	,051	,578	6,947	,000

a. Dependent Variable: Tutors Performance

From the results of the analysis with the SPSS version 23 program, it can be seen that the linear regression equation mentioned above results in a tcount of 0.962 <table 1.660 showing that partial competence does not significantly influence tutors performance or the high level of competence cannot affect tutors performance, while capability influences

Significant to performance tutors is known from the tcount value of 6.947 > table 1.660 or the higher the tutor's capability level can increase tutors performance

Table 3. Test Results of Financial Compensation Relationships as Moderation with the Effect of Competence and Capability on Tutors Performance

Model 1	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
Competence	,485a	,235	,212	5,860	9,855	,000 b
Model 2	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
Capability	,616a	,380	,360	5,279	19,57 9	,000 b

The Rsquare value of the regression equation in model 1. Shows that financial compensation significantly (Sig value < 0.05) can strengthen the relationship of competence to tutors performance by 21.2%.

The calculated F value of the regression equation in model 1. Shows that competence together with financial compensation as a moderating variable simultaneously influences tutors performance with Fcount of 9,855 > 2, 46.

The Rsquare value of the regression equation in model 2. Shows that financial compensation significantly (Sig value < 0.05) can strengthen the capability relationship to tutors performance by 36.0%.

The calculated F value of the regression equation in model 2. Shows that capability along with financial compensation as a moderating variable simultaneously influences tutors performance with Fcount of 19.572 > 2, 46.

Table 4. Test of Competence Influence on Tutors Performance through Financial Compensation as Moderation Variable

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	65,998	1,017		64,88 3	,00 0
Zscore: Competence	,515	,599	,078	,859	,39 3
Zscore: Financial Compensation	3,133	,592	,475	5,295	,00 0
SNM1	,601	,702	,078	,856	,39 4

a. Dependent Variable: Tutors Performance

The moderation regression test results in Table 5. Show that the tcount of competence variable is 0.859 < 1.983 and the significant value is more than 5%, it is concluded that the

competence variable ( $X_1$ ) has no effect on tutors performance (Y). Thus financial compensation only strengthens and does not affect competence on tutors performance.

Table 5. Test the Effect of Capability on Tutors Performance Through Financial Compensation as a Moderation Variable

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	68,076	,798		85,277	,000
Zscore: Capability	6,354	1,399	,963	4,542	,000
Zscore: Financial Compensation	-2,396	1,391	-,363	-1,723	,088
SNM2	-4,800	2,104	-,192	-2,282	,025

a. Dependent Variable: Tutors Performance

The moderation regression test results in table 3. Show that the value of the capability variable tcount is 4.527 > 1.983 and the significant value is less than 5%, it is concluded that the capability variable ( $X_2$ ) has a significant effect on tutors performance (Y), then after being strengthened with the variable financial compensation (XM) significant value of 0.025 < 0.05 with negative coefficient, it can be concluded that financial compensation affects the relationship between capability on tutors performance. A negative score indicates the higher the financial compensation, the lower the relationship between capability and tutors performance.

Based on the results of qualitative research on competence and capability using the triangulation method strengthened by journals and references and data in table 1. Then it is proven that there are differences in the general meaning and function of the two variables and prove the truth that H1 is accepted.

Based on the results of the research t-test qualitative data on performance tutors contained in table 2. Obtained results that partially competence does not affect the performance tutors because of the tcount 0.962 < t table 1,660. This proves that  $H_2$  was rejected.

Based on the results of the research t-test qualitative data on the performance tutors contained in table 2. Obtained the results that the  $t_{count} 6.947 > t_{table} 1.660$  partially ability significantly influence the tutors performance because the sig value of 0,000 is smaller than 0.05. This proves that  $H_3$  is accepted.

Based on the results of a qualitative Fdata Test study on the effect of competence and capability on tutors performance contained in table 3, the value of  $F_{count} 24.193 > F_t 2,696$  was obtained. Thus it shows that competence and capability together affect tutors performance and prove that  $H_4$  is accepted.

Based on the research results of the qualitative data t test on the effect of competence on tutors performance then retested by entering financial compensation as a moderating variable in table 5. Then the t-value becomes  $0.856 < 1.660$  with  $R_{square}$  value of 0.235 or 23.5% so that financial compensation is only as a reinforcement variable and does not affect the relationship between competence and tutors performance, then declared  $H_5$  is rejected.

Based on the results of the research, the t-test of qualitative data on the effect of competence on tutors performance was then retested by entering financial compensation as a moderating variable in table 5. Then the t-value was  $4.52 < 1,660$  with an  $R_{square}$  of 0.235 or the existence of a financial compensation amplifier of 23, 5% affecting the relationship between competence on tutors performance, then declared  $H_6$  is accepted.

### CONCLUSSION AND RECOMMENDATION

The test results using multiple linear regression showed that competency tutors have no effect on tutors performance before or after being strengthened by financial compensation, so it can be concluded that high or low financial compensation cannot affect tutors performance. Judging that agency management policies are very dominant in creating good quality performance for tutors as human resources therein, this study provides recommendations to Excellent Course in *Kampung Inggris* Pare to provide training such as TOEFL or IELTS testing for instructors and micro teaching examinations on public street for increase confident tutors so as to increase competence that can affect tutors performance and character education must be supported by all interested parties as well as the need for improvement and application of rules in management that are a reference for the realization of personal concepts and values so as to increase competence and capability to produce ccompetent performance tutors and high capability. Testing on capability by using multiple linear regression shows that capability can affect tutors performance or the absence of financial compensation as an amplifier, so it can be concluded that the capabilities of tutors must continue to be improved to improve tutors' performance because the higher the capability of the tutors, the higher the tutors performance.

In this research, it is known that the higher the financial compensation of tutors performance at Excellent Course, the lower level of capability, so other options need to be given to strengthen the influence of tutors' capability such as motivation or leadership style.

The limitation of this study is that it does not examine other variables that can moderate the influence of competence on tutors performance. In this study partially financial

compensation cannot significantly influence to tutors performance because financial compensation as an amplifier only affects 21.2% and the remaining 78.8% is influenced by other moderation variables that are not included in the model.

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