

# The Influence of Individual Ability on Performance to Create Entrepreneurial: with Moderation of “SLDP” Training Programs

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**Abstract**— The study highlights the Syarifuddin Leadership Development Program (SLDP) as a strategic initiative to enhance the welfare and independence of alumni from the Kyai Syarifuddin Wonorejo Lumajang Islamic Boarding School. This program focuses on leadership, competency, and teamwork through mindset transformation and structured training. Research involving alumni who participated in the 9-month SLDP program revealed that leadership (LD) significantly influenced performance (PF), emphasizing the role of managerial effectiveness in boosting productivity. Although competency (CP) and teamwork (TM) did not directly impact performance, training (TR) effectively moderated teamwork's influence on performance and indirectly supported entrepreneurship (EN). The SLDP program demonstrates its strategic role in equipping alumni with competitive skills and fostering their contributions to economic and social development at community and national levels.

**Keywords:** Leadership; Competency; Teamwork

## I. INTRODUCTION

Leadership is the process of influencing the development of Islamic boarding schools in Indonesia shows a significant trend. Data from the Ministry of Religion for the 2022/2023 academic year recorded 39,042 Islamic boarding schools with a total of 4,080,200 resident and non-resident students. Of this number, East Java Province is ranked third with a contribution of 564,299 students spread across 4,452 Islamic boarding schools, making it the province with the largest number of students in Indonesia. As many as 57.14% of students in East Java come from 10 districts, including Lumajang which is ranked 10th with 140 Islamic boarding schools and 34,369 students (Ministry of Religion, 2023). This indicates Lumajang's strategic role in contributing to Islamic boarding school-based education, including the development of large institutions such as the Kyai Syarifuddin Islamic Boarding School. The Kyai Syarifuddin Wonorejo Lumajang Islamic Boarding School is recorded to have 22,850 alumni. However, based on internal data, around 99.48% of these alumni are still below the economic independence line with incomes below the Lumajang Provincial Minimum Wage (UMP). This reality shows that alumni of Islamic boarding schools face major challenges in achieving economic independence, which requires strategic interventions to improve individual skills, especially in leadership, competence, and teamwork. These abilities are recognized as important foundations for success in the world of work and entrepreneurship as revealed by various previous studies. Human resource planning aims to determine the number and type of workforce needed for entrepreneurship at the right time and location, and to ensure that the planning is in accordance with established expectations (Titisari et al., 2024).

Literature review shows that leadership, competence, and teamwork play a significant role in driving individual performance. Robbins & Judge (2007), explains that individual ability is the capacity to complete various tasks, while other Lor & Hassan (2017) emphasize the importance of leadership as a factor that significantly influences performance. Competence is also seen as an individual characteristic that influences work results (Wijayanti & Titi Sari, 2023). While teamwork has been shown to improve organizational performance in various contexts However, there are research results that show a negative or insignificant relationship between these variables and performance. For example, Ahmad Zaini et al. (2022) found that leadership actually has a negative impact on performance in certain contexts. In addition, Husna and Ngadlan (2020) revealed that training can have a negative effect on performance in some cases. This variation in results indicates the need for further research to understand the dynamics and contexts that influence the relationship between individual ability, training, and performance. Training programs such as the Syarifuddin Leadership Development Program (SLDP) are a strategic effort to bridge the alumni skills gap. This program is designed to strengthen leadership, competence, and teamwork through gradual and continuous training. This study aims to explore how individual skills and training programs can moderate performance, as well as create entrepreneurial opportunities for alumni of Islamic boarding schools. Thus, this study is expected to provide a significant contribution to the development of relevant training models in Islamic boarding schools, as well as answer the challenges of economic independence for alumni. The findings of this study also have the potential to change public perception of Islamic boarding schools as educational institutions that not only produce religious graduates, but also independent and competent in facing global challenges.

## II. LITERATURE REVIEW

### *Leadership*

Leadership is the process of influencing or providing examples carried out by a leader to achieve organizational goals (Raihanah et al., 2016). According to Budiarta (2010), leadership includes how a leader influences the behavior of his subordinates to work together and be productive in achieving organizational goals. Jack et al, 2014 identified several indicators of effective leadership, such as the leader's ability to display a clear strategic vision and focus on customers. Innovative leaders are able to create a climate of mutual trust, which is important in dealing with the various risks associated with innovation. In addition, effective leaders also listen to ideas from below (bottom-up), demonstrate commitment to the organization and customers, and have adequate persuasive skills to motivate others. Leadership that prioritizes speed and effectiveness in decision making is also a characteristic of successful leaders.

### **Competency**

Competence, according to (Robbins & Judge, 2009), is a person's ability to carry out work tasks effectively, which is influenced by intellectual and physical abilities. In the context of Civil Servants, competence refers to the abilities and characteristics needed to carry out tasks well (Peraturan Pemerintahan RI No 101 Tahun 2000, 2000). Wibowo (2007) emphasized that competence is the main factor that determines an individual's success in completing work tasks effectively. Research by Wahyudi et al. (2022) and (Sukowidodo et al., 2022) shows that competence contributes significantly to improving individual and organizational performance. (Ruky, 2006) stated that competency indicators include personal character, self-concept, knowledge, and skills. These four indicators are interrelated to create competent individuals who are able to adapt and develop in various work situations. Competence has an urgency that is equal to communication between organizational elements in encouraging the quality of employee performance (Susanto et al., 2022). Furthermore, research by Kinnary et al. (2023) found that emotional intelligence (EI) plays a role in increasing employee engagement through the mediation of work-life balance. This study shows that employees who have good emotional intelligence are able to manage and control their emotions, which allows them to remain professional in various work situations.

### **Teamwork**

Cooperation or teamwork is collaboration between individuals to achieve common goals (Hatta et al., 2017). Icha & Agwu (2015) explains that teamwork plays an important role in the smooth functioning of the company, because the synergy created can produce greater results compared to individual efforts and identified several indicators of teamwork, such as responsibility, contribution, and maximum capacity deployment. These three indicators help build effective collaboration within the team, so that work can be completed better and more efficiently. In practice, good cooperation will be created if each team member feels they have a role and are responsible for achieving common goals. In addition, balanced contributions from all team members will also improve the quality of work results and overall team performance.

### **Performance**

Performance is the result of work related to achieving organizational goals and customer satisfaction (Armstrong & Baron, in Wibowo, 2011). Wahyuningsih (2019) in her research showed that training can increase employee work productivity, which leads to increased organizational performance. Adhari (2020) explained that employee performance is the result of a particular task or job, which measures the quality and quantity of work done. Performance indicators, such as quality, quantity, timeliness, effectiveness, and independence, provide an overview of how well employees can carry out their duties. Research by Knol et al. (2018) revealed that good performance depends not only on individual abilities, but also on how resources are used effectively and efficiently. Therefore, increased performance can be achieved by improving competence, time management, and resources available in the organization

### **Training**

Education is a planned effort to improve individual skills and knowledge in carrying out their duties (Rahman et al., 2022). explains that education and training have an important role in the progress of a nation, because its quality will produce a superior generation. In a professional context, training aims to provide practical skills needed in the workplace (Dessler, 2005). Training programs such as the Astra Basic Management Program (ABMP) and the Syarifuddin Leadership Development Program (SLDP) are designed to improve the managerial and entrepreneurial abilities of participants, with a focus on leadership, competence, and teamwork. The SLDP program also aims to create human resources who are ready to face the challenges of the business world and create new business opportunities. Indicators in this training program include in-class training, business management assistance, and the creation of business projects that can be applied in the field.

### **Entrepreneurship**

Entrepreneurship is an activity that involves taking risks, innovation, and the ability to grow in achieving goals (Purnomo et al., 2020). According to Zubaidah et al. (2023), entrepreneurs are individuals who have high enthusiasm and the ability to recognize business opportunities, create new products, and develop effective operational strategies. Entrepreneurship is not only about ideas, but also a process of continuous training and practice to achieve success (Indriyatni, 2013). In practice, entrepreneurship requires mature human resource planning to ensure the right decision making in managing every resource needed (Titisari et al., 2021). Mardia et al. (2010) emphasize that entrepreneurship involves values, abilities, and behaviors in facing life's challenges and seeking opportunities. Important indicators in entrepreneurship include self-confidence, risk-taking ability, results orientation, creativity, vision, and leadership. Innovative entrepreneurs tend to always look for new, better methods and are able to take advantage of differences to create unique and high-value products.

## **III. RESEARCH METHODOLOGY**

The study used a quantitative approach with an explanatory research method, which aims to analyze the causal relationship between variables through systematic hypothesis testing (Sugiyono, 2021). The research design was designed to explore the influence of independent variables (leadership, competence, teamwork) on dependent variables (performance and entrepreneurial opportunities) with the training program as a moderating variable. The research location was chosen in the alumni environment of the Kyai Syarifuddin Wonorejo Lumajang Islamic Boarding School, which is a strategic area to explore the dynamics of entrepreneurial development among participants in the Training program. The research was conducted from September to November 2024, a period that was considered representative to capture the latest developments of alumni in implementing the entrepreneurial skills they had acquired. Careful selection of the location and time of the research was intended to ensure the validity of the data and the relevance of the findings to the actual context of entrepreneurial development in the Islamic boarding school environment.

### Population and Sample

The population in this study included all participants of the Diklat program at the Kyai Syarifuddin Wonorejo Lumajang Islamic Boarding School, consisting of 120 participants spread across four batches. The sample determination in this study used the purposive sampling method with certain criteria. This study uses the criteria for participants who are sampled, namely those who have alumni status from the Islamic Boarding School, are active in the Diklat program, have carried out business practices, and have entrepreneurial experience that can be measured objectively. The research data sources include primary data obtained directly through questionnaires from respondents, as well as secondary data from documents, articles, and journals related to the Diklat process. The questionnaire uses a Likert scale from 1 to 5, allowing for precise and measurable measurement of variables. The research instrument is designed in a structured manner, with measurements (Sugiyono, 2021).

### Data Types and Sources

The type of data used in this study is primary data. Data were obtained through a questionnaire instrument designed to measure respondents' perceptions and opinions using a numeric measurement scale from 1 to 5. This scale allows researchers to transform qualitative data into a quantitative format that can be analyzed objectively, providing a systematic framework in interpreting research variables. The sources of research data include two main categories: primary data and secondary data. In addition, this study uses secondary data in the form of structured objective information, derived from second or third sources such as articles, reports, and official documents, which in the context of this study include data on the Training process, attendance documentation, and documentation of the success of creating business opportunities from various sources such as news and scientific journals.

### Operational Definition of Variables and Variable Indicators

In this study, the leadership variable ( $X_1$ ) is defined as an individual's ability to motivate team members to achieve common goals. The indicators include the ability to guide and direct ( $X_{1.1}$ ), meet targets with customer orientation ( $X_{1.2}$ ), commitment to mutual agreements ( $X_{1.3}$ ), guide and motivate members ( $X_{1.4}$ ), and the ability to find solutions to team problems ( $X_{1.5}$ ). The competency variable ( $X_2$ ) refers to the ability of individuals, especially alumni of Islamic boarding schools, to understand and manage business processes. Competency indicators include systematic knowledge ( $X_{2.1}$ ), the ability to think systematically in business management ( $X_{2.2}$ ), and creativity in creating new business ideas ( $X_{2.3}$ ). The teamwork variable ( $X_3$ ) is defined as an individual's ability to work collaboratively to achieve common goals. The indicators used include responsibility for tasks ( $X_{3.1}$ ), contribution to the team ( $X_{3.2}$ ), maximum effort in work ( $X_{3.3}$ ), and persistence in achieving common goals ( $X_{3.4}$ ) (SLDP Material, 2021). The performance variable ( $Y_1$ ) is defined as the work results achieved by individuals, measured through product quality ( $Y_{1.1}$ ), production quantity ( $Y_{1.2}$ ), timeliness ( $Y_{1.3}$ ), and operational efficiency and effectiveness ( $Y_{1.4}$ ). The entrepreneurial variable ( $Y_2$ ) refers to an individual's ability to create and run a business. The indicators include self-confidence ( $Y_{2.1}$ ), courage to take risks ( $Y_{2.2}$ ), orientation to process and results ( $Y_{2.3}$ ), innovation in facing competitors ( $Y_{2.4}$ ), business sustainability ( $Y_{2.5}$ ), and a clear vision and mission ( $Y_{2.6}$ ). Finally, the education, training, and education and training variable ( $Z$ ) refers to the SLDP program that focuses on developing leadership, competence, and teamwork to create entrepreneurial opportunities. The indicators include the application of theory in class ( $Z_1$ ), business mentoring ( $Z_2$ ), and the success of business projects ( $Z_3$ ). (SLDP Material, 2021).

### Data Analysis Methods

This study uses a Likert scale to measure respondents' opinions, attitudes, and perceptions of social phenomena. The research variables are described into indicators which are then described in the form of statements or questions on the questionnaire instrument (Sugiyono, 2021). The Linkert scale consists of five levels, namely Strongly Agree (5), Agree (4), Quite Agree (3), Disagree (2), and Strongly Disagree (1). Furthermore, an instrument test was carried out to ensure that the data obtained were able to measure the variables studied validly and reliably. Validity was tested using Confirmatory Factor Analysis (CFA), where an indicator is declared valid if it has a significant loading factor value at a 5% confidence level and a Goodness of Fit Index (GFI)  $\geq 0.90$  (Sugiyono, 2021). With the validity test formula:

$$r_{xy} = \frac{\sum xy}{\sqrt{\sum x^2 + \sum y^2}} \quad (1)$$

*In which:*

- $r_{xy}$  = Correlation value (r count)
- $x$  = Proposed question items
- $y$  = The sum of all values in the question items (construct)

The reliability of the instrument is tested to ensure the internal consistency of the indicator by calculating the reliability index using the Construct Reliability formula. The instrument is declared reliable if its indicators consistently measure the same variables in various measurements (Ghozali, 2017).

$$\text{Construct reliability} = \frac{(\sum \text{Standart Loading})^2}{(\sum \text{Standard Loading})^2 + \sum E} \quad (2)$$

This study also uses the Structural Equation Modeling-Partial Least Squares (SEM-PLS) method to analyze the relationship between variables. According to Monecke & Leisch (2016), SEM-PLS consists of three main components: structural model, measurement model, and weighting scheme, which are the characteristics of SEM-PLS compared to covariance-based SEM. SEM-PLS only supports recursive relationships between variables, in contrast to covariance-based SEM which allows non-recursive (reciprocal) relationships. In the structural model, latent variables are categorized into exogenous and endogenous based on theory. SEM-PLS is a non-parametric approach that remains effective even though the data has a non-normal distribution. Its main purpose is to predict the effect of variable X on Y through mediation and to explain the theoretical relationship between variables. SEM-PLS evaluation includes:

- 1) Outer Model Evaluation: Testing the validity and reliability of the instruments used.
- 2) Inner Model Evaluation:
  - a. Calculating the significance of the relationship between variables through path coefficients and t-test values.
  - b. Evaluating the  $R^2$  value, with categories of 0.75 (substantial), 0.50 (moderate), and 0.25 (weak), to assess the strength of the model.

This evaluation helps assess the significance of the hypothesis and the quality of the research model. SmartPLS 3.0 is used as supporting software for SEM-PLS analysis. This application has a graphical interface that facilitates the analysis process, helps improve the model, and provides informative statistical results (Rozanda & Masriana, 2017; Sudewo & Supriyadi, 2017).

Hypothesis testing aims to test the significance of the influence of independent variables on the dependent variable. The null hypothesis ( $H_0$ ) states that there is no significant effect ( $b_1 = 0$ ), while the alternative hypothesis ( $H_1$ ) states that there is a significant effect ( $b_1 \neq 0$ ). Testing is carried out at a significance level of  $\alpha = 5\%$  (95% confidence interval) with the following criteria: reject  $H_0$  if the probability value ( $\text{prob}$ )  $\leq \alpha$ , and do not reject  $H_0$  if  $\text{prob} > \alpha$ . Decisions are made based on the test results, where  $H_0$  is rejected if the independent variable is proven to have a significant effect on the dependent variable.

Path analysis aims to analyze the direct and indirect influence between leadership variables ( $X_1$ ), competence ( $X_2$ ), and teamwork ( $X_3$ ) on performance ( $Y_1$ ) moderated by training ( $Z$ ) in creating entrepreneurial opportunities ( $Y_2$ ). Before the calculation process, a significance test is carried out on each path to ensure the validity of the model. Model evaluation involves calculating the total determination coefficient ( $R^2$ ), which shows the proportion of data variability that can be explained by the model. In addition, trimming theory is used to eliminate paths with insignificant coefficients, so that the model becomes more efficient and representative.

$$R^2 = 1 - (Pe1)^2(Pe2)^2 \quad (3)$$

*In which:*

$R^2$  = Coefficient of Determination

$Pe1$  = The interpretation of  $R^2$  is the same as the interpretation of the coefficient in regression analysis

Path analysis includes calculating direct and indirect effects. Direct effects are calculated based on the coefficient of the relationship between independent, moderating, and dependent variables. Indirect effects are measured by multiplying the path coefficients from independent to moderating to dependent variables. These steps aim to quantitatively explain the complex relationships between variables in order to support the proposed hypothesis.

SmartPLS 3.0 is a Java Webstart technology-based software for SEM analysis with a graphical interface (GUI) that is compatible with various operating systems (Rozanda & Masriana, 2017). This program offers practical and informative solutions to overcome SEM problems, including model modification and effective improvement of goodness of fit (Sudewo & Supriyadi, 2017). Partial Least Squares Structural Equation Modeling (PLS-SEM) menggunakan SmartPLS 3.0 merupakan metode statistik yang efektif untuk menganalisis hubungan antar variabel laten dalam model yang kompleks (T, Ramayah et al., 2016).

## IV. RESULTS AND DISCUSSION

### Result

#### Outer Model Test (Instrument Test)

The outer loading test in this figure shows how well each indicator (item) reflects the construct or latent variable being measured. Each indicator is connected to the latent variable through a path coefficient (outer loading), which describes the strength of the relationship between the indicator and the latent variable. In general, the higher the outer loading value, the better the indicator is at describing the latent variable it represents.

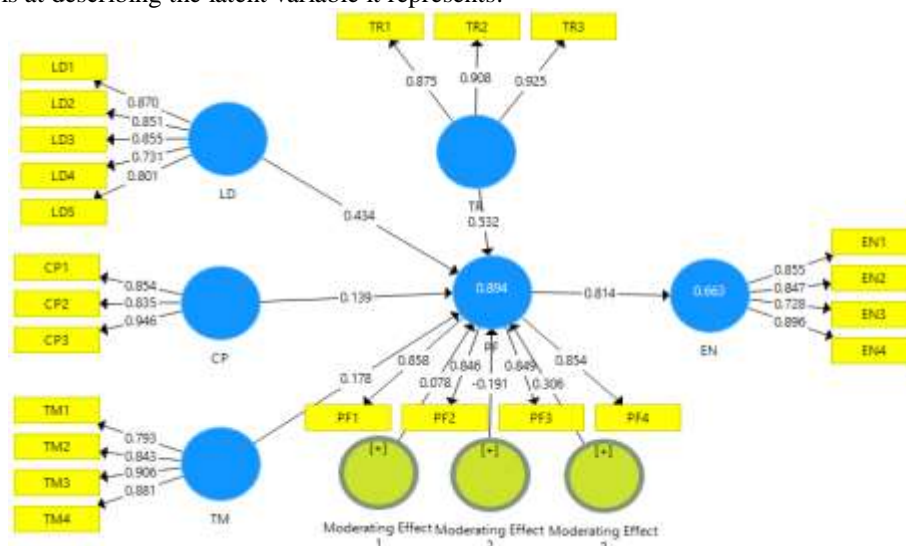


Figure 1 Outer Loading Value  
Source: Appendix (2024) (processed)

In Figure 1, the outer loading coefficient for each indicator ranges from 0.731 to 0.946. These values indicate that the indicators have a fairly strong relationship with the construct being measured. For example, indicators LD1 to LD5 that measure the leadership variable (LD) have outer loading values between 0.731 and 0.870, indicating that these indicators have a significant



relationship strength with the leadership variable. Likewise for the competency variable (CP), indicators CP1 to CP3 have very high outer loading values, namely between 0.835 and 0.946, indicating that these indicators are very good at reflecting the competency variable. Indicators on the teamwork variable (TM) also show fairly good outer loading values, between 0.793 and 0.881, meaning that these indicators are quite strong in describing the teamwork variable. For the personal factor (PF) variable, the outer loading value of the indicator varies, with the highest value of 0.854 in PF4, while the lowest value is in PF2 (0.178). This shows that some indicators are stronger in measuring personal factors than others. Overall, this outer loading test shows that most of the indicators in this model have a strong relationship with the latent variables being measured, although there are some indicators with lower values, such as in PF2. Therefore, these indicators can generally be accepted as valid tools to measure the constructs referred to in this study.

#### Validity and Reliability Test

Validity and reliability tests were conducted using the SmartPLS 3.0 program for data processing. The results show that all indicators have outer loading and AVE values above 0.50. In addition, the Composite Reliability and Cronbach's Alpha values are also greater than 0.60, as shown in Table 1. Based on the results of data testing in Table 1, with the AVE coefficient > 0.50 and the Composite Reliability and Cronbach's alpha coefficients > 0.60, it can be concluded that all data is declared valid and reliable.

Table 1 R-Square (R<sup>2</sup>), Composite Reliability, and Cronbach's Alpha, AVE Variables/Dimension R<sup>2</sup> Composite Reliability, Cronbach's Alpha

Variabel	Composite Reliability	Cronbach's Alpha	AVE
LD	0.913	0.880	0.678
CP	0.911	0.852	0.774
TM	0.917	0.879	0.734
LD*TR	1.00	1.00	1.00
CP*TR	1.00	1.00	1.00
TM*TR	1.00	1.00	1.00
TR	0.930	0.887	0.815
PF	0.914	0.874	0.726
EN	0.901	0.853	0.695

Source: Appendix (2024) (processed)

The results of the analysis show that the main constructs in this study, such as leadership (LD), competence (CP), entrepreneurship (EN), performance (PF), cooperation (TM), and training (TR) have good discriminant validity. This indicates that each construct measures a unique dimension and does not overlap with each other. The correlation value between the leadership (LD) and competence (CP) constructs is 0.924, indicating a fairly strong relationship, but can still be distinguished from each other. Similar findings are seen in other constructs, where the correlation values are generally below 0.90, indicating adequate discriminant validity.

Table 2 Discriminant Validity

	CP	EN	LD	LD*TR	CP*TR	TM*TR	PF	TM	TR
CP	0.880								
EN	0.871	0.834							
LD	0.924	0.821	0.823						
LD*TR	-0.543	-0.677	-0.592	1.00					
CP*TR	-0.507	-0.646	-0.543	0.979	1.00				
TM*TR	-0.585	-0.696	-0.630	0.973	0.964	1.00			
PF	0.859	0.814	0.889	-0.564	-0.528	-0.567	0.852		
TM	0.806	0.762	0.838	-0.682	-0.634	-0.656	0.853	0.857	
TR	0.735	0.822	0.772	-0.827	-0.801	-0.828	0.826	0.809	0.857

Source: Appendix (2024) (processed)

These results indicate that factors such as leadership, competence, entrepreneurship, performance, cooperation, and training are relatively independent concepts and can be measured separately. This is important because it allows a more accurate analysis of the contribution of each of these factors to the dynamics of the organization or economy. Thus, good discriminant validity in this study provides confidence that the theoretical model tested can capture the complexity of economic and management phenomena more comprehensively and accurately.

#### Inner Model Test (Path Analysis)

In this section, path analysis is conducted to test the relationship model between variables in this study. The inner model test aims to measure how well the model describes the relationship between the existing variables. One of the indicators used in this test is the R<sup>2</sup> and Adj. R<sup>2</sup> values, which show how much variance can be explained by the proposed model.

Table 3 R2 and Adj. R2 Values

Variabel	R <sup>2</sup>	Adj. R <sup>2</sup>
PF	0.663	0.659
EN	0.894	0.884

Source: Appendix (2024) (processed)

Based on the results of Table 4.13, it is obtained that Based on the results of the inner model analysis, the R<sup>2</sup> and Adjusted R<sup>2</sup> values are obtained for the variables in this study. Based on the results of the inner model test which show the R<sup>2</sup> and Adj. R<sup>2</sup> values, the relationship between variables in this study can be interpreted as follows. For the performance variable (PF), the R<sup>2</sup> value of 0.663 indicates that 66.3% of the variation in performance can be explained by the variables in the model, such as leadership, competence, and cooperation. This means that about two-thirds of the changes in performance can be influenced by these factors. Meanwhile, for the entrepreneurship variable (EN), the R<sup>2</sup> value of 0.894 indicates that 89.4% of the variation in entrepreneurship can be explained by the variables in the model. This shows that this model is very strong in describing the relationship between competence, cooperation, and entrepreneurship. In addition, the Adj. The R<sup>2</sup> of 0.659 for performance and 0.884 for entrepreneurship respectively shows that even though there are other factors that may influence, this model still has a high level of reliability in explaining the relationship between variables.

### Hypothesis Testing

#### Direct Effect Test

The test results show that the Leadership and Training variables have a positive effect on Performance. The Cooperation variable moderated by training has a positive and significant effect on Performance, and the Performance variable has a positive and significant effect on Entrepreneurship.

Table 4 Testing the Direct Influence of Leadership, Competence, Employee Cooperation on Performance with Moderation of Training Programs to Create Entrepreneurial Opportunities

Hypothesis	Relationship with Variables	Original Sample	t-Statistic	p-value		Information
	Independent	Dependent				
H1	LD	PF	0.434	3.186	0.001*	Significant
H2	CP	PF	0.139	1.126	0.260	Not Significant
H3	TM	PF	0.178	1.607	0.108	Not Significant
H4	LD*TR	PF	0.078	0.431	0.667	Not Significant
H5	CP*TR	PF	-0.191	1.090	0.276	Not Significant
H6	TM*TR	PF	0.306	2.080	0.038*	Significant
H7	PF	EN	0.814	17.638	0.000*	Significant

Source: Appendix (2024) (processed)

H1: The results show that leadership (LD) has a significant effect on performance (PF). This indicates that effective leadership from the management of an organization can improve performance and productivity, which in turn will have a positive impact on the overall performance of the organization. H2: Competence (CP) was also found to have no significant effect on performance (PF). H3: The findings show that teamwork (TM) has no significant effect on performance (PF). This may indicate that other factors, such as leadership, are more dominant in influencing performance compared to teamwork and competence. H4, H5: For these three hypotheses, the results show that training (TR) does not moderate the relationship between Leadership (LD) and Competence (CP) on Performance (PF). While for H6: shows a direct effect and is proven to be positive and significant moderating cooperation (TM) on performance (EN). H7: shows that performance (PF) does not have a significant positive effect on entrepreneurial opportunities (EN). This finding can be input for organizations to review their human resource development strategies and existing entrepreneurship programs by implementing training that will improve performance, so that it can provide a more optimal impact on performance.

#### Indirect Effect Test

In this section, an indirect effect analysis is conducted to evaluate the mediation relationship in the research model. This analysis aims to measure the extent to which the mediating variable, in this case the Training Program, moderates the relationship between the independent variables (Leadership, Competence, Employee Cooperation) and the dependent variable (Employee Performance) in creating entrepreneurial opportunities. The indirect effect test provides an overview of the contribution of the mediating variable to strengthening or weakening the relationship between the main variables. The results of this test are presented in Table 4.15, which contains the indirect effect values of the variables studied..

Table 5 Testing the Indirect Effect of Leadership, Competence, Employee Cooperation on Performance with Moderation of Training Programs to Create Entrepreneurial Opportunities

Hypothesis	Relationship with Variables Path Information	Original Sample	t-Statistic	p-value	Information
H8	TR -> PF -> EN	0.433	2.853	0.004*	Significant
H9	LD*TR -> PF -> EN	0.064	0.430	0.667	Not Significant
H10	CP*TR -> PF -> EN	-0.155	1.083	0.279	Not Significant
H11	TM*TR -> PF -> EN	0.249	2.064	0.039*	Significant

Source: Appendix (2024) (processed)

H8: The analysis found that the indirect effect of training (TR) on entrepreneurship (EN) through performance (PF) is significant. This finding indicates that effective training programs can drive performance improvement and encourage increased entrepreneurship among employees. H9: The results show that the indirect effect of leadership (LD) moderated by training (TR) through performance on entrepreneurship (EN) is not significant. H10: The findings show that the indirect effect of competence (CP) moderated by training (TR) through performance (PF) on entrepreneurship (EN) is also not significant. This indicates that competence moderated by employee training does not have a significant impact on entrepreneurship. H11: The results of the analysis show that the indirect effect of teamwork (TM) moderated by training (TR) through performance (PF) on entrepreneurship (EN) is significant. This means that good teamwork strengthened by training (TR) can improve employee entrepreneurship through the role of information or knowledge they acquire.

Overall, these results provide insight into how factors such as leadership, competence, teamwork, and training can influence employee entrepreneurship, both directly and indirectly through the role of information or knowledge. These findings can be used by organizations to design more effective human resource development strategies to encourage entrepreneurial behavior among employees.

## Discussion

### 1. *The Influence of Leadership on Performance*

H1: The results show that leadership (LD) has a significant effect on performance (PF). This indicates that effective leadership from the management of an organization can improve employee performance and productivity, which in turn will have a positive impact on overall organizational performance. These results support research (Inaray et al., 2016; Muttaqin et al., 2022; Rivai, 2020; Tobing et al., 2019) which states that leadership partially and simultaneously affects performance and research.

### 2. *The Influence of Competency on Performance*

H2: Competence (CP) was also found to have no significant effect on performance (PF). Competence (CP) does not have a significant effect on performance (PF) because other factors, such as motivation, work environment, or management, can be more dominant in determining performance results. In addition, even though employees have high competence, if there is no support from the system or policies that support the implementation of these competencies, the impact on performance can be minimal and this result is in line with research by (Dilla et al., 2023; Noviyanti & Sakti, 2022). A. B. Susanto et al. (2021) emphasized that if you have high competence, if there is no support from the system or policies that support the implementation of these competencies, the impact on performance can be minimal.

### 3. *The Influence of Teamwork on Performance*

H3: The findings show that teamwork (TM) does not have a significant effect on performance (PF). This may indicate that other factors, such as leadership, are more dominant in influencing performance compared to teamwork and employee competence. In practice, cooperation is not optimal enough in collaborating, such as in terms of ineffective communication, unclear division of tasks, or lack of understanding in goals and work methods. These factors can cause teamwork to not have a significant impact on performance (PF) (Letsoin & Ratnasari, n.d., 2020)

### 4. *The influence of leadership moderated by training on performance*

H4: The results of the study indicate that leadership moderated by training does not have a significant effect on performance (PF). Although training is expected to strengthen the effectiveness of leadership in improving performance, the analysis shows that training moderation does not produce significant changes in the relationship between leadership and performance. This indicates that other factors, such as individual competence or other environmental factors, are more influential in influencing performance than the role of leadership moderated by training (Mardiani et al., 2024).

### 5. *The influence of Competency moderated by Training on Performance*

H5: The results of the study indicate that training does not moderate the relationship between competence (CP) and performance (PF), with no significant effect found. Although training is expected to increase the effectiveness of the relationship between competence and performance, the analysis shows that additional training or education does not provide a significant moderating effect. This indicates that other factors, such as work experience or organizational support, play a greater role in influencing performance than the influence generated through training (Winda Ony Panjaitan & Metriadi, 2024).

### 6. *The Influence of Teamwork Moderated by Training on Performance*

As for H6: shows a direct and proven positive and significant influence of training moderating cooperation on performance. This finding can be an input for organizations to review the strategy of human resource development and existing entrepreneurship programs by implementing training will improve performance, in order to provide a more optimal impact on performance. Research by Salas et al. (2008) shows that training in teamwork can improve coordination between team members and improve performance. The results show a moderate, positive relationship between team training interventions and outcomes. Effectiveness is influenced by training content, team stability, and team size.

### 7. *The Influence of Performance on Entrepreneurial Opportunities*

H7: The results of the study indicate that there is no significant effect between performance (PF) and entrepreneurial opportunities (EN). This means that although good performance at work should be able to increase individual motivation or readiness to take advantage of entrepreneurial opportunities, the analysis shows that the relationship is not statistically significant. The conclusion is the lack of statistical evidence supporting the relationship between performance and entrepreneurial opportunities in the context of this study. The results of this study are not in line with Sukirman (2014) and Taheri et al. (2019) who stated that employee performance had a strong and significant impact towards the development of entrepreneurship, and on the other hand, motivation had no strong and significant impact towards the development of entrepreneurship.

#### 8. *The Influence of Training on Performance and Entrepreneurship*

H8: The analysis found that the indirect effect of training (TR) on performance (PF) and then on entrepreneurship (EN) is significant. This finding indicates that effective training programs can drive performance improvement and encourage increased entrepreneurship among employees. Training that improves employee skills and competencies has the potential to strengthen their self-confidence and readiness to take on entrepreneurial opportunities. Therefore, investment in employee training can be a strategic step in supporting the development of entrepreneurship within the organization (Kowo et al., 2018).

#### 9. *Training moderates Leadership with the relationship between Performance and Entrepreneurship*

H9: The results show that the indirect effect of leadership (LD) moderated by training (TR) through performance on entrepreneurship (EN) is not significant. The Leadership variable (LD) moderated by training does not have a significant effect. Specifically, training does not play a role in moderating the relationship between PF and EN. So there is not enough evidence to support that moderation by training contributes to changes or differences in the relationship between PF and EN. In other words, although training aims to strengthen the role of leadership in improving performance, these results indicate that training programs are not effective in significantly influencing the relationship between performance (PF) and entrepreneurial opportunities (EN) (Ximenes et al., 2019).

#### 10. *Training moderates the relationship between Competency and Performance and Entrepreneurship*

H10: The findings show that the indirect effect of competency (CP) moderated by training (TR) on performance (PF) and entrepreneurship (EN) is also not significant. This indicates that competency moderated by employee training does not have a significant impact on entrepreneurship. This result indicates that although training is designed to improve employee competency, it does not have a significant impact on the relationship between competency and entrepreneurship. This suggests that although employee competency is important, training fails to moderate or strengthen the relationship between performance reflected by competency and entrepreneurial opportunities. These results are not in line with the analysis reveals a significant positive relationship between entrepreneurial competence and SME performance, with training and development moderating this relationship (Nurudeen et al., 2023).

#### 11. *Training moderates the relationship between teamwork and performance and entrepreneurship*

H11: The results of the analysis show that the indirect effect of teamwork (TM) moderated by training (TR) through performance (PF) on entrepreneurship (EN) is significant. This means that good teamwork strengthened by training (TR) can improve employee entrepreneurship through the role of information or knowledge they obtain. This happens because training provides additional information and knowledge that strengthens the team's ability to work together and encourages them to be more involved in entrepreneurship. Training plays an important role in improving team collaboration skills, which in turn helps individuals to be more confident and ready to face entrepreneurial challenges (Setia et al., 2020).

Overall, these results provide insight into how factors such as leadership, competence, teamwork, and training can influence employee entrepreneurship, both directly and indirectly through the role of information or knowledge. These findings can be used by organizations to design more effective human resource development strategies to encourage entrepreneurial behavior among employees.

## V. CONCLUSION

This study shows that leadership has a significant effect on performance, confirming the importance of managerial effectiveness in improving employee productivity. However, competence and teamwork do not have a significant direct effect on performance, indicating that other factors such as individual motivation and organizational support may be more dominant. Performance is also not proven to have a significant effect on entrepreneurial opportunities. Training as a moderating variable shows varying results. Training does not strengthen the relationship between leadership and competence on performance, but is effective in increasing the influence of teamwork on performance. In addition, training indirectly contributes to entrepreneurship through improved performance.

The results of this study support the strategic relevance of the Syarifuddin Leadership Development Program (SLDP) initiated by the Kyai Syarifuddin Islamic Boarding School. This program is designed to develop leadership, competence, and teamwork among alumni, with the aim of empowering them to create entrepreneurial opportunities. SLDP provides education, training, and mentoring in business management, becoming a strategic step in preparing alumni to face the challenges of the world of work and create innovations in various sectors. Overall, this study confirms the importance of training that focuses on increasing team synergy and individual needs in supporting productivity and creating entrepreneurial opportunities. With further optimization, programs such as SLDP have great potential to strengthen alumni contributions to economic and social development, both at the community and national levels.

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