

Leadership Style, Organizational Culture, and Competence as Predictors of Employee Performance in Baubau's Education, Youth, and Sports Department

Muhammad Ali Masyhar^{1✉}, Endah Andayani², Kristina Sedyastuti³

^{1,2,3}Master of Management, Kanjuruhan University of PGRI Malang, Indonesia

Abstract

This study examines leadership style, organizational culture, and competence as predictors of employee performance at the Department of Education, Youth, and Sports of Baubau City. A quantitative explanatory design was employed involving all 65 civil servants as respondents through saturated sampling. Data were collected using a structured five-point Likert-scale questionnaire and analyzed with multiple linear regression using IBM SPSS Statistics. The results show that leadership style, organizational culture, and competence jointly form a significant model of employee performance, $F(3,61) = 62.536$, $p < .001$, explaining 75.5% of the variance in performance ($R^2 = .755$; adjusted $R^2 = .743$). Individually, leadership style ($\beta = .067$, $p = .476$) and organizational culture ($\beta = .067$, $p = .518$) do not significantly predict employee performance. In contrast, competence has a positive and significant contribution ($\beta = .797$, $p < .001$) and emerges as the strongest predictor. These findings indicate that improving employee performance should prioritize competence development, particularly knowledge, skills, adaptability, work attitudes, and continuous learning, while leadership and organizational culture remain important organizational supports.

Keywords: *leadership style; organizational culture; competence; employee performance; public sector*

Copyright (c) 2026 Muhammad Ali Masyhar

✉ Corresponding author :

Email Address : aliufoufo@gmail.com

INTRODUCTION

Organizations in both the private and public sectors are increasingly required to adapt to dynamic environmental changes, technological development, workforce transformation, and growing public expectations for higher-quality services. Under these conditions, organizational effectiveness depends not only on operational systems and technological resources but also on the quality of the people who manage and implement organizational activities. Human resources therefore constitute a strategic form of human capital because employees' knowledge, skills, abilities, and work attitudes contribute directly to productivity, organizational effectiveness, and sustainability (Armstrong, 2021; Armstrong & Taylor, 2023; Gile et al., 2022; Wesemann, 2022). This issue is particularly important in public-sector organizations, where employees are expected to demonstrate professionalism, accountability,

responsiveness, and the capacity to deliver public services effectively. Recent empirical evidence from government organizations further indicates that employee performance is closely associated with the quality of human resources and organizational conditions, particularly employee competence, leadership, organizational culture, and a work environment that supports effective public-service delivery (Ahmad et al., 2024; Imaniyati et al., 2024; H. Y. Putra & Putra, 2024).

Employee performance is consequently a central concern in human resource management because it reflects the extent to which individuals contribute to organizational goals through both work outcomes and work behaviors. Performance should not be understood solely in terms of the quantity of output produced but also in terms of work quality, timeliness, effectiveness, independence, and interpersonal contribution (Aguinis, 2023). In public organizations, employee performance has broader implications because it is closely associated with service effectiveness, organizational productivity, and the achievement of institutional programs. Previous studies have shown that employee performance is influenced by the interaction of individual and organizational factors, including leadership, organizational culture, and employee competence (Ferine et al., 2021; R. B. Putra et al., 2022; Qalati et al., 2022; Saridawati et al., 2024). More recent evidence from the public sector reinforces the importance of these factors while also revealing an inconsistent empirical pattern. Putra and Putra (2024) identified significant relationships among leadership competency, organizational culture, job satisfaction, and employee performance in public administration in Bengkulu, while Imaniyati et al. (2024) found that staff competencies and organizational culture positively contributed to local government service performance. In contrast, Ahmad et al. (2024) reported no significant relationship between organizational culture and Indonesian public-servant performance and identified competency mismatch as a critical factor constraining employee effectiveness. These contrasting findings indicate that the contribution of individual and organizational factors to employee performance may vary according to the characteristics and institutional environment in which employees perform their duties.

This issue is particularly relevant to the Department of Education, Youth, and Sports of Baubau City, a local government organization responsible for public services in education, youth affairs, and sports. Based on initial observations and organizational information, several performance-related problems remain apparent, particularly in work completion effectiveness, timeliness, work coordination, and differences in employees' ability to perform assigned tasks. Some administrative tasks have not always been completed within the expected time, while certain employees still require substantial supervisory direction in carrying out their responsibilities. At the same time, the increasing use of information technology in public administration requires employees to work more quickly, accurately, and adaptively. These conditions indicate a gap between the organizational expectation of effective and responsive service delivery and the actual implementation of work that has not yet been fully optimal. In addition, organizational values, discipline, teamwork, and coordination have not always been implemented consistently, while technical and information-technology capabilities vary among employees. This phenomenon suggests that performance problems in the organization are not limited to work outcomes but are also related to organizational and individual factors that may shape

employees' ability to achieve expected performance standards. Accordingly, leadership style, organizational culture, and competence represent three relevant factors for explaining variation in employee performance.

Leadership style represents an important organizational factor associated with employee performance because leaders play a central role in directing, influencing, motivating, and coordinating employees toward organizational objectives. Northouse (2023) conceptualizes leadership as a process through which an individual influences a group to achieve a common goal, while Robbins and Judge (2022) emphasize leadership behaviors related to decision making, communication, and motivation. Empirically, a substantial body of research indicates that effective leadership is positively associated with employee performance through stronger communication, motivation, coordination, work engagement, and organizational direction (Ariyani et al., 2023; Cahyono & Wening, 2023; Ferine et al., 2021; Jaya et al., 2024; Mahmud et al., 2021; Makatita et al., 2024; Qalati et al., 2022; Siraj et al., 2022; Sunatar, 2022; Widayanto & Nugroho, 2022; Worumi et al., 2024). However, the empirical evidence is not entirely consistent. Ulyanah et al. (2021), Rabani (2022), Habibi et al. (2022), Airyq et al. (2023), and Athoillah and Dwiarti (2025) reported that leadership did not always exert a significant direct influence on employee performance. These contrasting findings indicate that the leadership-performance relationship is not uniform but may depend on employee characteristics, work systems, organizational formalization, and the institutional environment in which leadership is exercised. In public organizations characterized by relatively formal rules, procedures, authority structures, and work systems, the contribution of leadership style to employee performance therefore warrants further contextual examination.

Organizational culture represents another organizational factor that may shape employees' working conditions and behaviors. Organizational culture reflects shared values, norms, beliefs, assumptions, and patterns of behavior that guide organizational members in understanding and performing their roles (Schein, 2024). A strong organizational culture can promote behavioral consistency, trust, teamwork, commitment, and effective communication, thereby creating an environment that supports employee performance (Armstrong, 2021; Robbins & Judge, 2022). Empirically, numerous studies have reported positive relationships between organizational culture and employee performance or other performance-related outcomes through strengthened work values, collaboration, engagement, and alignment between employee behavior and organizational objectives (Aggarwal, 2024; Ariyani et al., 2023; Athoillah & Dwiarti, 2025; Cahyono & Wening, 2023; Dewi & Fitrio, 2022; Ferine et al., 2021; Fitriana & Farida, 2024; Hung et al., 2022; Jaya et al., 2024; Juanda, 2022; Makatita et al., 2024; Qomariah et al., 2023; Risnawati et al., 2024; Widayanto & Nugroho, 2022; Worumi et al., 2024). However, this relationship is not always direct or statistically significant. Niken et al. (2022) found that organizational culture did not directly affect employee performance but operated through work motivation, whereas Nirmayani et al. (2022) reported no significant effect of organizational culture on civil servant performance. More recent evidence from Indonesian public servants similarly indicates that organizational culture does not necessarily emerge as a significant direct predictor of employee performance (Ahmad et al., 2024). These contrasting findings suggest that a positively perceived organizational culture may not automatically translate into performance differences

when organizational values and practices are relatively homogeneous, are not consistently internalized, or exert their effects through other organizational mechanisms. Therefore, the relationship between organizational culture and employee performance warrants contextual examination, particularly in public organizations where work behavior is also structured by formal regulations, administrative procedures, and public-service standards.

In addition to organizational factors, employee competence represents an important individual resource for achieving effective performance. Competence encompasses the knowledge, skills, attitudes, and capabilities required to perform work effectively and respond to changing job demands. In this study, competence is understood through five dimensions: knowledge, skills, work attitudes, adaptability, and continuous learning. These dimensions are increasingly relevant in public-sector organizations because employees are expected not only to understand procedures and regulations but also to adapt to policy changes, technological developments, and growing public-service demands. Empirically, numerous studies have shown that competence contributes positively to employee performance because technical capabilities, job-related knowledge, professional attitudes, and adaptability enable employees to perform their duties more effectively and independently (Airyq et al., 2023; Dewi & Fitrio, 2022; Fitriana & Farida, 2024; Juanda, 2022; Mahmud et al., 2021; Qomariah et al., 2023; Risnawati et al., 2024; Sunatar, 2022; Ulyanah et al., 2021; Widayanto & Nugroho, 2022). Recent evidence from local government organizations also indicates that staff competencies contribute to improved public-service performance (Imaniyati et al., 2024). However, the competence-performance relationship does not always exhibit a uniform pattern. Triana et al. (2025) found that competence did not significantly affect employee performance in the organizational context they examined. Conversely, Ahmad et al. (2024) identified competency mismatch as an important issue affecting the effectiveness of public servants. These contrasting findings suggest that competence alone may not produce comparable performance outcomes across organizations; its contribution may depend on the alignment between employee capabilities and job requirements, employee placement systems, opportunities for capacity development, and institutional characteristics. Therefore, the contribution of competence to employee performance warrants further examination in the context of local government organizations facing evolving administrative, technological, and public-service demands.

Taken together, previous studies demonstrate that leadership style, organizational culture, and competence have strong theoretical and empirical relevance to employee performance. Several studies examining these factors simultaneously have shown that effective leadership, a supportive organizational culture, and adequate employee competence may collectively contribute to improved performance (Mahmud et al., 2021; Qomariah et al., 2023; Widayanto & Nugroho, 2022). However, a more critical examination of the individual relationships reveals that the available empirical evidence does not exhibit a consistent pattern. Leadership has been found to significantly predict employee performance in some studies but not in others, and similar inconsistencies are evident for organizational culture and competence. Moreover, several studies suggest that organizational factors may influence performance indirectly through mechanisms such as work motivation, job satisfaction, or organizational commitment. These inconsistencies indicate that there is

still no fully established empirical conclusion regarding which factor makes the strongest contribution to employee performance when leadership style, organizational culture, and competence are examined simultaneously. Accordingly, the research gap lies not only in contrasting significant and nonsignificant findings but also in the unresolved relative contribution of organizational and individual factors to employee performance across different institutional settings. This uncertainty highlights the need for further examination within public-sector organizations characterized by distinctive bureaucratic structures, work systems, human resource characteristics, and service demands.

In addition to the empirical gap, a contextual gap also underlies this study. Previous research on leadership style, organizational culture, competence, and employee performance has been conducted across various settings, including private companies, banking institutions, health organizations, central government agencies, and other public-sector organizations. However, empirical evidence regarding the simultaneous contribution of these three factors within local government organizations responsible for education, youth, and sports services remains relatively limited. The need to examine these relationships becomes particularly relevant in the Department of Education, Youth, and Sports of Baubau City because the empirical conditions of the organization indicate that employee performance has not fully met organizational expectations. Initial observations revealed that some administrative tasks were not completed within the expected timeframe, differences remained in employees' ability to perform tasks effectively, and some employees continued to depend on supervisory direction. Work coordination and communication also require further improvement, while differences in information-technology capabilities pose challenges to administrative processes and public-service delivery. These conditions indicate a gap between organizational expectations for effective, responsive, and target-oriented service delivery and actual work implementation that has not yet been fully optimal. Within a local government setting characterized by bureaucratic structures, administrative procedures, accountability mechanisms, and public-service demands, these conditions provide both empirical and contextual justification for re-examining the contributions of leadership style, organizational culture, and competence to employee performance.

Accordingly, the employee performance problems identified at the Department of Education, Youth, and Sports of Baubau City are primarily reflected in suboptimal timeliness in completing administrative tasks, uneven employee capabilities in performing duties effectively, continued dependence of some employees on supervisory direction, and the need to improve coordination, communication, and adaptation to the increasing use of information technology. These conditions indicate that the performance problem is not limited to work outcomes but also involves individual capabilities and organizational conditions that support task execution. Based on these issues, this study examines leadership style, organizational culture, and competence as predictors of employee performance at the Department of Education, Youth, and Sports of Baubau City, both simultaneously and individually. The novelty of the study lies in examining the relative contributions of organizational factors, leadership style and organizational culture, and the individual factor of competence within a single model in a local government organization that simultaneously delivers education, youth, and sports services. Accordingly, the study is expected to strengthen

empirical evidence on the factors explaining public-sector employee performance and provide practical insights for competency development, improved leadership practices, and the cultivation of an organizational culture that supports employee performance and public-service delivery.

METHODOLOGY

This study employed a quantitative approach with an explanatory research design to examine the contribution of leadership style, organizational culture, and competence to employee performance. A survey design was applied because the study relied primarily on numerical data obtained directly from respondents through structured questionnaires and analyzed using statistical procedures (Creswell, 2019; Sekaran & Roger, 2019; Sugiyono, 2016). The study was conducted at the Department of Education, Youth, and Sports of Baubau City and focused on leadership style (X1), organizational culture (X2), and competence (X3) as independent variables and employee performance (Y) as the dependent variable.

The population consisted of all 65 Civil Servants (Pegawai Negeri Sipil/PNS) working at the Department of Education, Youth, and Sports of Baubau City. Although the institution employed 105 personnel comprising 65 civil servants, 15 government employees with work agreements (PPPK), and 25 non-civil-servant employees, only civil servants were included because they were subject to relatively homogeneous employment status, career development mechanisms, rights and obligations, and formal performance appraisal systems. All 65 civil servants were included as research respondents using saturated sampling or total sampling because the population was relatively small and entirely accessible to the researcher (Sugiyono, 2015).

The study used primary and secondary data. Primary data were obtained from respondents through a self-administered questionnaire, while secondary data were derived from organizational profiles, staffing records, reports, and other documents relevant to the research. The primary data were cross-sectional because they were collected within one observation period. The questionnaire used a five-point Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*) to measure respondents' perceptions of the four research variables. Observation was also conducted using a non-participant approach as a supporting technique to obtain contextual information regarding interactions between leaders and employees, organizational values and work practices, and the general conditions supporting employee performance.

The research instrument consisted of 60 statement items, with 15 items for each variable. Leadership style was operationalized based primarily on Northouse (2023) through seven indicators: decision making, communication, motivation, interpersonal relationships, delegation, control and evaluation, and situational adaptability. Organizational culture was developed based on Schein (2024) and measured through organizational values, norms and rules, trust, symbols and artifacts, management practices, organizational communication, and team orientation and collaboration. Competence was operationalized based on Wibowo (2022) through five indicators: knowledge, skills, work attitude, adaptability, and continuous learning. Employee performance was developed based primarily on Aguinis (2023) and measured through six indicators: quality of work, quantity of work, timeliness, effectiveness, independence, and interpersonal ability.

Before the main data collection, the questionnaire was subjected to content validity, construct validity, and reliability testing. Content validity was assessed through consultation and review of the correspondence between statement items and their respective theoretical indicators. Construct validity was subsequently tested using Pearson Product-Moment correlations on pilot-test data from 33 respondents with characteristics similar to those of the research population but who were not included in the main sample. With 33 pilot respondents, the critical correlation value at the 5% significance level was 0.344 ($df = 31$). All questionnaire items produced item-total correlation coefficients exceeding this criterion and were therefore considered valid. Reliability was assessed using Cronbach's alpha. The coefficients were 0.937 for leadership style, 0.963 for organizational culture, 0.946 for competence, and 0.957 for employee performance, indicating a high level of internal consistency for all four constructs.

Data collection was conducted after institutional permission and coordination had been completed. Respondents were informed about the purpose of the study, the procedure for completing the questionnaire, and the confidentiality of their responses. Completed questionnaires were checked for completeness and consistency before statistical analysis. Data were analyzed using IBM SPSS Statistics. Descriptive statistics included frequency distributions, minimum and maximum scores, means, and standard deviations to describe respondent characteristics and the empirical distribution of each research variable.

Inferential analysis was performed using multiple linear regression to estimate the contribution of leadership style, organizational culture, and competence to employee performance. Prior to hypothesis testing, the regression model was evaluated through classical assumption tests comprising residual normality, linearity, multicollinearity, heteroskedasticity, and autocorrelation tests (Ghozali, 2018; Hair et al., 2019). Normality was examined using the Kolmogorov-Smirnov test and graphical assessment; linearity was evaluated through the deviation-from-linearity criterion; multicollinearity was assessed using tolerance and Variance Inflation Factor (VIF); heteroskedasticity was examined using the Glejser test and residual patterns; and autocorrelation was evaluated using the Durbin-Watson statistic. The coefficient of determination (R^2) was used to assess the explanatory capacity of the regression model. The F-test was used to evaluate the simultaneous contribution of the three predictors, whereas the t-test was used to examine the individual contribution of each predictor to employee performance. Statistical decisions were made at a significance level of 0.05.

RESULTS AND DISCUSSION

The study involved 65 civil servants at the Department of Education, Youth, and Sports of Baubau City. Of the respondents, 56.9% were male and 43.1% were female. Most respondents were aged 36-45 years (52.3%), followed by those aged 46-55 years (43.1%). In terms of educational background, 64.6% held a bachelor's or equivalent D4/S1 degree, while 15.4% had completed a master's degree. More than half of the respondents (56.9%) had worked for 11-20 years. These characteristics indicate that most respondents had relatively extensive organizational experience and sufficient educational backgrounds to assess leadership practices, organizational culture, competence, and employee performance.

Descriptive analysis indicated generally positive evaluations of all research variables. Leadership style obtained an overall item mean of 4.07, organizational culture 4.14, competence 4.26, and employee performance 4.10. Competence received the highest overall assessment, particularly on continuous learning (4.38) and work attitude (4.37). Employee performance was generally rated positively, although timeliness received the lowest indicator mean (3.92), whereas cooperation and interpersonal relationships received the highest evaluation. These results suggest that employees perceived themselves as competent and capable of performing their responsibilities effectively, while timeliness remained an area requiring organizational attention.

Table 1. Descriptive Statistics of Research Variables

Variable	N	Mean Score	SD	Minimum	Maximum
Leadership Style	65	61.11	5.86	47	75
Organizational Culture	65	62.05	4.81	52	75
Competence	65	63.83	5.92	45	75
Employee Performance	65	61.49	5.23	45	74

The regression assumptions were evaluated before hypothesis testing. The linearity test showed deviation-from-linearity significance values of 0.061 for leadership style, 0.730 for organizational culture, and 0.533 for competence, indicating linear relationships with employee performance. No multicollinearity problem was identified because tolerance values ranged from 0.380 to 0.683 and VIF values ranged from 1.465 to 2.629. The Glejser test also indicated no heteroskedasticity, with significance values of 0.758, 0.809, and 0.188 for leadership style, organizational culture, and competence, respectively. The Durbin-Watson statistic was 2.003, indicating no meaningful autocorrelation.

The residual normality tests, however, produced a Kolmogorov-Smirnov significance value of 0.005 and a Shapiro-Wilk significance value of 0.002, indicating that the residuals were not normally distributed according to these formal tests. The analysis was nevertheless continued because the study involved 65 observations and the other regression assumptions concerning linearity, multicollinearity, heteroskedasticity, and residual independence were satisfied. Accordingly, the multiple linear regression results were interpreted with this limitation in mind.

Table 2. Summary of Regression Assumption Tests

Assumption	Result	Interpretation
Residual normality	KS p = .005; SW p = .002	Residuals not normally distributed
Linearity	Deviation p = .061-.730	Linear relationships
Multicollinearity	Tolerance = .380-.683; VIF = 1.465-2.629	No multicollinearity
Heteroskedasticity	Glejser p = .188-.809	No heteroskedasticity
Autocorrelation	DW = 2.003	No indication of autocorrelation

Multiple linear regression was subsequently conducted to estimate the contribution of leadership style, organizational culture, and competence to employee performance. The resulting regression equation was:

$$Y = 8.416 + 0.059X_1 + 0.073X_2 + 0.704X_3$$

where Y represents employee performance, X_1 leadership style, X_2 organizational culture, and X_3 competence. All unstandardized regression coefficients were positive. However, the magnitude and statistical significance of the coefficients differed substantially across predictors.

Table 3. Multiple Linear Regression and Hypothesis Testing

Predictor	B	SE	β	t	p
Constant	8.416	4.540	–	1.854	.069
Leadership Style	.059	.083	.067	.717	.476
Organizational Culture	.073	.112	.067	.651	.518
Competence	.704	.068	.797	10.387	< .001

Model statistics: $R = .869$; $R^2 = .755$; Adjusted $R^2 = .743$; $F(3,61) = 62.536$; $p < .001$.

The coefficient of determination showed that leadership style, organizational culture, and competence jointly explained 75.5% of the variation in employee performance, while the remaining 24.5% was associated with factors outside the model. The adjusted R^2 of 0.743 further indicates that the model retained substantial explanatory capacity after adjustment for the number of predictors. The simultaneous F-test was statistically significant, $F(3,61) = 62.536$, $p < .001$, indicating that the three predictors jointly contributed significantly to employee performance.

This simultaneous finding supports the proposition that employee performance in public organizations emerges from an interaction between organizational and individual factors rather than from a single determinant. Competence equips employees with the capacity required to perform tasks, whereas leadership and organizational culture provide the organizational environment within which those capabilities are applied. The finding is consistent with Mahmud et al. (2021), Widayanto and Nugroho (2022), Qomariah et al. (2023), and Juanda (2022), who reported that leadership, organizational culture, and competence collectively contribute to employee performance. Thus, although their individual contributions differ, these factors remain interconnected within the broader human resource management system.

An important result emerges from the partial tests. Leadership style produced a positive but statistically nonsignificant coefficient ($B = 0.059$; $\beta = 0.067$; $p = .476$). Therefore, differences in perceived leadership style did not independently explain meaningful variation in employee performance when organizational culture and competence were simultaneously controlled. This finding does not imply that leadership is irrelevant. Rather, within this organizational setting, leadership did not emerge as an independent statistical predictor of performance.

The result is consistent with Ulyanah et al. (2021), Rabani (2022), Habibi et al. (2022), and Athoillah and Dwiarti (2025), which similarly reported that leadership did not always exert a significant direct influence on employee performance. Athoillah and Dwiarti (2025), for example, showed that the role of leadership could operate through organizational commitment rather than directly through performance. Conversely, the present finding differs from Ferine et al. (2021), Mahmud et al. (2021), Widayanto and Nugroho (2022), Ariyani et al. (2023), Qomariah et al. (2023), and Cahyono and Wening (2023), which reported significant relationships between leadership and performance.

The nonsignificant contribution of leadership can be understood in relation to the bureaucratic characteristics of the organization. Civil servants operate within formally established job descriptions, regulations, administrative mechanisms, and standard operating procedures. Consequently, the execution of routine duties may depend more strongly on professional capability and adherence to established procedures than on variations in leadership behavior. In addition, most respondents had relatively long tenure, suggesting that they had accumulated sufficient work experience and independence to perform many responsibilities without continuous supervisory direction. Descriptive findings also showed that leadership was evaluated positively overall, with communication receiving a relatively high rating, while motivation particularly recognition and rewards received a comparatively lower assessment. This suggests that leadership practices were generally favorable but may not have varied sufficiently or operated strongly enough to differentiate employee performance.

Organizational culture also showed a positive but statistically nonsignificant coefficient ($B = 0.073$; $\beta = 0.067$; $p = .518$). Thus, organizational culture did not independently predict employee performance after leadership style and competence were considered simultaneously. This finding is consistent with Niken et al. (2022), who found that organizational culture influenced performance indirectly through work motivation, and Nirmayani et al. (2022), who reported no significant direct influence of organizational culture on civil servant performance.

The result, however, differs from Ferine et al. (2021), Widayanto and Nugroho (2022), Ariyani et al. (2023), Cahyono and Wening (2023), Qomariah et al. (2023), Risnawati et al. (2024), Fitriana and Farida (2024), Jaya et al. (2024), Makatita et al. (2024), and Worumi et al. (2024), which generally showed that stronger organizational culture was associated with better performance. These differences reinforce the contextual nature of the culture-performance relationship.

Within the Department of Education, Youth, and Sports of Baubau City, organizational culture received a relatively high descriptive mean. Team orientation, organizational identity, and supportive work systems were particularly well perceived. Such relatively homogeneous perceptions may partly explain the nonsignificant regression coefficient: when most employees experience similar organizational values and work practices, organizational culture provides limited variation for explaining differences in individual performance. Moreover, several cultural aspects still received comparatively lower evaluations, particularly discipline, consistency of management practices, and openness of organizational information. Thus, organizational culture may be positively perceived at the normative level without being implemented with sufficient consistency to generate measurable differences in employee performance.

In contrast, competence emerged as the strongest and only statistically significant individual predictor of employee performance ($B = 0.704$; $\beta = 0.797$; $t = 10.387$; $p < .001$). The standardized coefficient of 0.797 was substantially larger than those of leadership style and organizational culture, indicating the dominant contribution of competence within the regression model. Employees with stronger knowledge, skills, work attitudes, adaptability, and commitment to continuous learning tended to report better performance.

This finding is consistent with the theoretical position that competence represents an individual capacity directly connected to effective job performance. It also supports the findings of Ulyanah et al. (2021), Mahmud et al. (2021), Juanda (2022), Sunatar (2022), Widayanto and Nugroho (2022), Qomariah et al. (2023), Airyq et al. (2023), Risnawati et al. (2024), and Fitriana and Farida (2024), which identified competence as an important determinant of employee performance. The finding differs from Triana et al. (2025), who reported no significant competence-performance relationship, again demonstrating that empirical relationships may vary across organizational contexts.

The dominant role of competence is particularly understandable in a local government agency where employees are required to understand administrative procedures and regulations, prepare documents and programs, use information technology, adapt to policy changes, and deliver public services. These activities rely directly on employees' knowledge and practical capabilities. The descriptive findings reinforce this interpretation: competence obtained the highest overall assessment among the study variables, with continuous learning and work attitude receiving particularly high scores. Employees demonstrated a strong willingness to participate in competency development, remain open to new skills, and perform their work responsibly.

The results therefore have several managerial implications. Employee performance improvement should primarily emphasize systematic competency development, including needs-based training, technical and managerial skills, digital competence, adaptation to regulatory change, and continuous professional development. Employee placement should also consider the alignment between individual competence and job requirements. At the same time, the nonsignificant partial coefficients for leadership style and organizational culture should not be interpreted as reasons to disregard these organizational factors. Leadership remains important for coordination, communication, recognition, and the creation of supportive working conditions, while organizational culture remains important for strengthening discipline, professionalism, collaboration, accountability, and public-service orientation. The findings therefore indicate that competence should be treated as the primary performance lever, supported by effective leadership and a consistently implemented organizational culture.

Overall, the study demonstrates a differentiated pattern of predictors of employee performance. Leadership style, organizational culture, and competence collectively form a strong explanatory model, but their individual contributions are not equivalent. Competence is the dominant predictor, whereas leadership style and organizational culture do not independently predict performance within the current model. This pattern supports the argument that organizational factors may provide an enabling context, while individual competence constitutes the more immediate capacity through which employees perform their duties in the bureaucratic setting of a local government organization.

CONCLUSION

This study examined leadership style, organizational culture, and competence as predictors of employee performance at the Department of Education, Youth, and Sports of Baubau City. The results demonstrate that the three predictors jointly form a

significant model of employee performance, explaining 75.5% of its variance. However, their individual contributions differ substantially. Leadership style and organizational culture do not significantly predict employee performance when the three variables are examined simultaneously, whereas competence has a positive and significant contribution and emerges as the strongest predictor in the model.

These findings indicate that employee performance in this local government organization is more closely associated with employees' individual capabilities than with variations in leadership style or organizational culture. Knowledge, skills, work attitudes, adaptability, and continuous learning therefore constitute critical elements in supporting effective job performance. Nevertheless, the nonsignificant individual contributions of leadership style and organizational culture should not be interpreted as indicating that these factors are unimportant. Both remain essential organizational conditions for supporting coordination, communication, professionalism, collaboration, and the effective utilization of employee competence.

Practically, the Department of Education, Youth, and Sports of Baubau City should prioritize systematic and continuous competency development through needs-based training, enhancement of technical and digital skills, professional development, and appropriate employee-job placement. At the same time, leadership practices should continue to be strengthened, particularly in motivation, recognition, communication, and adaptability, while organizational culture should be reinforced through greater discipline, consistency in management practices, transparency of information, and stronger public-service orientation. The combined strengthening of employee competence, effective leadership, and a supportive organizational culture is expected to contribute to more sustainable improvement in employee and organizational performance.

References:

- Aggarwal, S. (2024). Impact of dimensions of organisational culture on employee satisfaction and performance level in select organisations. *IIMB Management Review*, 36(3), 230–238.
- Aguinis, H. (2023). *Performance Management*. SAGE Publications.
- Ahmad, A., Azis, St. N., & Murfat, M. Z. (2024). Beyond the Badge: The Determinants of Indonesian Public-Servant Performance. *Jurnal Minds: Manajemen Ide Dan Inspirasi*, 11(1). <https://doi.org/10.24252/minds.v11i1.45228>
- Airyq, I. M., Hubeis, A. V. S., & Sukmawati, A. (2023). Pengaruh Kompetensi, Kepemimpinan dan Budaya Organisasi Terhadap Kinerja Sumber Daya Manusia. *Jurnal Aplikasi Bisnis Dan Manajemen*, 9(1). <https://doi.org/10.17358/jabm.9.1.285>
- Ariyani, N., Wibowo, I., & Guswandi, G. (2023). The influence of leadership style and organizational culture on the performance of functional employees through motivation within the General secretariat Regional representative council of the Republic of Indonesia. *Journal of Social Research*, 2(7), 2491–2506.
- Armstrong, M. (2021). *Manajemen Kinerja: Handbook manajemen SDM*. Nusamedia.
- Armstrong, M., & Taylor, S. (2023). *Armstrong's handbook of human resource management practice: A guide to the theory and practice of people management*. Kogan Page Publishers.
- Athoillah, A., & Dwiarti, W. (2025). The Role Of Leadership And Culture In Shaping Employee Performance: A Commitment Perspective. *Dinamika: Jurnal Manajemen Sosial Ekonomi*, 5(1), 124–138.
- Cahyono, A. B., & Wening, N. (2023). The influence of leadership style and organizational culture on employee performance. *Journal of World Science*, 2(11), 1894–1906.

- Creswell, J. W. (2019). Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran (Terjemahan). In *Jakarta: Pustaka Pelajar*.
- Dewi, P., & Fitrio, T. (2022). The role of adaptive millennial leadership, organizational culture, and competency as a strategy to increase employee performance. *Jurnal Aplikasi Manajemen*. <https://jurnaljam.ub.ac.id/index.php/jam/article/view/2801>
- Ferine, K. F., Aditia, R., & Rahmadana, M. F. (2021). An empirical study of leadership, organizational culture, conflict, and work ethic in determining work performance in Indonesia's education authority. *Heliyon*, 7(7).
- Fitriana, Y., & Farida, F. A. (2024). Cultivating Excellence: The Impact of Organizational Culture of BerAKHLAK and Civil Servants' Competence on Performance. *Target: Jurnal Manajemen Bisnis*, 6(1), 19–28.
- Ghozali, I. (2018). *Aplikasi Analisis Multivariate SPSS 25* (B. P. U. Diponegoro, Ed.; 9th ed.).
- Gile, P. P., van de Klundert, J., & Buljac-Samardzic, M. (2022). Strategic human resource management and performance in public hospitals in Ethiopia. *Frontiers in Public Health*, 10. <https://doi.org/10.3389/fpubh.2022.915317>
- Habibi, H., Indrayani, I., Khaddafi, M., Yanita, Y., & Mulyadi, M. (2022). The influence of leadership, organizational culture, competence on the performance of civil servants (PNS) of Public Health Center Batu Aji Batam. *International Journal of Social Science, Educational, Economics, Agriculture Research and Technology*, 1(3), 153–160.
- Hair, J. F., Anderson, R. E., Tatham, R. L., & Black, W. C. (2019). Multivariate Data Analysis, Multivariate Data Analysis. In *Book* (Vol. 87, Number 4).
- Hung, Y.-C., Su, T.-C., & Lou, K.-R. (2022). Impact of organizational culture on individual work performance with national culture of cross-strait enterprises as a moderator. *Sustainability*, 14(11), 6897.
- Imaniyati, N., Ramdhany, M. A., Santoso, B., Hadijah, H. S., & Nurjanah, S. (2024). Impact of staff competencies and organizational culture on service performance of local government: mediating role of organizational innovativeness. *Cakrawala Pendidikan*, 43(1). <https://doi.org/10.21831/cp.v43i1.68096>
- Jaya, U. A., Priyana, I., Wulandari, D., Herlina, E., & Albar, F. M. (2024). The Influence of Organizational Culture Transformational Leadership Style on Employee Performance with Organizational Commitment as a Mediation Variable. *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan*, 18(5), 3686–3699.
- Juanda, A. (2022). Pengaruh Gaya Kepemimpinan Dan Budaya Organisasi Terhadap Kompetensi Yang Berdampak Pada Kinerja Karyawan Pt. Iss Bintaro Tangerang Selatan. *Jurnal ARASTIRMA Universitas Pamulang*, 2(2), 338–348.
- Mahmud, M., Sapiri, M., & Zaidin, A. (2021). The Influence of Leadership Style, Competence and Organizational Culture on Civil Servant Performance Through Work Motivation and Job Satisfaction at Regional IV Office BKN Makassar. *Dinasti International Journal of Management Science*, 2(6), 844–861.
- Makatita, M., Hendry, Y. I., Soselisa, C., Amin, M., Wattiheluw, S., & Amin, M. (2024). The Influence of Leadership Style, Organizational Culture, Policy Implementation, and Community Participation on Public Service Efficiency and Employee Satisfaction in Indonesian Local Government. *West Science Social and Humanities Studies*, 2(07), 1221–1236.
- Niken, N., Putra, R. B., & Azka, B. P. (2022). The Influence of Leadership Style and Organizational Culture on Employee Performance through Work Motivation as an Intervening Variable. *Economic Education Analysis Journal*, 11(2). <https://doi.org/10.15294/eeaj.v11i2.58105>
- Nirmayani, N., Razak, A., Kalsum, U., & Makkulau, A. R. (2022). Pengaruh Gaya Kepemimpinan, Komunikasi, Dan Budaya Organisasi Terhadap Kinerja Asn Pada Balai

- Perluasan Kesempatan Perluasan Kesempatan Kerja Kendari Kementerian Ketenagakerjaan. *Eqien-Jurnal Ekonomi Dan Bisnis*, 11(03), 227–241.
- Northouse, P. G. (2023). *Introduction to leadership: Concepts and practice*. Sage Publications.
- Putra, H. Y., & Putra, O. A. (2024). The Impact of Leadership Competency, Organizational Culture, Job Satisfaction, and Employee Performance in Public Administration. *Priviet Social Sciences Journal*, 4(11). <https://doi.org/10.55942/pssj.v4i11.348>
- Putra, R. B., Aima, H., & Yulasmi, Y. (2022). Employee Performance through Learning & Innovation in Mediating Organizational Structure and Knowledge Oriented Leadership. *Dinamika Pendidikan*, 17(2), 227–239. <https://doi.org/10.15294/dp.v17i2.40217>
- Qalati, S. A., Zafar, Z., Fan, M., Limón, M. L. S., & Khaskheli, M. B. (2022). Employee performance under transformational leadership and organizational citizenship behavior: A mediated model. *Heliyon*, 8(11).
- Qomariah, N., Rochmadoni, M., & ... (2023). The impact of leadership, employee competence and organizational work culture on employee performance at Bank Jatim. In *Budapest repository.unmuhjember.ac.id*. [https://repository.unmuhjember.ac.id/20477/3/177604-20548-1-PB %281%29.pdf](https://repository.unmuhjember.ac.id/20477/3/177604-20548-1-PB%281%29.pdf)
- Rabani, B. (2022). Pengaruh Budaya Organisasi, Gaya Kepemimpinan, Kompetensi Terhadap Kinerja Pegawai Dinsos Kabupaten Majalengka. *Eqien-Jurnal Ekonomi Dan Bisnis*, 11(02), 599–604.
- Risnawati, E., Soelistya, D., & Desembrianita, E. (2024). Resolution of Employee Performance: The Influence of Organizational Culture and Competency with Transformational Leadership Style as Mediation. *MANAZHIM*. <https://ejournal.stitpn.ac.id/index.php/manazhim/article/view/4513>
- Robbins, S. P., & Judge, T. A. (2022). *Organizational Behavior*.
- Saridawati, Wijaya, M. M., Yuniar, N., Hasanah, T. N., & Mefia, S. Y. (2024). Pengaruh Budaya Organisasi terhadap Kinerja Karyawan di Tempat Kerja. *Jurnal Global Ilmiah*, 1(8), 489–494.
- Schein, E. H. (2024). *Sviluppo organizzativo e metodo clinico*. Guerini Next.
- Sekaran, U., & Roger, B. (2019). Research Methods for Business A Skill-Building Approach, Seventh Edition. In *John Wiley & Sons Ltd*.
- Siraj, N., Hågen, I., Cahyadi, A., Tangl, A., & Desalegn, G. (2022). Linking leadership to employees performance: The mediating role of human resource management. *Economies*, 10(5), 111.
- Sugiyono. (2015). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Alfa Beta.
- Sugiyono. (2016). Metode Penelitian dan Pengembangan (Research and Development/R&D). *Bandung: Alfabeta*, 334.
- Sunatar, B. (2022). Effect of Leadership Style and Employee Competence on Employee Performance Through Organizational Citizenship Behavior. *Indonesian Interdisciplinary Journal of Sharia Economics (IJJSE)*, 5(2). <https://doi.org/10.31538/ijse.v5i2.2209>
- Triana, T., Hadi, S., Putra, R., Kudri, W. M., & Hidayat, H. (2025). Pengaruh Budaya Organisasi, Kepemimpinan Dan Kompetensi Terhadap Kepuasan Kerja Dan Kinerja Pegawai Pada Dinas Kesehatan Kabupaten Rokan Hilir. *LUCRUM: Jurnal Bisnis Terapan*, 4(3), 338–350.
- Ulyanah, S., Syafrudin, E., & Hussen, S. (2021). Pengaruh Budaya Organisasi, Kepemimpinan, dan Kompetensi Terhadap Kinerja Pegawai. *Syntax Idea*, 3(10). <https://doi.org/10.36418/syntax-idea.v3i10.1528>
- Wesemann, A. (2022). The Performance Rewards of Human Capital Development in the Federal Government. *Public Personnel Management*, 51(2). <https://doi.org/10.1177/00910260211039876>

- Wibowo, R. A. (2022). Analisis Pengaruh Penerapan “Sistem Informasi Manajemen (SIMRS) Terhadap Kinerja Karyawan Rumah Sakit Permata Depok Jawa Barat” Menggunakan Metode Regresi Linier Sederhana. *Reputasi: Jurnal Rekayasa Perangkat Lunak*, 3(2).
- Widayanto, T., & Nugroho, S. H. (2022). The influence of leadership, organizational culture, and work competence on employee performance through work motivation. *Jurnal Pamator: Jurnal Ilmiah* <https://journal.trunojoyo.ac.id/pamator/article/view/18807>
- Worumi, A. N., Ibrahim, M. B. H., & Pongtiku, A. (2024). Pengaruh Budaya Organisasi, Motivasi Kerja dan Gaya Kepemimpinan Terhadap Kinerja Pegawai. *Center of Economic Students Journal*, 7(3), 101-115.