
THE INFLUENCE OF COMPETENCE ON EMPLOYEE PERFORMANCE AT BAPAS CLASS I PALEMBANG

¹Ananda Wayan Arka, ²Kusmiyanti

Manajemen Pemasyarakatan, Politeknik Pengayoman Indonesia, Tangerang,
Indonesia

anandawayan13@gmail.com, Kusmiyanti.poltekip@gmail.com

Abstract

Employees are vital assets for an organization in achieving its goals, especially in government institutions that provide public services. One of the factors affecting employee performance is competence, which includes the knowledge, skills, and attitudes required to perform tasks effectively. This study aims to determine the influence of competence on employee performance at Bapas Kelas I Palembang. The research method used is quantitative with a total sample of 76 respondents, selected using a non-probability sampling technique. Data were collected using a questionnaire distributed via Google Form and analyzed with IBM SPSS version 25 using normality tests, simple linear regression, significance testing, and determination tests. The results showed a significance value of $0.000 < 0.05$, indicating that H_0 is rejected and H_a is accepted, which means competence has a significant influence on employee performance. The determination test showed an R square value of 0.974, meaning that competence affects employee performance by 97.4%, while the remaining 2.6% is influenced by other variables not examined in this study. The conclusion is that there is a positive and significant influence of competence on employee performance at Bapas Kelas I Palembang.

Keywords: Competence, Employee Performance, Correctional Supervisor

INTRODUCTION

Public organizations are expected not only to deliver efficient service but also to manage complex tasks and adapt to social changes. In this context, human resources especially competent staff play a vital role. As a Technical Implementation Unit under the Ministry of Immigration and Corrections, the Bapas Class I Palembang holds an important mandate in guiding and supervising correctional clients.

However, field observations reveal that employee performance at Bapas Class I Palembang remains suboptimal. One indicator is the low completion rate of Social Research Reports (Litmas) by correctional counselors. In 2023, 25 employees received a "Very Poor" rating for failing

to meet SOP targets. Although this number decreased to 15 employees in 2024, the deficiency in technical mastery and relevant training persists. There are additional signs of dwindling integrity, reflected in increasing reports of illegal levies in the Litmas process. From one case in 2023, incidents surged to four in 2024. Such practices violate public service ethics, tarnish institutional credibility, and signal a crisis in professional awareness. Administrative disruption caused by monetary demands further undermines staff effectiveness.

A related issue is poor attendance discipline. From September 2024 to January 2025, the number of late arrivals steadily rose, peaking at 91 employees in January. In December 2024, one staff member was absent for

nine consecutive days without valid explanation—absenteeism—that compromises actions of timeliness and responsibility as performance indicators. Additionally, core responsibilities like client mentoring remain severely limited. Despite the growing number of clients, only about 0.5% participate in entrepreneurship, character-building, or legal awareness programs. Beyond budget constraints, this reflects a lack of initiative and capacity to design creative, low-cost programs. Yet, the counselor's role extends beyond administrative tasks to facilitating clients' social reintegration.

Technological innovation is also lacking. The Siembalang app, developed in 2021 to assist with client reporting and oversight, is no longer in use due to the absence of internal IT expertise. Dependence on third-party developers and lack of IT training further underscore staff's low innovation capacity. Digital innovation should be part of organizational adaptation to contemporary challenges, especially to enhance service efficiency and effectiveness. Although most Bapas staff hold higher education degrees (70% bachelor's and 24% master's), 2024 training data show that not all received opportunities to improve their competence. Only a small fraction of the 100-person workforce participated in technical or managerial training. This imbalance reflects systemic issues in the institution's HR development efforts.

These various challenges illustrate that staff performance at the unit faces serious problems tied to competency. Competency encompasses the behaviors, abilities, and knowledge required for effective work performance. It includes essential interpersonal and technical

proficiencies for a productive work environment. According to Spencer and Spencer (2008), competency is the combination of capacity, knowledge, skills, and work attitude that enables effective task execution. Koopmans (2013) defines employee performance as the degree to which a worker fulfills their job responsibilities, covering productivity, effectiveness, quality, and alignment with organizational goals. Performance, per Koopmans, can be measured across three dimensions: task performance, contextual performance, and work behavior.

Past studies reinforce this link between competency and performance. Cira and Benjamin (1998) found that competency analysis helps predict organizational performance. Boulter et al. (2003) posited that competency being a fundamental characteristic of employees enables them to contribute and perform effectively. Evaluating the level of competency is essential for assessing the training needs of each employee (Wigastianto & Wahyuningtyas, 2020). According to Sedarmayanti (2019), competence refers to an individual's fundamental capability that directly affects how they perform their work.

In terms of the relationship between competency and performance, the knowledge dimension ensures staff understand tasks, regulations, and procedures. Good knowledge promotes systematic work, reduces errors, and enhances both the quantity and quality of outputs. Employees deeply familiar with their roles adapt more easily to policy shifts and organizational demands, maintaining steady performance. The skills dimension refers to employees' ability to apply knowledge in practice. Strong skills

improve efficiency and productivity, enabling greater autonomy and better problem-solving. Interpersonal and teamwork skills also foster a harmonious and conducive work environment. The work attitude dimension encompasses ethics, discipline, motivation, and sense of responsibility. A positive work attitude enhances professionalism, manifested through compliance, punctuality, and organizational commitment. Motivated employees better handle stress and continuously seek quality improvement.

Together, these three dimensions interrelate to shape optimal employee performance: knowledge lays the foundation, skills enable effective execution, and attitude ensures responsibility. Therefore, competency development is crucial to enhancing staff performance and achieving institutional goals.

These field observations align with previous research: Falilah (2020) and Latuheru et al. (2024) concluded that competency significantly influences performance—often more than discipline. Giri Nugroho et al.'s (2023) study showed a 96.9% influence on competency, indicating that competency is a dominant variable in influencing employee performance. In the local government sector, this study found that competency significantly influenced employee performance, while work culture did not significantly influence employee performance at the regional secretariat in West Java. These results indicate that in government organizations, employee competency development is a key factor in improving employee performance.

Agusria et al. (2022) showed that competency, along with work discipline

and organizational culture, collectively contribute 79.5% to employee performance—highlighting how internal factors like strong organizational culture and disciplined work habits, supported by competency development, boost productivity. Ismail's (2023) study in Tana Toraja's Ministry of Religious Affairs office similarly found that workplace support and competency significantly enhanced performance—a further testament to the positive role of supportive environments and employee skills.

METHOD

This study used a quantitative approach with a correlational survey design to examine the relationship between employee competence and performance. According to Creswell & Creswell (2023), quantitative research is a method used to test theories by analyzing the relationship between variables or comparing certain groups. The population consisted of all 100 employees at Bapas Class I Palembang, while the sample included 76 Correctional Counselors selected through purposive sampling based on their direct relevance to the research focus.

Data were collected using a structured questionnaire based on Spencer & Spencer's competence model (knowledge, skills, attitude) and Koopmans' performance framework (task performance, contextual performance, counterproductive behavior), measured on a 5-point Likert scale. The instrument was tested for validity and reliability on 30 respondents from a comparable correctional institution and found to be both valid and reliable (Cronbach's Alpha > 0.9).

Data analysis was conducted using SPSS version 25, including normality tests, simple linear regression, significance testing, and coefficient of determination (R^2) to

assess the influence of competence on employee performance.

RESULTS

Output SPSS Linear Regression Test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.619	.912		7.501	.000
	kompetensi	1.276	.024	.987	52.863	.000

a. Dependent Variable: kinerja

The regression coefficient from the Unstandardized Coefficients column, specifically the B subcolumn, is shown in Table. It indicates a constant value of 17.619 and a regression coefficient of 1.276. Based on these values, the regression equation is formulated as follows:

$$Y = a + bX, Y = 17.619 + 1.276X$$

Description:

X = Organizational Commitment variable

Y = Knowledge Sharing variable

a = Constant

b = Regression Coefficient

The regression coefficient (b) in this study reflects the magnitude of the influence that changes in the Competence variable have on Employee Performance. The positive value of this coefficient indicates a direct relationship between the two variables, meaning that an increase in competence is followed by an increase in employee performance, and vice versa. In other

words, when employees possess stronger competence, they tend to perform better in carrying out their tasks.

Based on the regression analysis, the equation shows a constant of 17.619 and a competence coefficient of 1.276. This means that every 1% increase in competence contributes to an increase of 0.252 units in employee performance. These results clearly demonstrate that the competence possessed by employees has a positive impact in enhancing employee performance within Bapas Class I Palembang.

This finding supports the assumption that the higher the level of competence an employee has, the greater their performance will be. This positive linear relationship provides a clear understanding of the importance of developing and maintaining competence as a key strategy for improving employee performance among Bapas personnel.

Significance Test Results

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	30412.600	1	30412.600	2794.486	.000 ^b
	Residual	805.348	74	10.883		
	Total	31217.947	75			

a. Dependent Variable: kinerja

b. Predictors: (Constant), kompetensi

The test results above show a significance value of 0.000 (well below the critical threshold of 0.05), providing strong statistical evidence to reject H_0 and accept H_a . Therefore, it can be

concluded that competence has a significant influence on employee performance at Bapas Class I Palembang.

Determination Test Results

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.987 ^a	.974	.974	3.299

a. Predictors: (Constant), kompetensi

b. Dependent Variable: kinerja

The results of the coefficient of determination test, as shown in Table, indicate an R value of 0.987, which signifies a strong positive correlation between variable X (competence) and variable Y (employee performance) at the Bapas Class I Palembang. Furthermore, the recorded R square (r^2) value of 0.974 illustrates the extent to which variable X influences variable Y

overall. This R square value indicates that 97.4% (0.974×100) of the variation in employee performance is explained by competence, while the remaining 3% is influenced by other factors not addressed in this study. This suggests that there are additional variables that also affect employee performance beyond competence.

Output SPSS Linear Regression Test Between Competence Dimensions

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.314	1.245		1.858	.007
	TOTAL_DX1	.217	.058	.265	3.741	.000
	TOTAL_DX2	.398	.072	.388	5.528	.000
	TOTAL_DX3	.322	.061	.342	5.279	.000

a. Dependent Variable: TOTAL_X

The regression results between the competency dimensions and the total competency score show that all dimensions—knowledge, skills, and work attitude—have a significant influence (Sig. = 0.000). The skill

dimension contributes the most (Beta = 0.388), followed by work attitude (Beta = 0.342) and knowledge (Beta = 0.265).

Output SPSS Linear Regression Test
Between Employee Performance
Dimensions

Coefficients^a

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
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		B	Std. Error	Beta		
1	(Constant)	1.142	.398		2.869	.005
	TOTAL_DY1	.287	.064	.421	4.484	.000
	TOTAL_DY2	.312	.059	.422	5.288	.000
	TOTAL_DY3	.102	.046	.164	2.217	.029

a. Dependent Variable: TOTAL_Y

Similarly, the regression results between performance dimensions and the total employee performance score also indicate a significant influence from all dimensions (Sig. < 0.05). Contextual performance dominates (Beta = 0.422), followed by task performance (Beta = 0.421), and work behavior (Beta = 0.164).

DISCUSSION

To examine the influence between the competence and performance variables, this study employed various statistical tests to determine and measure the degree of impact that competence has on employee performance at Bapas Class I Palembang. One of the main tests used was the significance test, which revealed a positive and statistically significant influence of competence on employee performance. This is evidenced by the test result showing a significance value of 0.000. In statistical analysis, a relationship is considered significant when the obtained significance value is less than 0.05. Therefore, since the significance value of $0.000 < 0.05$, H_0 is rejected and H_a is accepted, indicating a statistically significant influence of the independent variable (competence) on the dependent variable (employee performance).

This finding is further supported by field data, which show that the level of competence among employees at Bapas Class I Palembang is relatively low. Many officers struggle to complete Social Inquiry Reports (Litmas), show low initiative in designing client

guidance programs, and demonstrate limited technological innovation. Most of these issues are directly related to low levels of competence, primarily due to the absence of routine competency development programs. This is because competency development is fully centralized under the Human Resources Development Agency for Immigration and Corrections (BPSDM IMIPAS), which restricts equal access to training for employees in Technical Implementation Units such as Bapas Class I Palembang especially for Correctional Counselors (PK). In 2024, only a small portion of the staff participated in technical training, while the majority received no training relevant to their duties. This condition has led to stagnation in knowledge and skill improvement, as well as weak professional work attitudes among employees.

In fact, the duties and responsibilities of Correctional Counselors (PK) demand high levels of both technical and non-technical competence. PK officers are responsible for client guidance, supervision, and assessment, including drafting Litmas reports important documents that serve as the legal and policy basis for handling clients. Moreover, PK officers are expected to design individual guidance programs and apply both educational and rehabilitative approaches. These tasks cannot be performed effectively without sufficient competence. Therefore, competency

development is not only a need but a necessity to ensure that PK duties are carried out professionally, responsively, and with tangible impact on clients' successful social reintegration. Without sustained competence enhancement, the quality of guidance services for clients tends to stagnate and may fall short of the standards expected in correctional institutions.

The lack of training also impacts the limited use of technology. For instance, the Siembalang application, which was developed to facilitate online client reporting, is no longer used due to the lack of technical expertise among staff to maintain or update the system. In addition, the limited understanding of client guidance and self-reliance programs has led to only a small number of clients receiving appropriate support, even though the number of clients continues to increase each year.

Based on the results of the coefficient of determination test, it is known that the influence of competence on employee performance at Bapas Class I Palembang reaches 97.4%, as indicated by the R square (R^2) value of 0.974. This means that competence, as the independent variable, contributes significantly to the variation in employee performance, which serves as the dependent variable. Meanwhile, the remaining 2.6% is influenced by other factors outside the scope of this study. The high percentage confirms that competence is the dominant factor affecting the quality of employee performance, including technical skills, understanding of duties, and the ability to complete tasks effectively at Bapas Class I Palembang. The higher the level of competence employees possess, the more optimal their performance in executing job responsibilities.

This conclusion is strongly supported by field findings, as previously discussed, which clearly show that the decline in employee performance at Bapas Palembang is primarily determined by employee competence. First, the decline in the quality and productivity of Social Inquiry Reports (Litmas) is due to the uneven distribution of technical training for Correctional Counselors (PK) across personnel at Bapas Class I Palembang. Based on employee performance data over the past two years, the number of staff categorized as having "Very Poor" and "Poor" Litmas performance remains high. In 2023, 25 employees (32.8%) were rated "Very Poor" due to their inability to complete even 50% of the Litmas target, and 4 others (5.3%) were categorized as "Poor" for completing only half of the expected target.

This trend continued in 2024, with 15 employees (19.7%) still in the "Very Poor" category and 1 employee (1.3%) in the "Poor" category. Despite slight improvement, the overall issue of low productivity remains. The primary cause is the lack of employee understanding of procedures and techniques for drafting Litmas reports, and the absence of proper training and guidance. Some staff were even found to have copied reports from previous documents without understanding the content or aligning it with the actual client conditions, which led to repeated revisions by supervisors. This not only reflects poor technical competence but also highlights a lack of integrity and responsibility toward assigned tasks.

The second impact of low competence is the deterioration of work attitude, as evidenced by an increase in ethical violations such as illegal levies

(extortion). Data from the complaint services of Bapas show that one extortion case was reported in 2023, increasing to four cases in 2024. Most of these were related to the Litmas process, where some employees deliberately delayed report completion until clients' families or guarantors offered money to expedite the process.

This situation shows that poor work attitude—such as a lack of honesty, professionalism, and moral responsibility—has undermined the integrity of public service, which should be free from transactional practices. Such violations not only damage the personal credibility of the employees but also tarnish the institutional reputation of Bapas as an organization tasked with supervision and rehabilitation based on principles of justice.

The third impact of low competence is reflected in the decline of employee discipline. Discipline in the workplace is closely tied to competence, particularly in terms of attitude and personal responsibility toward work schedules and rules. Based on attendance data from September 2024 to January 2025, there was a significant upward trend in tardiness. In January 2025, 91 employees were recorded as arriving late to work—almost the entire active staff. Furthermore, in December 2024, one employee was absent for nine consecutive days without leave or explanation. This reflects a lack of awareness among employees regarding the importance of discipline as a core component of performance.

According to Bernardin & Russell (2003), employee performance can be evaluated using six key indicators, including timeliness and need for supervision. When employees

lack internal discipline, organizational effectiveness suffers, and the institution becomes overly reliant on strict supervision systems. This is unsustainable in the long term, as it reduces operational efficiency and institutional productivity.

The fourth consequence of low competence is the limited implementation of guidance programs in the areas of personality development, independence, and legal education, which are supposed to be Bapas' core rehabilitation programs for correctional clients. According to processed client training reports, out of over 4,900 registered clients in 2024, only 20–30 clients participated in guidance activities. This means that only about 0.4–0.6% of clients received rehabilitative services, leaving the vast majority without access to any support programs.

The low participation rate is often attributed to budget constraints and limited support from community-based groups (Pokmas Lipas). However, the more fundamental issue is the lack of employee initiative and competence in designing alternative guidance programs that are creative and affordable. The lack of innovative and managerial competence hinders progress. Employees tend to wait for instructions or assistance from the central authority instead of proactively adapting at the local level. With adequate competence, staff could collaborate with the community, develop community-based guidance models, or utilize local resources more effectively.

The final impact of low competence is the failure to utilize information technology to support correctional services. A clear example is

the Siembalang (Electronic Information System of Bapas Palembang) application, which was once developed for online client reporting during the COVID-19 pandemic but is no longer in use. The system was entirely developed by a third party, and no employee at Bapas possessed the technical skills to maintain, update, or further develop it. With basic IT competence, employees could have maintained or even expanded the application's functions to include client tracking and cross-agency data integration.

This situation clearly demonstrates that low employee competence whether in knowledge, skills, or work attitude has serious implications for employee performance at Bapas Class I Palembang. These impacts go beyond the quantity and quality of output; they also touch on ethical behavior, discipline, client service, and technological innovation. Against this backdrop, it becomes evident that competence is not merely a supporting factor but the foundation for employee and organizational performance. Strengthening competence must be a comprehensive and continuous effort to enable all employees to work professionally, independently, and with integrity, while also being prepared to face the growing complexity of public service.

These facts confirm that the 97.4% influence of competence on performance is not just a statistical figure it reflects a reality in the field. Weak task mastery, lack of training, and inability to utilize technology all stem from underdeveloped employee competence. Therefore, if the organization truly aims to improve employee performance, the primary focus must be on enhancing competence

through technical training, professional ethics reinforcement, and digital skills development. The remaining 2.6%, which may be influenced by factors such as work environment, individual motivation, or internal policies, is still important, but it plays a significantly smaller role compared to the dominant influence of employee competence.

Based on the results of the linear regression analysis between the competency dimensions and the total competency score, it was found that all three dimensions—knowledge, skills, and work attitude—have a significant influence on shaping employee competence. This is indicated by the significance values of each dimension, all of which are below 0.05, specifically 0.000 for each.

Among these three dimensions, the skills dimension has the highest Beta coefficient at 0.388, followed by work attitude at 0.342, and knowledge at 0.265. This indicates that the skills dimension plays the most dominant role in shaping employee competence. In other words, technical abilities, job-related expertise, and task-execution skills are crucial in determining the level of competence among employees at Bapas Class I Palembang. Furthermore, one area of competence that needs improvement is the knowledge dimension, particularly regarding employees' understanding of their tasks. This includes comprehension of regulations, work procedures, and insights relevant to the duties and functions within Bapas.

Although knowledge has the lowest contribution among the three, this does not diminish the importance of the other dimensions. All three dimensions are interrelated and form an integrated framework of employee

competence. Knowledge without sufficient skills can hinder task execution, and a positive work attitude is difficult to manifest without proper understanding and technical ability. Therefore, efforts to enhance employee competence must be holistic and integrated to support the achievement of optimal performance at Bapas Class I Palembang.

Similarly, the linear regression analysis between performance dimensions and the total employee performance score also showed that all dimensions have a significant influence. The three dimensions examined were task performance, contextual performance, and work behavior, each with a significance value below 0.05 (0.000 and 0.029).

Among these, contextual performance had the greatest impact on total employee performance with a Beta value of 0.422, followed by task performance at 0.421, and work behavior at 0.164. These results indicate that employee performance at Bapas Class I Palembang is largely influenced by aspects of contextual performance such as work initiative, organizational loyalty, teamwork, and flexibility in handling unstructured tasks. In addition, work behavior is the dimension of performance that requires the most improvement. Low work behavior may include issues such as lack of discipline, non-compliance with rules, low initiative, and poor responsibility toward assigned duties.

Therefore, improving work attitude, particularly through a more consistent and stricter internal supervision system, is essential. Strengthening employee discipline at Bapas Class I Palembang must also be prioritized to foster a sustainable

positive work culture that contributes to overall performance improvement.

However, it is important to note that the three performance dimensions are interconnected and influence one another. For instance, employees with good work behavior tend to perform better in task completion and contribute positively to their work environment (contextual performance). Conversely, poor work behavior can negatively impact both task execution and contribution to a healthy workplace atmosphere. Thus, even though work behavior shows the lowest value, it does not mean the other two dimensions can be overlooked. Efforts to improve employee performance must be carried out in a comprehensive and balanced manner to ensure maximum results and positively impact service delivery at Bapas Class I Palembang.

This study is consistent with previous research findings which state that competence has a significant influence on employee performance. Several prior studies have shown a strong relationship between the level of individual competence and the achievement of optimal performance across various sectors, both public and private.

A study conducted by Garima Vijh, Richa Sharma, and Swati Agrawal (2022) titled "Effect of Competency on Employee Performance and the Mediating Role of Commitment: An Empirical Investigation in the IT Industry" found that in the IT sector, competence significantly affects employee performance, with this relationship being mediated by job commitment. The study emphasizes the importance of technical skills, practical capabilities, and proactive attitudes in enhancing work performance findings

that align closely with the current study conducted in the context of Bapas Class I Palembang.

Similarly, a study by Agusria et al. (2022) confirmed that competence, along with work discipline and organizational culture, significantly influences employee performance. With a combined contribution of 79.5%, this research highlights competence development as a strategic element for improving employee productivity.

In the automotive industry, Yulia Harwina (2022) found that competence contributed 49.6% to employee performance, supporting the argument that competence is a dominant factor in explaining variations in employee outcomes. A study by Ismail HA (2023) in the public sector further demonstrates that both the work environment and competence play crucial roles in shaping employee performance, with competence serving as the primary indicator for the effective execution of tasks in government institutions.

Moreover, research conducted by Falilah & Wahyono (2019), Yunita Yolanda Latuheru et al. (2024), and Giri Nugroho et al. (2023) consistently show that competence has the strongest influence compared to other variables such as motivation, organizational culture, and work discipline in determining performance in the public sector. These findings further strengthen the argument that competence is an irreplaceable factor in achieving optimal performance. Notably, the study by Giri Nugroho et

al. (2023) reports that competence influences employee performance by as much as 96.9%, indicating its overwhelming dominance in shaping performance outcomes.

CONCLUSION

This study concludes that competence has a highly significant influence on employee performance at the Bapas Class I Palembang. The regression results indicate that competence contributes 97.4% to employee performance, reflecting a direct impact of competence improvement on work quality. Among the competency dimensions, skills have the most dominant effect, followed by work attitude and knowledge. Meanwhile, the most affected performance dimension is contextual performance, indicating that initiative, loyalty, and teamwork are crucial in determining employee success within the Bapas environment.

These findings are supported by field data revealing several issues, such as poor quality of Social Research Reports (Litmas), lack of training, weak work ethics, and the failure to utilize technology—problems that stem from low employee competence, both in technical abilities and work attitude. Therefore, strengthening employee competence is not only important but a pressing necessity that must be addressed comprehensively and continuously, to ensure that correctional duties are carried out professionally, adaptively, and with meaningful impact.

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