

The Influence of Education and Work Experience on Keuchik Leadership and Performance in Regional Designed New Autonomy for Aceh Malacca District North Aceh

A Hadi Arifin^{*1}, Saiful Aswadi², Rani Gesta Putri¹, Eny Dameria³, & T. Muzafarsyah⁴

¹ Faculty of Economic and Business, Universitas Malikussaleh, Aceh Utara, Indonesia

² IAI Al Muslim Matangglumpang Dua, Bireuen, Indonesia

³ Faculty of Law, Universitas Malikussaleh, Aceh Utara, Indonesia

⁴ Faculty of Social and Political Sciences, Universitas Malikussaleh, Aceh Utara, Indonesia

*Corresponding Author: hadi@unimal.ac.id

Abstract

To improve performance, each keuchik must be actively involved in every educational activity to determine the value of the level of service satisfaction as a leadership attitude, assess their work experience, and measure their work abilities. This study aims to examine the effect of education and work experience on the leadership and performance of the keuchik in the Designed for the New Autonomous Region of Aceh Malacca Regency. The sample in this study was 144 respondents, consisting of the keuchik and village secretaries. Data analysis used SEM-AMOS multivariate technical analysis. The findings from the data analysis show that education and work experience have a significant and positive influence on the leadership and performance of the keuchik. Leadership partially mediates the effect of education and work experience on the performance of the keuchik. The results of this study recommend that keuchik is expected to have leadership experience, work skills, be knowledgeable, behave honestly and be familiar with the community, and have academic experience.

Keywords: education; work experience; leaderships; keuchik performance;

Introduction

According to Qanun, Keuchik has the task, authority, and function to organize the governance of the Village government (Aceh Qanun Number 4/2009). He is obliged to fulfill the provisions and provide services to the people in managing their household, participate in various educational program activities, share work experience, and self-evaluate how satisfied the service is to the people, which is essential to achieve work performance (A. Kurniawan, 2010; Wardia & Idami, 2018; Pakeh, 2018).

Each Keuchik is expected to be able to improve the quality of his education in every public activity following the needs and expectations of the people (Mardiyasari & Supriyadi, 2015; Mahmuddin et al., 2016). The Keuchik can carry out public management according to their duties and responsibilities function (Sri Ulina, 2014). However, it is not yet fully able to function according to the demands of public management services (Halik, 2019). Therefore, public management education programs must improve professional competencies (Kurniawan, et.al., 2014), which are patterned and focused on Keuchik education programs. It can serve in their work and improve their coordination (Ariany & Putera, 2013) so that they play an active role in the governance of the village in the future.

Keuchik usually has a certain level of education at a certain academic level, has work experience, and has certain leadership qualities that are in accordance with their duties and functions. The study results (Solehatun & Guspul, 2017; Trang, 2013) found that the level of education, leadership, age, and work experience affected the performance of Keuchik village (Mahdi et al., 2012). So that the Village community still has high hopes for sustainable governance and work programs (Daud, 2017). This is not in line with the results of research (Fitri, 2015), which found that the leadership of the apparatus did not work effectively and efficiently, which was caused by the inadequate performance of Keuchik so that the quality of work was not optimal (Mukmin, Z. & Kurniati, 2018). Thus, people are not satisfied with their performance (Zainal, 2016), which can be seen from the lack of quality of education, work experience, and leadership behavior.

Thus, the Keuchik education becomes increasingly important to improve the skills and expertise of public services and make them a productive source of energy. Therefore, it is reasonable if every Keuchik is given leadership training, education, and work experience, according to their abilities, to improve their performance. If the Keuchik performance is good, it will have a good impact on governance, and vice versa; if the performance is bad, then it will also have a bad impact on the governance of government management services (Paramitha et al., 2013). Thus, it will affect its performance (Wirawan et al., 2016).

Keuchik is a leader to organizes governance and provides public services to his people (Murniyanti, 2021). Leadership describes the relationship between the leader and the people, and how a leader directs the people will

determine the extent to which the people achieve the goals or expectations of the leadership (Chandra & Priyono, 2016). Keuchik as a leader must always provide guidance to the people, be able to overcome any problems at work, and must also have attitudes and responsibilities within the organization (Potu, 2013), which can affect his performance (Pojoh, et.al. 2014). Keuchik work experience in leading is generally positively related to his performance (Wariati, et al., 2015) (Solehatun & Guspul, 2017). states that there is a significant influence between work experience in terms of performance because Keuchik performance depends on their work experience. On the other hand (Sa'dijah & Endratno, 2013) states that work experience partially affects performance. This is because Keuchik, who has work experience, will have more control over the work to work well (Muhadi, 2017).

Literature Review

Education

Education is a process of changing the attitudes and procedures of a person or group of people in an effort to mature humans through teaching and training efforts (Harsono, 2011). And it is also the totality of human interaction for full human development, and education is a continuous process that is constantly evolving (Sutrisno, 2011), which is a process, technique, and method of teaching and learning with the intention of transferring knowledge from one person to another through a systematic and organized procedure that takes place over a relatively long period (Fuad Ihsan, 2005). Education as a process takes place in life to balance the conditions within oneself with external conditions (Saroni, 2011). Meanwhile, (Sofyan Tsauri, 2010) states that the nature of education is a transfer of knowledge, value, and culture and religious transfer. The view (Freire, 2004), education is a cadre process with the essence of the goal being liberation, to create a learning atmosphere and learning process. Thus, students actively develop their potential so that they have religious, spiritual potential, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state (Achmad, 2004). There are several main indicators to measure education (Syah, 2006). The indicators consist of observations, memory, understanding, application, analysis, and synthesis. Meanwhile (Pojoh, et.al., 2014), education indicators refer to academic experience, insight, and attitude development.

Work Experience

In accordance with (Robbins & Judge, 2013), work experience is the process of forming skills about the method of a job because of the employee's involvement in carrying out work assignments. Work experience is the knowledge, skills, and abilities possessed by the apparatus to carry out the previous job's responsibilities (Marwansyah, 2010). Foster (2010), the factors that influence work experience are the length of service, level of knowledge, and skills possessed. Skills refer to the physical abilities needed to achieve or carry out a task or job, mastery of work and equipment. According to (Handoko, 2014), the factors that influence work experience are attitudes and needs to predict one's responsibilities and authorities; analytical and manipulative skills to learn judgment and analysis skills. Based on the description of work experience, it refers to several indicators in accordance with (Arisandy, 2015; Wariati, et.al., 2015), namely: knowledge, skills, abilities, and responsibilities.

Leaderships

According to the opinion of (R. Kreitner & Kinicki, 2014), leadership is a process of social influence in which the leader seeks the voluntary participation of subordinates to achieve organizational goals so that the work is completed efficiently and effectively with and through other people (Robbins, 2007). & Coulter, 2012). Furthermore, leadership broadly includes influencing in determining organizational goals, motivating follower behavior to achieve goals, influencing to improve the group and its culture (Rivai, 2014). Furthermore, leadership does not have to be limited by bureaucratic rules or etiquette (Thoha, 2014). Meanwhile (Arifin et.al. 2018), the current concept of leadership is not enough just to have the ability to influence others. However, Future leadership is leadership that can change, innovate, and be creative and reactive to all problems. Therefore, it plays an active role in finding the best solution in achieving organizational goals. The factors that influence leadership in pursuance of (Setiawan & Muhith, 2013), are as follows: personal ability factor; position factor, situation and condition factor. In carrying out leadership activities by (Fattah, 2011), leaders are influenced by various factors, namely: personality; expectations and behavior of superiors; the characteristics of subordinates' expectations and behavior affect what leadership is; task needs, each subordinate's task will also affect the leadership; organizational climate and policies influence the expectations and behavior of subordinates; peer expectations and behavior. While the leadership indicators in this study refer to several indicators that have been developed by (Thoha, 2014; Fattah, 2011), these indicators are intelligence, maturity, breadth of social relationships, self-motivation, achievement drive, attitudes, and human relations.

Performance

Performance is the result of work in quality and quantity achieved by a person in carrying out his duties in accordance with the responsibilities given to him (Mangkunegara, 2013), within the organization, which is guided by norms, standard operating procedures, criteria and measures that have been set or applicable in organization (Torang, 2016). Meanwhile, (Colquitt et.al, 2011; Manzoor et al., 2011) performance as a single unit value of employee behavior as a positive contribution and others to the fulfillment of organizational goals. In concert with (Mathis & Jackson, 2011) the factors that influence individual performance are: their ability; motivation; received support; the existence of the work they do; their relationship with the organization. Meanwhile, according to the model partner lawyer (Ivancevic, Gibson, 2000) argues, that individual performance is basically influenced by factors: expectations regarding rewards; encouragement; abilities, needs and characteristics; perception of the task; (internal and external rewards); perception of the level of reward; and; job satisfaction. Performance refers to several indicators by (Mangkunegara, 2013; Bernardin &

Russell, 2013), including the following: quality, quantity, timeliness, effectiveness, and efficiency.

Conceptual Framework and Research Hypotheses

Conceptual Framework

Theoretically and empirically it can be explained that there is a relationship between education, work experience and leadership with performance. The view (Sutrisno, 2011; Sofyan Tsauri, 2010), that education can improve performance. Meanwhile, according to (Robbins & Judge, 2013; Handoko, 2014), that work experience has a relationship with performance. Furthermore, (Kreitner & Kinicki, 2014; Rivai, 2014), to states, that trustworthy and communicative leadership is directly related to performance. The results of empirical studies of several researchers, research findings (Maalantang et al, 2018; Astono, 2013), illustrate that education, work experience, and leadership have a significant and positive effect on performance. The results of other research presented by (Solehatun & Guspul, 2017), show that there is a significant and positive relationship between education level, tenure, partially and simultaneously having a significant effect on Keuchik's performance. Furthermore, the results of research findings (Ratu et al., 2018), show that work experience and education level simultaneously or partially have a significant effect on performance. The results of research findings (Dewi, 2014) show that leadership has an effect on performance. Likewise, the results of research (Maramis, 2013), show that leadership has a significant positive effect on performance.

Research Hypothesis

Based on the research concept framework and the relationship of research variables, it is necessary to build and formulate 7 (seven) hypothetical statements in a certain description, which is supported by the findings of previous research.

a. Education with *Keuchik* Performance

There is a positive and significant relationship between the high level of education and the performance level of *Keuchik*, as the research findings show that there is a significant influence between the level of education on the performance of *Keuchik* (Pakeh, 2018; Mahdi et al., 2012). Likewise, it is strengthened by the research findings (Hendriani et al., 2013; Ningrum et al., 2013; Wirawan et al., 2016), stating that education has a significant influence on performance. The formulation of the hypothesis can be put forward as follows:

H1: Education has a positive and significant effect on the *Keuchik* performance.

b. Leadership with *Keuchik* Performance

Leadership and performance have a significant relationship, where the better the leadership, the higher the performance. The research findings (Pakeh, 2017; Chandra & Priyono, 2016), state that there is a significant relationship between leadership and *Keuchik*'s performance. Furthermore, the research findings (Supariyono, 2015; Satyawati & Suartana, 2014), state that there is a strong relationship between leadership and performance in carrying out work activities. The formulation of the hypothesis can be put forward as follows:

H2: Leadership has a positive and significant effect on *Keuchik* performance.

c. Work Experience with *Keuchik* Performance

Work experience has a relationship with the level of performance. The more experienced in work, the more influence on performance. The results of the study (Sasha & Rahmawaty, 2017; Wariati et al., 2015), illustrate that work experience has a significant effect on the performance of village officials, especially *Keuchik*. In line with the findings of research results (Zainal, 2016; Wirawan et al., 2016), found that work experience has a positive and significant effect on one's performance. Based on the results of the research above, the following hypotheses can be formulated:

H3: Work experience has a positive and significant effect on *Keuchik* performance.

d. Education With *Keuchik* Leadership

Education has a positive relationship to leadership. The higher the education, the better one's leadership. The results of the study (Satria & Amri, 2019; Febrianti, 2015), found that education had a positive effect on *Keuchik*'s leadership. The results of other research conducted by (Ginting & Haryati, 2012; Rahawarin, 2013), found that leadership and education level had a positive and significant relationship. The formulation of the hypothesis can be put forward as follows:

H4: Education has a positive and significant effect on *Keuchik* leadership.

e. Work Experience with *Keuchik* Leadership

Work experience has a positive and significant relationship to one's leadership. The more experienced at work the better the leadership. The results of the study (Yuspita & Ubaidillah, 2018; Yudistira, 2015), show that there is a significant influence between leadership and work experience on performance. Other research findings examined by (Maddepongeng et al., 2016; Kotur & Anbazhagan, 2014), shows that there is a positive and significant influence between work experience and leadership. The formulation of the hypothesis can be put forward as follows:

H5: Work experience has a significant effect on *Keuchik* leadership.

f. Leadership Mediates the Relationship Between Education and *Keuchik* Performance

The relationship between education and performance can be mediated directly and indirectly with leadership. Research findings (Kurniaty, 2011), indicate that leadership and education can affect performance directly and mediated. The

results of other studies presented (Pakeh, 2017; Mumu et al., 2015), found that the relationship between leadership and education, both simultaneously, partially and through mediation, affected *Keuchik* performance. The formulation of the hypothesis is as follows:

H6: Leadership can mediate the influence between education and *Keuchik* performance.

g. Leadership Mediates the Relationship Between Work Experience and *Keuchik* Performance

The relationship between work experience and performance can be mediated by direct leadership and mediation on performance. Some of the findings of research conducted by researchers (Effendi, 2018; Anggraini & Musran, 2016; Bello, 2012), found that there was a mediating relationship between leadership and its influence on work experience and performance. Likewise, other research findings by (Veliu et al., 2017; Lamangida et al., 2017), show that leadership, work experience have a direct or indirect mediating relationship. The formulation of the hypothesis is as follows:

H7: Leadership can mediate the influence between work experience and *Keuchik* performance.

Methods

The population of this study was 144 respondents, consisting of *Keuchik* Secretary, Tuha Peuet, Ulama Leaders in Village in the Designed for the New Autonomous Region of Aceh Malaka Regency North Aceh, which were located in Sawang District, Muara Batu District, Dewantara District, Nisam District, Banda Baro District. , and Nisam Antara District, with a purposive random sampling sampling technique (Sugiyono, 2015).

The model used for hypothesis testing is structural equation modeling (Hair et al., 2012; Kline, 2015), to express causality between various variables, with the following formulation:

$$KP = \beta_1 PD + \beta_2 PK + z_1$$

$$KA = \beta_1 PD + \beta_2 PK + \beta_3 KP + z_2$$

Note: PD = Education; PK = Work Experience; KP = Leadership; KA= *Keuchik* Performance; 1 - 3 = Estimated Coefficients ; Two equations: z_1 - z_2 ; e = error term.

Result and Discussion

Analyzing in more detail this research based on the background, theoretical studies, empirical research and methods, then used primary data testing through the Structural Equation Modeling (SEM) test, which states the causal relationship of each variable can be explained in the form of a full model in the picture as follows:

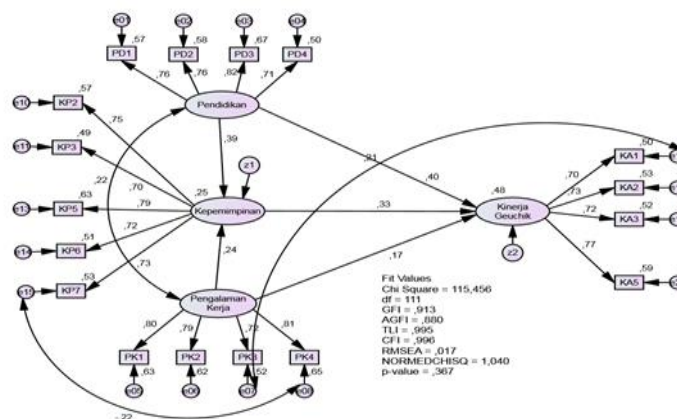


Figure 1. Full Model Research

From the calculation of the results of the SEM analysis, the model can be declared goodness of fit, because it shows that the overall evaluation of the model has met all the specified value criteria better than before, except for AGFI which is still marginal after modification, by connecting the errors suggested by Covariances, it can be seen in the following table:

Table 1. Goodness of Fit Index for Full Model After Modification

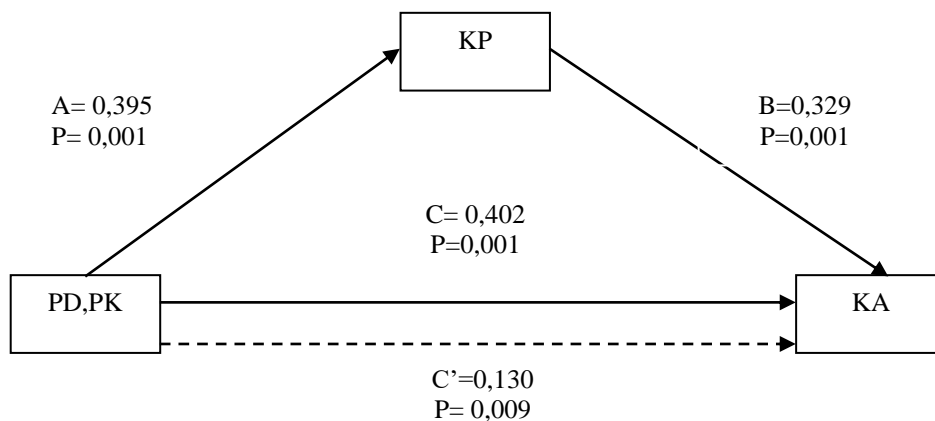
Goodness of Fit Index	Cut-off Value	Results Analysis	Evaluation Model
χ^2 Chi-Square Statistik	Expected Small	115,456	Good
Probability	$\geq 0,05$	0,367	Good
CMIN/DF	$\leq 2,00$	111	Good
GFI	$\geq 0,90$	0,913	Good
AGFI	$\geq 0,90$	0,880	Marginal
TLI	$\geq 0,95$	0,995	Good
CFI	$\geq 0,95$	0,996	Good
RMSEA	$\leq 0,08$	0,017	Good

Furthermore, through the results of SEM calculations to see how much influence exogenous variables (education and work experience) have on endogenous variables (leadership and *keuchik* performance) can be seen in the following table:

Table 2. SEM Calculation The Relationship Between Variable

Variable endogenous	Variable exogenous	SE	P
KP	<--->	0,393	0,001
KP	<--->	0,232	0,012
KA	<--->	0,162	0,045
KA	<--->	0,373	0,001
KA	<--->	0,308	0,001

While testing the hypothesis of an indirect relationship (mediation) of leadership, between education, work experience and the performance of the *keuchik* with the Sobel Test procedure an interactive calculation tool for mediation tests which resulted in the Sobel Test, Aroian Test, and the Goodman Test which were developed by (Sobel, 1982; Hair et al., 2010; Hayes, 2018) can be explained in the following figure:



The Influence of Education on Keuchik Leadership

The results of the analysis prove that the estimated value generated by the model is 0.393 with a probability value of 0.001 (<0.05), so it can be stated that education has a positive and significant effect on *Keuchik* leadership. This means that the higher the education level, the more effective *Keuchik* leadership will be, but from the data that has been analyzed, there are indicators that measure education, namely academic experience that is considered not to meet the standard provisions. The results of this study are in line with the results of research (Litz et al., 2020; Febrianti, 2015), and are strengthened by the results of other research findings put forward by (Rahawarin, 2013).

The Influence of Work Experience on Keuchik Leadership

The results of the analysis prove that the estimated value generated by the model is 0.232 with a probability value of 0.012 (<0.05), so it can be stated that the work experience variable has a positive and significant effect on *Keuchik's* leadership. Which means the higher the work experience, the more effective *Keuchik* leadership will be. From the results of data analysis, there are indicators of *Keuchik* very limited knowledge. The findings of this study are in line with the results of research (Yudistira, 2015), which shows that there is a significant influence between leadership and work experience on performance. And reinforced by other research findings by (Maddepunggeng et al., 2016; Kotur & Anbazhagan, 2014), showing that there is a significant influence between work experience and leadership.

The Influence of Education on Keuchik Performance

The results of the analysis prove that the estimated value generated by the model is 0.373 with a probability value of 0.001 (<0.05), so it can be stated that the education variable has a positive and significant effect on *Keuchik* performance. Which means the higher the education, the more effective the leadership performance *Kecuchik* (Faisal et al., 2012). From the data that was successfully analyzed, there were indicators of academic experience that did not meet the applicable quality standards. However, the findings of this study are in line with the results of other researchers' research as stated by (Mustikawati & Qomariah, 2020; Juliana et al., 2015) that there is a positive and significant influence between the level of education and performance.

The Influence of Work Experience on Geuchik Performance

The results of the analysis prove that the estimated value generated by the model is 0.162 with a probability value of 0.045 (<0.05), so it can be stated that work experience has a positive and significant effect on *Keuchik* performance. Which means the higher the work experience, the more effective *Keuchik* performance will be. From the data that was successfully processed simultaneously, among the education indicators, there was an indicator of *Keuchik* very limited knowledge. The research findings as mentioned above are in line with the results of the study (Dewanti & Artaya, 2019), which illustrates that work experience has a significant effect on performance. Furthermore, the results of other studies (Ferdyna, 2019), found that work experience had a significant and positive effect on performance.

The Influence of Leadership on *Keuchik* Performance

The results of the analysis prove that the estimated value generated by the model is 0.308 with a probability value of 0.001 (<0.05), so it can be stated that leadership has a positive and significant effect on *Keuchik* performance. Which means the more effective the leadership, the more effective the performance of *Keuchik*. However, from the data that has been processed simultaneously, among the leadership indicators, there are indicators that *Keuchik* intelligence is still limited. The research findings described above are in line with research findings (Rohman et al., 2019), which found that there was a significant relationship between leadership and performance. Furthermore, it is reinforced by the research findings (Lor, 2017; Manzoor et al., 2011), which states that there is a strong relationship between leadership and performance in carrying out organizational activities.

The Influence of Mediation on Leadership, Education and *Keuchik* Performance

The results of the Sobel data analysis test the influence of leadership mediation between education on *Keuchik* performance resulting in an estimate value of 0.130 and a probability value of 0.009 which means significant, so it can be stated that leadership significantly mediates the effect of education on *Keuchik*'s performance. It is explained that path a has a significance value of 0.001, path b has a significance value of 0.001, path c has a significance value of 0.001, and path c' a significance value of 0.009. The four significance values are <0.05, which means they are significant. So this mediation is called partial mediation. Which means there is a significant relationship between education and performance of *Keuchik* which is mediated by leadership. This is in line with the research findings ((Nawoseing'ollan & Roussel, 2017; Lor, 2017) The results (Kurniaty, 2011; Kotur & Anbazhagan, 2014), show that leadership and education can affect performance directly and mediated. The results of other studies presented (Henarathgoda & Dhammika, 2016; Mumu et al., 2015), found the relationship between leadership and education, both simultaneously, partially and mediately affect performance.

The Influence of Mediation on Leadership, Work Experience and *Keuchik* Performance

The results of the analysis of the Sobel calculation test the influence of leadership mediation between work experience on *Keuchik*'s performance yields an estimate value of 0.077 and a probability value of 0.040 which is significant, so it can be stated that leadership significantly mediates the effect of work experience on *Keuchik*'s performance. Explained path a significance value of 0.001. path b significance value 0.001, path c significance value 0.001, and path c' significance value 0.040, where the four significance values <0.05 which means significant, then this mediation is called partial mediation, then there is a significant relationship between work experience and performance of *Keuchik* mediated by leadership. This is in line with the findings of research conducted by several researchers (Meslec et al., 2020; Hartini Sri, 2012). Likewise, other research findings by (Zainal, 2016; Veliu et al., 2017; Thompson & Webber, 2016), show that leadership, work experience have an indirect mediating relationship.

Conclusion and Recommendation

Conclusion

Based on the results of the research findings and discussions that have been described in the previous section, in the Aceh Malacca District Designed for The New Autonomous Region North Aceh, some conclusions can be drawn as follows:

- a. Education has a positive and significant effect on the leadership of the *Keuchik*, although there is still a lack of mastery of academic experience or level of education.
- b. Work experience has a positive and significant impact on the leadership of *Keuchik*, but it is still found that *Keuchik* work skills are limited.
- c. Education has a positive and significant effect on the performance of *Keuchik*, although there is one indicator of academic experience, which still does not meet the demands and needs expected by the community.
- d. Work experience has a positive and significant effect on the performance of *Keuchik*, although one of the indicators, namely work skills is still limited and less effective.
- e. Leadership has a positive and significant effect on the performance of *Keuchik*, but human relations are still weak.
- f. Leadership mediates by partial mediation, positive and significant relationship between education, experience and performance of *Keuchik*.

Recommendation

To improve governance services and the implementation of various development activities in Village, which is based on the findings of research on the quality of *Keuchik* performance, leadership behavior, quality of academic experience and patterns of work experience in Village at the Aceh Malacca District Designed for The New Autonomous Region North Aceh, suggest the following:

- a. A strategy is needed to improve the quality of *Keuchik* academic experience or level of education in the form of

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- Keuchik* once a month to discuss the obstacles they face in providing public services effectively.
- c. *Keuchik* need to rearrange leadership behavior by developing human relations that are trustworthy, communicative and interact with each other with the community.
- d. Every *Keuchik* needs to improve his academic experience by increasing his higher education level and improving his work experience (improving work skills) in accordance with the level of public service and the needs of the

community, by prioritizing upholding leadership behavior that is communicative, trustworthy and interacts with the community, and likes to consult in decision making in the village.

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