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The Effects of Competence and Self-Leadership on Role Conflict and Organizational Commitment in LSP-P1 in Indonesia: A Moderation Model of Interpersonal Communication

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Abstract: The implementation of the ASEAN Economic Community (AEC) in 2015 intensively held competency tests to measure the ability of the Indonesians and to have a high selling value compared to people of other countries. Community competence can be measured by holding a competency test in which the results of the competency test are in the form of professional competency certification. BNSP grants licenses to Professional Certification Institutions (LSP) in performing its duties. This study aims to prove and analyze the effects of 1) Competence and Self-Leadership on Role Conflict, 2) Competence, Self-Leadership, and Role Conflict on Organizational Commitment, 3) Interpersonal Communication on the effect of Competence and Self-Leadership on Role Conflict. The population of this study is the competence assessors of professional certification institutions in Indonesia. The sampling technique used was proportional random sampling and obtained a total sample of 411 respondents. Data were collected using the survey method by distributing questionnaires, while the analysis technique used was structural equation modeling (SEM) through AMOS. The results of this study prove that: 1) competence and self-leadership have a significant effect on role conflict, (2) self-leadership and role conflict have a significant effect on organizational commitment, and (3) interpersonal communication moderates the effect of competence and self-leadership on role conflict. The novelty of this research is that competence has no significant effect on organizational commitment, which is an intrapersonal strength if it is related to organizational or interpersonal commitments, both of which have weak motivation to be related to each other.

Keywords: competence, self-leadership, role conflict, organizational commitment, interpersonal communication.

印度尼西亚LSP-

P1中能力和自我领导对角色冲突和组织承诺的影响：人际沟通的调节模型

摘要：2015年东盟经济共同体（原子能委员会）的实施集中举行了能力测试，以衡量印尼人的能力，与其他国家的人相比具有较高的销售价值。社区能力可以通过举办能力测试来衡量，能力测试的结果以专业能力认证的形式出现。BNSP向专业认证机构(LSP)授予履行其职责的许可证。本研究旨在证明和分析1)能力和自我领导对角色冲突的影响，2)能力、自我领导和角色冲突对组织承诺的影响，3)人际沟通对能力和自我领导对角色的

影响冲突。本研究的人群是印度尼西亚专业认证机构的能力评估人员。所采用的抽样方法为比例随机抽样，总共获得了411名受访者的样本。采用发放问卷的调查方法收集数据，而使用的分析技术是通过AMOS进行结构方程建模（扫描电镜）。这项研究的结果证明；1）能力和自我领导对角色冲突有显著影响，（2）自我领导和角色冲突对组织承诺有显著影响，（3）人际沟通调节能力和自我领导对角色冲突的影响。这项研究的新颖之处在于，能力对组织承诺没有显著影响，如果组织承诺与组织承诺或人际承诺相关，那么组织承诺就是一种内在的力量，而组织承诺和人际承诺之间的关联动机较弱。

关键词：能力、自我领导、角色冲突、组织承诺、人际沟通。

Introduction

Along with the era of globalization, a policy emerged from the Asean Economic Community (AEC), which began in December 2015. This policy impacted limited employment opportunities. We must prepare ourselves to become qualified Human Resources (HR) so that we cannot compete with workers from abroad. Therefore, since the implementation of the MEA in 2015, competency tests have been intensively conducted to measure the ability of the Indonesian people and have a high selling value compared to people of other countries.

In addition, the government has passed the Law of the Republic of Indonesia Number 13 of 2003 concerning Manpower, which emphasizes that every worker must have competence regarding the Indonesian National Work Competency Standards. The government also established a National Professional Certification Agency, abbreviated as BNSP, whose task was to carry out competency certification through Government Regulation Number 23 of 2004, which was subsequently amended by Government Regulation No. 10 of 2018 concerning the National Professional Certification Agency. Thus, the way that community competence can be measured is to hold a competency test in which the results of the competency test are in the form of professional competency certification. Professional competency certification is the process of awarding competency certificates carried out systematically and objectively through competency assessment that refers to Indonesian national, regional, or international work competency standards to improve the implementation of the professional competency certification system in Indonesia. Professional competency certification acknowledges that a person has competence in a certain field by performing the tasks.

BNSP grants licenses to Professional Certification Institutions (LSP) in carrying out its duties. Namely, it licenses three types of LSP: First Party LSP (P-1), Second Party LSP (P-2), and Third Party LSP (P-3). The party authorized to conduct and assess competency

assessments for certain types of qualifications is called a competency assessor (BNSP Guideline 303). The assessor has a strategic position and role because it will greatly determine the quality of the competency test conducted (BNSP Guideline 303). Assessment of assessors in carrying out their powers, roles, obligations, and other rules related to the implementation of competency tests by the provisions is necessary to maintain the quality of the assessment results.

An attitude of organizational commitment must be owned by a competency assessor and implemented in a real way. The forms of organizational commitment that can be applied are being fully responsible for the tasks assigned and carrying out the tasks according to the provisions of the LSP. Competency assessors still need more commitment to the organization in which they work, resulting in less than optimal performance.

As a competency assessor, one must be competent in the field being taught. However, in reality, many assessors still need to gain competence in their respective fields. In fact, competency certification activities must be conducted by competency assessors who already have competency assessor certificates according to BNSP regulations. Therefore, it is very important to pay attention to the competence of an assessor, and there must be supporting evidence that the person is suitable as a competency assessor.

A competency assessor must possess a self-leadership attitude. The attitude of self-leadership in question includes being responsible for assigned tasks, acting wisely, being honest, not receiving rewards for a specific purpose, and so on. The purpose of this study is to avoid conflicts related to the assessment results.

Role conflict factors can also influence organizational commitment [1, 2]. Role conflict is a discrepancy between the requirements and expectations of the role, which is associated with conditions that affect role performance [3].

Role conflict is one of the hot topics. This is because most competency assessors currently act as industrial or office workers. Therefore, they often need

help because they play two roles: competency assessors and industrial and office workers. Thus, it is necessary to arrange the right time for competency assessors to perform the two roles well at the same time.

Based on the phenomena described above, the researcher determines that the purpose of this research is to prove and analyze the following:

- a. Effect of competence on role conflict LSP-P1 assessors in Indonesia.
- b. Effect of self-leadership on role conflict LSP-P1 assessors in Indonesia.
- c. Effect of competence on organizational commitment LSP-P1 assessors in Indonesia.
- d. Effect of self-leadership on organizational commitment LSP-P1 assessors in Indonesia.
- e. Effect of role conflict on organizational commitment LSP-P1 assessors in Indonesia.
- f. How interpersonal communication moderates the effect of competence on role conflict LSP-P1 assessors in Indonesia.
- g. How interpersonal communication moderates the effect of self-leadership on role conflict LSP-P1 assessors in Indonesia.

1. Literature Review

1.1. Competency

Competence comes from “competency” which means skill, ability, and authority [4]. Robbins and Judge define competence as a personal ability to do work based on two factors, namely intellectual and physical abilities [5]. In this case, it can be understood that competence is a personal ability to work based on the skills and knowledge possessed [4].

According to Renyut et al. [4], the indicators used to measure competency include:

- a. Knowledge
- b. Skill
- c. Mastery
- d. Professionalism
- e. Experience

1.2. Self-Leadership

Neck and Houghton [6] revealed that self-leadership is an individual ability to influence, direct, supervise, and motivate himself (his mindset and behavior) to achieve desired goals. Creativity and innovation are forms of self-leadership [6, 7]. Leadership is one of the managerial aspects of organizational life and is a key position [8].

According to Houghton and Neck [9], the indicators used to measure self-leadership include:

- a. Mental Imagery
- b. Self-talk/ Self-verbalizations
- c. Beliefs and Assumptions

1.3. Role Conflict

Role conflict, in particular, is also seen as a form of

discrepancy between the role that must be performed and the demands of the work that should be carried out based on certain professional standards that are believed and adhered to by employees [10]. According to [11], role conflict arises between the expectations of two different roles that a person has.

According to [11], the indicators used to measure role conflict are the following:

- a. Human Resources
- b. Override the rules
- c. Unnecessary activities
- d. Unclear directions

1.4. Interpersonal Communication

Interpersonal communication is an exchange between two or more people. This field of research seeks to understand how humans use verbal and nonverbal cues to achieve personal and relational goals. [12]. Individuals communicate interpersonally to exchange ideas or thoughts with others [13].

The interpersonal communication indicators in this study are as follows:

- a. The Communicators
- b. The Message
- c. Noise
- d. Feedback
- e. Context
- f. Channel

1.5. Organizational Commitment

According to Robbins and Judge [5], organizational commitment is the degree to which an employee supports organizational goals and maintains membership. The definition of organizational commitment in this study leads to the theory of Meyer et al. [14], which states that committed employees will work fully dedicatedly, which makes employees desire to give more energy and responsibility to support the welfare and success of the organization where they work [14]. Organizational commitment includes an active relationship with individuals [15].

According to Meyer et al. [14], the indicators of organizational commitment are as follows:

- a. Affective
- b. Normative
- c. Continuance

2. Results

This type of research is causal explanatory research that explains the causal relationship between exogenous and endogenous variables. The data analysis used in this study is quantitative analysis, namely data processing in the form of numbers using statistical methods.

The population of this research is competency assessors LSP-P1 in Indonesia. The sampling technique used in this study was proportional random sampling. The data collection technique in this study was

conducted by surveying the distribution of question data (questionnaires) on the research object.

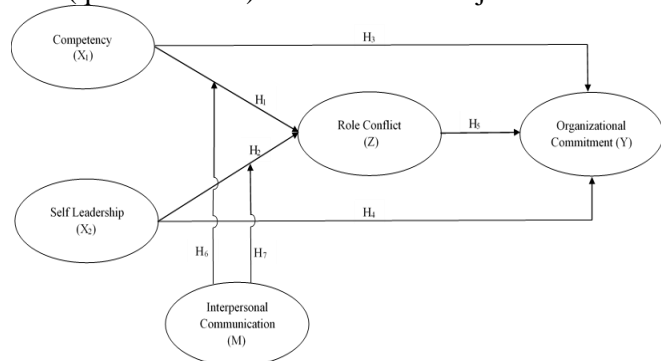


Fig. 1 Research Framework (Developed by the author, 2023)

3. Hypotheses

H₁: Competence has a significant effect on role conflict LSP-P1 assessors in Indonesia.

H₂: Self-leadership has a significant effect on role conflict LSP-P1 assessors in Indonesia.

H₃: Competence has a significant effect on organizational commitment LSP-P1 assessors in Indonesia.

H₄: Self-leadership has a significant effect on organizational commitment LSP-P1 assessors in Indonesia.

H₅: Role Conflict significantly affects organizational commitment LSP-P1 assessors in Indonesia.

H₆: Interpersonal communication moderates the influence of competence on role conflict LSP-P1 assessors in Indonesia.

H₇: Interpersonal communication moderates the effect of self-leadership on role conflict LSP-P1 assessors in Indonesia.

4. Research Methodology

The researchers used structural equation modeling (SEM) with AMOS and SPSS for data processing and analysis. The use of SEM in this research is because SEM is considered more accurate because researchers know not only the relationship between variables but also the components that make up the variables and their magnitude.

5. Results

5.1. The Respondents' Profile

Respondents in this study were assessors of the first-party Professional Certification Institute (LSP) in Indonesia. The data were collected from 137 LSP P1 spread across 41 districts/cities in Indonesia, with the unit of analysis (respondents) being the assessors at LSP P1 so that in each LSP P1, the number of respondents could be 2 people or more. The results of a survey conducted by researchers collected as many as 411 respondents. Furthermore, from the collected questionnaire data, the characteristics of the

respondents will be described on the basis of gender, age, last education, type of LSP P1, and city of origin.

Table 1 The respondents' profile (Developed by the author, 2023)

Respondent's Profile	Description	Frequency	Percentage
Gender	Female	189	46.0
	Male	222	54.0
Total		411	100
Age	< 30 years	23	5.6
	31-40 years	132	32.1
	41-50 years	139	33.8
	51-60 years	107	26.0
	> 60 years	10	2.4
Total		411	100
Last Education	S1/D4	178	43.3
	S2	172	41.8
	S3	61	14.8
Total		411	100
The type of LSP	LSP P1 SMK	208	50.6
	LSP P1 University	203	49.4
Total		411	100
Home Town	Surabaya	105	25.5
	Malang	46	11.2
	Madiun	28	6.8
	Sidoarjo	26	6.3
	Pasuruan	25	6.1
	Denpasar	18	4.4
	Makassar	13	3.2
	Banjarmasin	12	2.9
	33 towns other (freq. <.10)	138	33.6
	Total		411

5.2. Construct Validity and Reliability Test

After ensuring that the measurement model has a good model fit (fit), the construct validity test is carried out. Construct validity shows a test to determine how far the indicators measure the construct. In SEM, the construct validity test is conducted through convergent validity, with the rule of thumb being that a construct is said to meet convergent validity if the indicators in the construct have a standardized regression weight value above 0.50. While construct reliability is checked using the construct reliability value, a construct is said to be

reliable when the construct reliability value is greater than 0.70, and it can also be with an average variance extracted (AVE) value above 0.50 [16]

Table 2 Construct validity and reliability test (Developed by the author, 2023)

Constructs	Indicators	Standardized regression weight		Construct Reliability	AVE
		Initial	Revised		
Competency (X1)	X1.1	0.671	0.686	0.870	0.540
	X1.2	0.696	0.674		
	X1.3	0.625	0.606		
	X1.4	0.664	0.661		
	X1.5	0.629	0.629		
	X1.6	0.637	0.638		
	X1.7	0.624	0.626		
	X1.8	0.664	0.668		
	X1.9	0.544	0.545		
	X1.10	0.556	0.586		
Self-Leadership (X2)	X2.1	0.565	0.601	0.869	0.564
	X2.2	0.646	0.614		
	X2.3	0.357			
	X2.4	0.634	0.627		
	X2.5	0.589	0.582		
	X2.6	0.673	0.692		
	X2.7	0.668	0.697		
	X2.8	0.742	0.745		
	X2.9	0.689	0.676		
	X2.10	0.629	0.618		
Role Conflict (Z)	Z.1	0.359		0.843	0.542
	Z.2	0.669	0.634		
	Z.3	0.644	0.612		
	Z.4	0.601	0.570		
	Z.5	0.731	0.710		
	Z.6	0.603	0.615		
	Z.7	0.584	0.596		
	Z.8	0.607	0.622		
	Z.9	0.689	0.705		
Organizational commitment (Y)	Y.1	0.648	0.648	0.898	0.564
	Y.2	0.619	0.581		
	Y.3	0.654	0.615		
	Y.4	0.588	0.563		
	Y.5	0.713	0.731		
	Y.6	0.747	0.759		
	Y.7	0.607	0.591		

Continuation of Table 2				
	Y.8	0.650	0.637	
	Y.9	0.597	0.596	
	Y.10	0.654	0.657	
	Y.11	0.706	0.710	
	Y.12	0.694	0.702	
Interpersonal Communication (M)	M.1	0.412		0.850
	M.2	0.609	0.621	
	M.3	0.671	0.626	
	M.4	0.641	0.593	
	M.5	0.607	0.617	
	M.6	0.444		
	M.7	0.292		
	M.8	0.630	0.651	
	M.9	0.561	0.576	
	M.10	0.567	0.529	
	M.11	0.556	0.539	
	M.12	0.623	0.631	
	M.13	0.616	0.627	
Rule of thumb		≥ 0.50	≥ 0.50	≥ 0.70
				≥ 0.50

Table 2 shows that in the early-stage measurement model, there were five invalid indicators. However, after the model was revised by removing these invalid indicators, the estimation results showed that all indicators had a standardized regression weight value of more than 0.50, a construct reliability value greater than 0.70, and an AVE value greater than 0.50, so that everything was valid and reliable in measuring competency constructs, self-leadership, role conflict, organizational commitment, and interpersonal communication.

5.3. Hypothesis Testing Results and Discussion

5.3.1. Analysis of the Structural Model

The structural model stage begins by evaluating the structural model fit (goodness of fit), which ensures that the developed model is based on the data (fit). The estimation results of the structural model are presented in the Figure 2.

The results of calculating the goodness-of-fit indices

in the structural model are probability 0.000, Cmin/df 1.301, GFI 0.880, RMSEA 0.019, SRMR 0.056, CFI 0.954, TLI 0.951, NFI 0.831, RFI 0.818, and AGFI 0.866. These results show that all the criteria for absolute and incremental fit indices have fulfilled the requirements (marginal fit and good fit), so the structural model is acceptable. Then, the significance of the effect between variables, both direct effect, mediation effect, total effect, and moderation effect, is tested.

5.3.2. Testing for the Direct Effect

The hypothesis can be accepted if the path parameters are statistically significant with the direction of influence as predicted, i.e., the path parameters must be greater than zero for the positive direction and less than zero for the negative direction [16].

Table 3 shows the results of testing structural relationships to test each research hypothesis based on the SEM output.

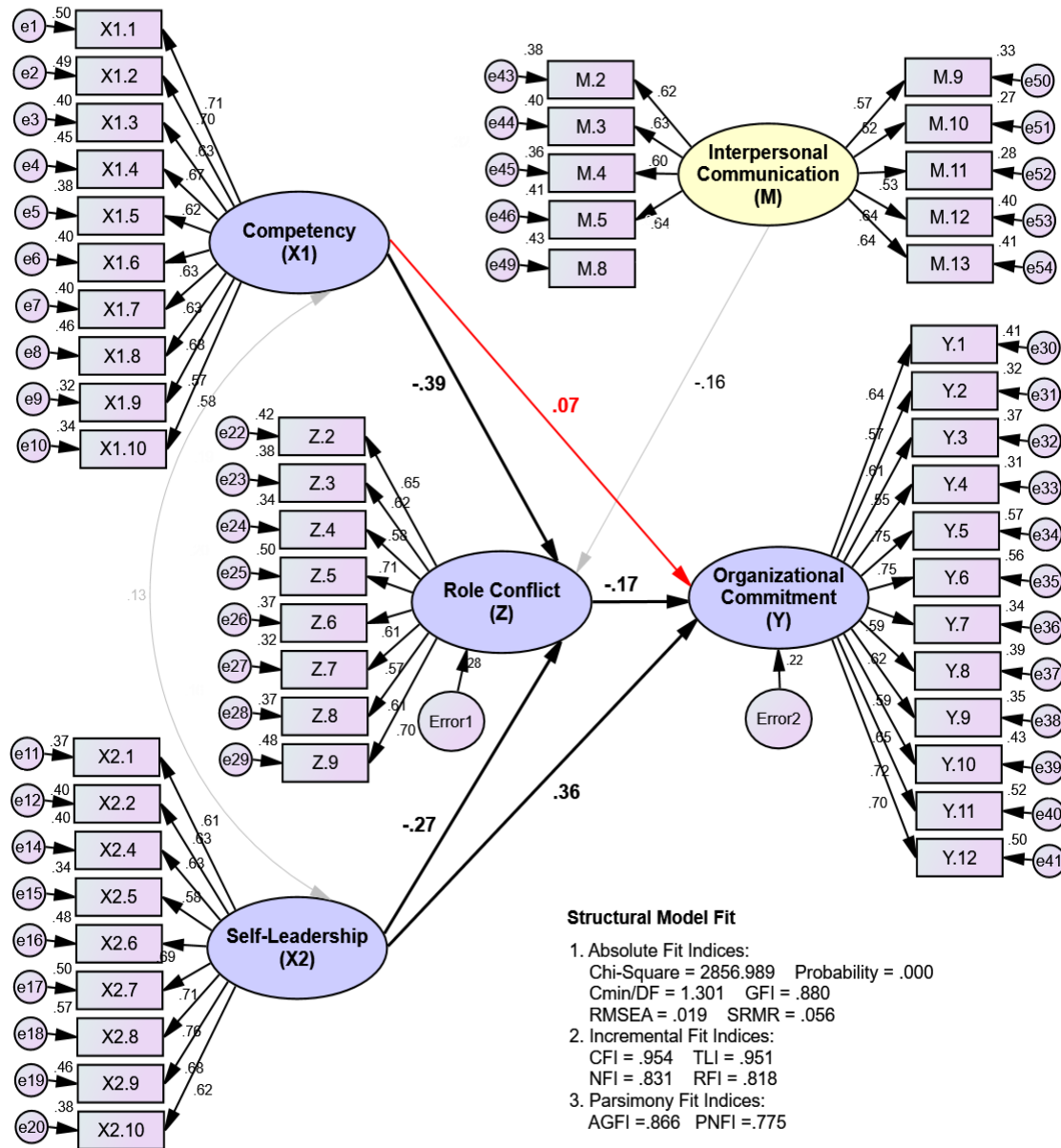


Fig. 2 Assessing the structural model (Developed by the author, 2023)

Table 3 Summary of the direct effect hypotheses (Developed by the author, 2023)

Structural relationship	Std. Estimate	C.R. ^(a)	P value ^(a)	Hypothesis
Competency (X1) → Role Conflict (Z)	-0.389	-6.305	0.012*	H ₁ accepted
Self-Leadership (X2) → Role Conflict (Z)	-0.268	-5.322	0.007**	H ₂ accepted
Competency (X1) → Organizational commitment (Y)	0.074	1.182	0.285 ^{n.s.}	H ₃ rejected
Self-Leadership (X2) → Organizational commitment (Y)	0.362	5.379	0.013*	H ₄ accepted
Role Conflict (Z) → Organizational commitment (Y)	-0.171	-2.514	0.019*	H ₅ accepted

* Significant at the 0.05 level; ** Significant at the 0.01 level; n.s. - not significant; ^(a) C.R. and p-value based on the bootstrapping bias-corrected percentile method

Based on Table 3, it can be explained as follows:

1. The parameter estimation results of the influence of competency on role conflict show a significant effect. The resulting influence coefficient is -0.389 (negative), meaning that the higher the

assessor's competence, the lower the role conflict that occurs in the assessor. Thus, the first hypothesis, which states that competency significantly affects role conflict in LSP P1 assessors in Indonesia, can be accepted (H₁ accepted).

2. The parameter estimation results for the effect of self-leadership on role conflict also show a significant effect. The resulting influence coefficient is -0.268 (negative), meaning that the better the assessor's self-leadership, the lower the role conflict that occurs in the assessor. Thus, the second hypothesis, which states that self-leadership significantly affects role conflict in the LSP P1 assessor in Indonesia, can be accepted (H_2 accepted).

3. The parameter estimation results for the influence of competency on organizational commitment show an insignificant effect. The resulting coefficient of influence is only 0.074, meaning that the higher the competence of the assessor, has not yet had a real impact on increasing their organizational commitment. Thus, the third hypothesis, which states that competency significantly affects organizational commitment in LSP P1 assessors in Indonesia, cannot be accepted (H_3 rejected).

4. The results of the parameter estimation of the effect of self-leadership on organizational commitment show a significant effect. The resulting influence coefficient is 0.362 (positive), meaning that the better the self-assessor' leadership, the higher the organizational commitment. Thus, the fourth hypothesis, which states that self-leadership significantly affects organizational commitment in LSP P1 assessors in Indonesia, can be accepted (H_4 accepted).

5. The parameter estimation results of the effect of role conflict on organizational commitment show a significant effect. The resulting influence coefficient is -0.171 (negative), meaning that the higher the role conflict in the assessor, the lower the organizational commitment. Thus, the fifth hypothesis, which states that role conflict has a significant effect on organizational commitment in LSP P1 assessors in Indonesia, can be accepted (H_5 accepted).

5.3.3. Testing for the Moderating Effect

Analysis of the moderating effect can also be strengthened by multigroup analysis (conditional effect), which is useful for understanding the differences in the strength of the influence of competency and self-leadership on role conflict at different levels of interpersonal communication. Conditional effect testing uses the PROCESS Procedure to validate the moderating effect [17].

Table 4 shows the results of interpersonal communication moderation on the effect of competency on role conflict, showing a significant effect with a CR value of -19,619 (absolute value greater than 1.96) and a significance value (p-value) of 0,000 (smaller than α 5%). The moderating effect coefficient is -3,865 (negative). Because the effect of competency on role conflict is also negative, it can be concluded that interpersonal communication strengthens the negative effect of competency on role conflict, meaning that with good interpersonal communication, the assessor's competence will be increasingly able to reduce role conflict in tasks.

The results of interpersonal communication moderation on the effect of self-leadership on role conflict also show a significant effect with a CR value of -15,445 (absolute value greater than 1.96) and a significance value (p-value) of 0,000 (smaller than α 5%). The moderating effect coefficient is -3,249 (negative). Because the effect of self-leadership on role conflict is also negative, it can be concluded that interpersonal communication strengthens the negative effect of self-leadership on role conflict, meaning that with good interpersonal communication on the assessor, self-leadership will be increasingly able to reduce role conflict in tasks.

5.3.4. Testing for the Mediation Effect

Table 5 demonstrates the results of testing structural relationships to test each research hypothesis of indirect influence based on the SEM output

Table 4 Testing for the moderating effect (Developed by the author, 2023)

Moderating relationship	Std. Estimate	S.E.	C.R.	P value	Hypothesis
Interpersonal communication moderates the influence of competency on role conflict $X1 * M \rightarrow Z$	-3.865	0.094	-19.619	0.000**	H_6 accepted
Interpersonal communication moderates the influence of self-leadership on role conflict $X2 * M \rightarrow Z$	-3.249	0.100	-15.445	0.000**	H_7 accepted

* Significant at the 0.05 level; ** Significant at the 0.01 level; n.s. - not significant

Table 5 Summary of the indirect effect hypotheses (Developed by the author, 2023)

Structural relationship	Std. Estimate	S.E.	C.R.	P value	Type of mediation
Competency (X_1) \rightarrow Role Conflict (Z) \rightarrow Organizational Commitment (Y)	0.066	0.026	4.055	0.020*	Full mediation
Self-Leadership (X_2) \rightarrow Role Conflict (Z) \rightarrow	0.046	0.019	4.437	0.016*	Partial mediation

Organizational Commitment (Y)

* Significant at the 0.05 level; ** Significant at the 0.01 level; n.s. - not significant; (a) p-value based on bootstrapping bias-corrected percentile method

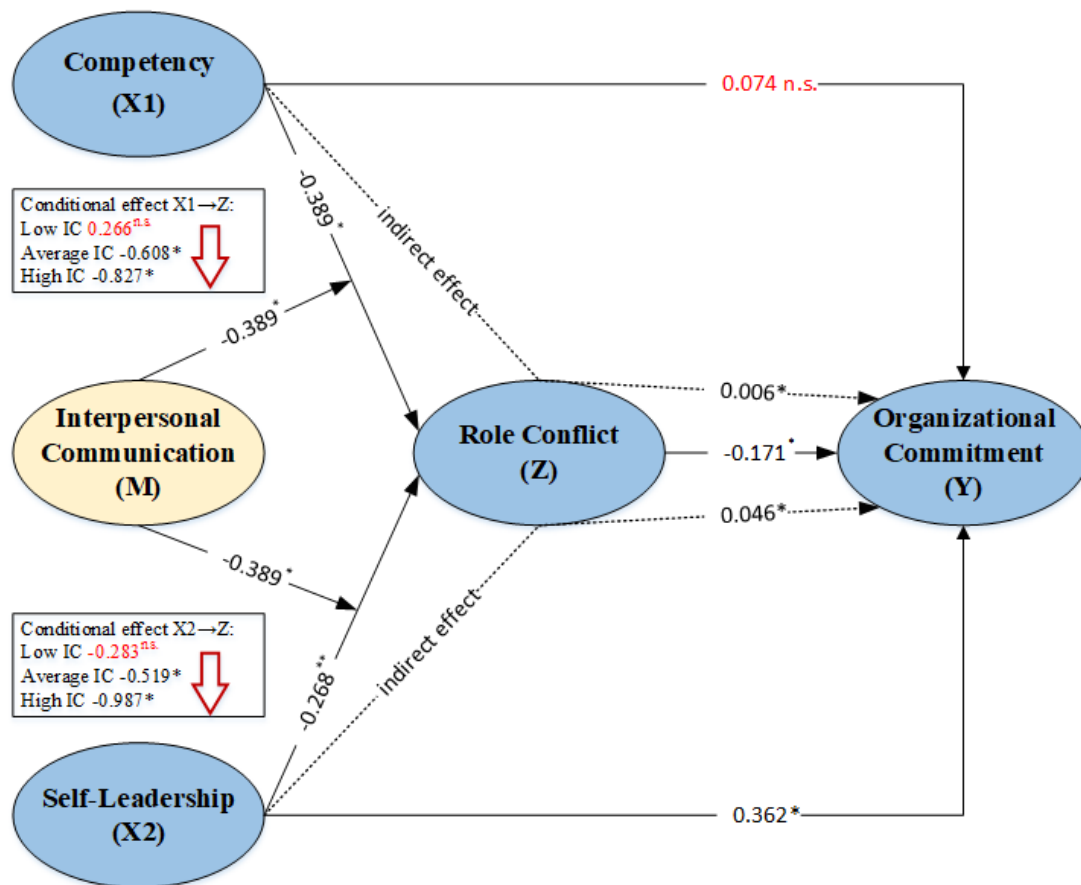


Fig. 3 Summary of the model parameter estimates (Developed by the author, 2023)

It can be explained from the table above that the results of the indirect path significance test $X1 \rightarrow Z \rightarrow Y$ show a significant effect with a significance value (p-value) of 0.020 (smaller than α 5%). Thus, role conflict significantly mediates the effect of competency on organizational commitment among LSP P1 assessors in Indonesia. The nature of the mediator is fully mediation, meaning that strengthening the assessor's organizational commitment can be done by increasing their competence and minimizing the occurrence of role conflicts so that the assessor's organizational commitment can be stronger.

The indirect path significance test $X2 \rightarrow Z \rightarrow Y$ results also showed a significant effect with a significance value (p-value) of 0.016 (smaller than α 5%). Thus, role conflict significantly mediates the effect of self-leadership on organizational commitment among LSP P1 assessors in Indonesia. It is known that the nature of the mediator is partially mediation, meaning that increasing the assessor's organizational commitment can only be achieved by increasing his leadership. However, if it is also accompanied by minimizing role conflicts, the assessor's organizational commitment can be even stronger.

The findings of this study provide profound

implications emphasizing the important role of competence and self-leadership in reducing role conflict in tasks so that the assessor's organizational commitment becomes stronger. In the context of assessors at LSP P1 Indonesia, minimizing role conflict is very important to achieve strong organizational commitment; therefore, it is very important to develop competent assessors with good self-leadership.

The research implications also highlight the influence of competence and self-leadership in reducing the occurrence of role conflict, proven to be stronger in assessors who have high interpersonal communication (even on average), which means that LSP P1 in Indonesia must give task priority to assessors with good interpersonal communication about interventions to reduce the occurrence of role conflict in tasks. Meanwhile, for assessors whose interpersonal communication is still poor, this can cause greater role conflict even though the assessor is competent. Hence, the organization must evaluate and assess the assessor's interpersonal communication. Repairs are immediately performed if the results are not good, for example, through "interpersonal communication training."

6. Conclusion and Suggestions

Competency significantly affects role conflict among LSP P1 assessors in Indonesia (H1 accepted). The higher the assessor's competence, the lower the role conflict that occurs in the assessor. The results confirm the competency theory of Renyut et al. [4] and the role conflict theory of Rosally and Jogi [10] and Cohendet and Simon [11].

Self-leadership significantly affects role conflict among LSP P1 assessors in Indonesia (H2 accepted). The better the self-leadership of the assessor, the lower the role conflict that occurs in the assessor. The results of this study confirm the Self-Leadership theory by Neck and Houghton [6], DaLiello and Houghton [7], and Role Conflict theory by Rosally and Jogi [10], Cohendet and Simon [11].

Competency significantly affects organizational commitment among LSP P1 assessors in Indonesia (H3 rejected). The higher competence of the assessor has yet to have a real impact on increasing their organizational commitment. The results of this study confirm the theory of competence by Renyut et al. [4], and the theory of organizational commitment by Robbins and Judge [5], Meyer and Allen [18], and Meyer et al. [14]. This research supports the results of research conducted by Yamali [19]. However, this study differs from the research results of Jeon et al. [20] and Rantesalu et al. [21].

Self-leadership significantly affects organizational commitment among LSP P1 assessors in Indonesia (H4 accepted). The better the self-assessor's leadership, the higher the organizational commitment. The results confirm the theory of self-leadership by Neck and Houghton [6] and DaLiello and Houghton [7], and the theory of organizational commitment by Robbins and Judge [5], Meyer and Allen [18], and Meyer and Allen [22]. The results of this study support the results of the research conducted by Öztekin et al. [23].

Role conflict significantly affects organizational commitment among LSP P1 assessors in Indonesia (H5 accepted). The higher the role conflict in the assessor, the lower the organizational commitment. The results of this study confirm the Role Conflict theory by Rosally and Jogi [10], Cohendet and Simon [11] and the organizational commitment theory by Robbins and Judge [5], Meyer and Allen [18], and Meyer and Allen [22]. This research supports the results of the study by Sajida and Moeljadi [2].

Interpersonal communication significantly moderates the influence of competence on role conflict (H6 accepted). Because the effect of competency on role conflict is also negative, it can be concluded that interpersonal communication strengthens the negative effect of competency on role conflict, meaning that with good interpersonal communication, the assessor's competence will be increasingly able to reduce role conflict in tasks. Assessors with high and average interpersonal communication will encourage the

influence of the assessor's competence in reducing the potential for role conflict in assignments. Interestingly, assessors whose interpersonal communication is still low/poor will increase the potential for role conflict in tasks when the assessor is highly competent.

Interpersonal communication significantly moderates the effect of self-leadership on role conflict (H7 accepted). Because the effect of self-leadership on role conflict is also negative, interpersonal communication strengthens the negative effect of self-leadership on role conflict, meaning that with good interpersonal communication in the assessor, self-leadership will be increasingly able to reduce role conflict in tasks. Assessors with high (even average) interpersonal communication will encourage the influence of the assessor's self-leadership in reducing the potential for role conflict in assignments. In assessors whose interpersonal communication is still low, the effect is not significant, meaning that assessors with low interpersonal communication, even though their leadership is good, have not been able to reduce role conflict in assignments.

The limitation of this research is that it is only conducted and focuses on LSP-P1 in Indonesia.

The academic contribution in this research is that researchers can provide knowledge about the results of LSP-P1 so that they can maximize LSP-P1 organizational commitment.

Assessors need interpersonal communication training to build positive relationships in the workplace, create a conducive work atmosphere, and strengthen organizational commitment. This training program is designed to build positive working relationships through open communication, using the power of self-regulation and social intelligence to become a good communicator, and to develop the ability to resolve conflicts professionally.

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