

MAPPING IDEA & LITERATURE FORMAT | RESEARCH ARTICLE

The Influence of Motivation and Competence on Employee Performance Through Job Satisfaction

R. Rosmawati, Syamsul Alam, Yana Fajriana

^{1,2,3} Magister of Management, Postgraduate Program, STIEM Bongaya, Makassar, Indonesia.
Email: edy.jumady@stiem-bongaya.ac.id

ARTICLE HISTORY

Received: February 11, 2025

Revised: May 29, 2025

Accepted: June 30, 2025

DOI

<https://doi.org/10.52970/grmilf.v5i2.1889>

ABSTRACT

The digital transformation in university administrative governance, through the implementation of the E-Office system, requires administrative staff to possess adequate technical competencies and strong work motivation. However, in practice, not all employees can adapt optimally, which affects their job satisfaction and performance. This study aims to analyze the effect of motivation and competence on employee performance, with job satisfaction serving as a mediating variable, at the Faculty of Engineering, Hasanuddin University. This research employed a quantitative approach, utilizing a survey method with 51 respondents, and the data were analyzed using Structural Equation Modeling (SEM). The results indicate that motivation and competence do not have a direct effect on employee performance. However, job satisfaction has a positive and significant effect on performance. Moreover, motivation and competence have a positive influence on job satisfaction, which subsequently mediates the effect of motivation and competence on employee performance. These findings highlight that job satisfaction plays a crucial role in enhancing employee performance, suggesting that efforts to improve motivation and strengthen competence should focus on fostering higher job satisfaction.

Keywords: Motivation, Competence, Job Satisfaction, Employee Performance.

I. Introduction

In the contemporary era of globalization and increasing institutional competition, employee performance has become a fundamental determinant of organizational effectiveness, including within higher education institutions. As one of the leading universities in Indonesia, Universitas Hasanuddin carries the mandate not only to produce competent graduates but also to enhance research productivity and deliver impactful community engagement. Within this institutional ecosystem, the Faculty of Engineering plays a strategic role in supporting academic excellence. The administrative staff, often referred to as non-academic personnel or tenaga kependidikan, serve as a crucial backbone in ensuring that academic and managerial processes run efficiently. Although they do not participate directly in teaching and research activities, their responsibilities in managing academic services, administrative workflows, documentation systems, and institutional governance form an indispensable foundation for the overall functioning of the faculty.

Given their central role, understanding the factors that influence employee performance is essential for developing effective human resource management in higher education. Two factors frequently highlighted in organizational behavior research are motivation and competency. Motivation, whether driven



intrinsically or extrinsically, has long been recognized as a psychological force that energizes, directs, and sustains work-related behavior (Ryan & Deci, 2020). Employees with higher levels of motivation tend to exhibit more substantial commitment, greater initiative, and higher persistence when performing their tasks. Similarly, competency, which encompasses knowledge, skills, and professional attitudes, constitutes a key requirement for employees to carry out their responsibilities effectively (Sutrisno, 2020). Competent staff are better equipped to adapt to job demands, resolve operational issues, and maintain high-quality work output.

However, motivation and competency do not have a linear influence on performance. Job satisfaction has been widely acknowledged as an important psychological mechanism that mediates the relationship between these variables and employee performance. Job satisfaction reflects employees' affective and cognitive evaluations of their work environment, including perceived fairness, opportunities for career advancement, workload balance, and the extent to which they feel valued. Robbins and Judge (2020) argue that job satisfaction contributes to positive work behaviors, including organizational commitment, lower absenteeism, and improved productivity. Raharjo et al. (2021) further demonstrate that job satisfaction significantly mediates the effects of motivation and competency on employee performance, highlighting its pivotal function in translating psychological and capability-based factors into performance outcomes. In the context of the Faculty of Engineering at Universitas Hasanuddin, employee performance is reflected in the quality of administrative services, accuracy and timeliness in managing academic documentation, efficiency in supporting lecturers and students, and proficiency in operating academic information systems. High-performing staff must exhibit precision, responsiveness, the ability to communicate effectively with faculty stakeholders, and technological literacy, particularly in the era of increasing digitalization of administrative processes. Despite these expectations, the performance of administrative staff often falls short of optimal levels due to various institutional and technological challenges.

A striking challenge is the transition toward digital-based administrative systems. In recent years, the Indonesian government and public institutions, including universities, have increasingly adopted digital platforms to enhance transparency and efficiency. One such initiative within Universitas Hasanuddin is the implementation of the E-Office system, which aims to streamline correspondence, document processing, reporting, and task disposition through an integrated electronic platform. While this transformation represents a significant step toward modernizing administrative practices, not all administrative staff have adapted effectively. Some employees struggle to operate key digital features, navigate the system interface, or troubleshoot technical issues. These challenges stem not only from age and educational background differences but also from the limited availability of structured digital-skills training.

These skill gaps have practical consequences, including delays in task completion, rising workloads, reduced confidence, and declining work motivation. Employees who perceive themselves as being left behind in terms of technology may experience dissatisfaction, emotional strain, and job-related stress. Conversely, employees with stronger competencies tend to demonstrate higher self-efficacy, greater satisfaction, and improved performance. These observations underscore a broader conceptual insight: employee performance is shaped not only by internal psychological factors such as motivation and satisfaction but also by employees' capacity to adapt to evolving technological and organizational environments. Existing literature on human resource management emphasizes that motivation and competency are major predictors of performance (Silaen, Syamsuriansyah, & Chairunnisah, 2021). However, evidence concerning how these variables interact within higher education institutions in Indonesia—particularly under the pressures of digital transformation—remains limited. Prior studies have primarily focused on corporate organizations or government agencies, leaving gaps in understanding how job satisfaction mediates these relationships within higher education administrative settings. Furthermore, research specifically addressing the organizational dynamics of faculties in large public universities remains scarce, despite these units operating under unique pressures related to academic cycles, digital academic systems, and bureaucratic procedures.

These gaps underscore the need for empirical research that examines the interrelationships among motivation, competency, job satisfaction, and employee performance within the context of higher education administration. The Faculty of Engineering at Universitas Hasanuddin provides a relevant setting to examine

these dynamics, given its complex administrative structure, technological change demands, and diverse workforce competencies. Understanding these relationships can inform strategic human resource development, particularly in enhancing digital readiness, improving job satisfaction, and fostering a high-performance administrative culture.

Thus, this study, entitled "The Influence of Motivation and Competency on Employee Performance through Job Satisfaction at the Faculty of Engineering, Universitas Hasanuddin," aims to address these gaps by empirically analyzing both the direct and indirect effects among the variables. The findings are expected to contribute to academic discourse by refining theoretical models of employee performance in higher education and offering practical implications for institutional policymakers. Strengthening motivation, improving competency through targeted training, and fostering job satisfaction are essential strategies for creating a responsive and high-performing administrative workforce that can support the university's vision of excellence, competitiveness, and societal impact.

II. Literature Review and Hypothesis Development

2.1. Human Resource Management

Human Resource Management (HRM) has evolved into a strategic discipline that focuses on optimizing human potential to achieve organizational goals. Unlike mechanistic views that position employees as merely functional resources, contemporary HRM emphasizes the holistic development, empowerment, and integration of individuals into organizational systems. Sinambela (2021) characterizes HRM as a structured process of planning, organizing, directing, and supervising human resources to ensure that organizational objectives are attained effectively. This includes recruitment, selection, career development, performance appraisal, compensation management, and employee retention. In higher education institutions, HRM plays a critical role in shaping the performance of administrative staff who support academic operations. As universities adopt increasingly complex administrative systems—including digital platforms—HRM becomes essential for ensuring that staff possess the necessary competencies, motivation, and working conditions to perform efficiently. HRM functions such as staffing, training and development, compensation, employee relations, and work structuring (e.g., job analysis and performance management) are foundational elements that influence how employees perceive their jobs, develop their potential, and contribute to organizational success. The HRM framework thus provides the theoretical basis for examining key variables in this study—motivation, competence, job satisfaction, and performance—within the administrative context of the Faculty of Engineering, Universitas Hasanuddin.

2.2. Employee Performance

Employee performance represents the measurable output of an individual's work based on established standards, including quality, quantity, timeliness, and behavioral compliance. In administrative settings at higher education institutions, performance encompasses accuracy in academic documentation, timely service delivery, digital system management, and effective coordination with faculty stakeholders. Performance is influenced not only by technical skills but also by psychological factors that shape employees' willingness and ability to meet organizational expectations. Sinambela (2021) argues that performance emerges when employees possess sufficient skills, appropriate compensation, and positive expectations for their future within the organization. Ratnasari et al. (2021) further contend that performance is strengthened through competence, motivation, and creativity, mediated by job satisfaction. This underscores the multidimensional nature of performance, which is influenced by cognitive, behavioral, and contextual variables.

Modern performance assessment incorporates approaches such as Behaviorally Anchored Rating Scales (BARS) and Management by Objectives (MBO), emphasizing goal alignment, behavioral standards, and

continuous dialogue between supervisors and employees. In Indonesian public institutions, performance evaluations align with government regulations such as PermenPAN-RB No. 6/2022, which integrates behavioral competencies, performance outcomes, and continuous monitoring through structured review mechanisms. Based on Bernardin and Russell (1993) and regulatory frameworks, the indicators of employee performance include quantity of work, quality of work, timeliness, discipline, teamwork, and initiative. These indicators are essential for understanding how motivation and competence directly shape performance outcomes, as well as their indirect effect through the mediating role of job satisfaction.

2.3. Job Satisfaction

Job satisfaction refers to an individual's positive emotional response to their work and its various aspects. Spector (2021) defines job satisfaction as the extent to which individuals like their jobs, shaped by factors such as pay, supervision, coworker relationships, promotion opportunities, and the meaningfulness of the work itself. In higher education administration, job satisfaction is essential for ensuring service quality, staff retention, and overall institutional stability. Classic theories provide insights into the mechanisms underlying job satisfaction. Herzberg's Two-Factor Theory distinguishes between hygiene factors (such as salary, working conditions, and policies) that prevent dissatisfaction and motivators (such as achievement, recognition, and responsibility) that enhance satisfaction. Hackman and Oldham's Job Characteristics Model highlights autonomy, skill variety, task significance, identity, and feedback as key drivers of intrinsic satisfaction. Personality also shapes job satisfaction, including job fit, organizational culture, leadership style, and reward systems. Transformational leadership, supportive work environments, and equitable compensation structures have been shown to increase satisfaction and performance significantly. Recent empirical studies, such as Abudaqa et al. (2022), demonstrate that job satisfaction mediates the relationships between workplace factors and outcomes, including turnover intention, confirming its role as a psychological bridge in performance models. In this study, job satisfaction is conceptualized as a mediator linking motivation and competence to performance. Indicators adopted from Luthans (2006) and Robbins & Judge (2015) include job satisfaction, salary and compensation, supervision, coworkers, career development opportunities, and working conditions. These dimensions collectively reflect employees' holistic evaluation of their work environment.

2.4. Motivation

Motivation is a psychological force that drives individuals to act, persist, and strive toward goals. Armstrong & Taylor (2023) describe motivation as a combination of internal and external factors that influence behavior in accordance with personal needs and aspirations. In universities, the motivation of administrative staff influences productivity, service quality, and engagement. Foundation theories provide a framework for understanding motivation:

- a. Maslow's Hierarchy of Needs argues that individuals are motivated progressively through physiological, safety, social, esteem, and self-actualization needs. Empirical work by Idrus et al. (2022) confirms that Maslow's factors significantly correlate with job satisfaction.
- b. Herzberg's Two-Factor Theory distinguishes between hygiene factors (prevent dissatisfaction) and motivators (enhance performance).
- c. Vroom's Expectancy Theory posits that motivation depends on expectancy (effort → performance), instrumentality (performance → reward), and valence (value of reward).
- d. Self-Determination Theory (SDT) by Deci & Ryan (2020) emphasizes autonomy, competence, and relatedness as core psychological needs that foster intrinsic motivation.

Motivation in administrative settings emerges from incentives, meaningful responsibilities, opportunities for growth, supportive leadership, and recognition. The indicators used in this research are based on Maslow and Herzberg's hierarchy, which includes physiological needs, safety needs, social needs, esteem needs, and self-actualization. These indicators are crucial for assessing how motivation influences job satisfaction and performance.

2.5. Competence

Competence refers to the integrated set of knowledge, skills, attitudes, and behaviors that enable individuals to perform effectively in their roles. In modern HRM, competence forms the basis for team member development, job design, performance evaluation, and career progression. Arief & Nisak (2022) define competence as a guideline enabling employees to understand and perform their roles properly. Models such as Spencer & Spencer's (1993) competency framework categorize competencies into knowledge, skills, attitudes, and interpersonal capabilities. In public institutions, Indonesian regulations (PermenPAN-RB No. 38/2017) require employees to meet technical, managerial, and socio-cultural competence standards aligned with job demands. For administrative personnel in higher education, competence includes:

- a. technical competence (digital administration, academic information systems, documentation),
- b. managerial competence (planning, organizing, evaluating tasks),
- c. interpersonal competence (communication and collaboration), and
- d. adaptive competence (ability to navigate organizational and technological change).

Empirical studies (e.g., Al-Jedaia & Mehrez, 2020; Koopmans et al., 2020) consistently show that competence enhances job satisfaction and performance directly and indirectly. Competent employees experience higher confidence, reduced stress, and stronger engagement, which contribute to improved performance outcomes. The competence indicators used in this research include knowledge, skills, attitudes/behavior, adaptive capability, and interpersonal competence. Based on the theoretical review above, the hypotheses proposed in this study are as follows:

- H1: Motivation has a positive and significant effect on employee performance.
- H2: Competence has a positive and significant effect on employee performance.
- H3: Job satisfaction has a positive and significant effect on employee performance.
- H4: Motivation has a positive and significant effect on job satisfaction.
- H5: Competence has a positive and significant effect on job satisfaction.
- H6: Motivation has a positive and significant effect on employee performance through job satisfaction as a mediating variable.
- H7: Competence has a positive and significant effect on employee performance through job satisfaction as a mediating variable

III. Research Method

This study employed a quantitative, descriptive-explanatory design to investigate the impact of motivation and competence on employee performance, with job satisfaction acting as a mediating variable. The research utilized a structured questionnaire based on a Likert scale as the primary instrument, complemented by interviews and documentation to enrich the empirical insights. The variables consisted of motivation (X1) and competence (X2) as exogenous constructs, job satisfaction (Z) as the mediating construct, and employee performance (Y) as the endogenous construct. Each variable was operationalized using validated theoretical indicators derived from established literature in human resource management.

The study was conducted at the Faculty of Engineering, Universitas Hasanuddin, over three months from April to June 2025. The population consisted of all 51 civil servants (non-academic administrative staff). Due to the relatively small and accessible population, a saturated sampling technique (total sampling) was employed, resulting in all members of the population being included as respondents. Data was collected through the distribution of questionnaires, brief interviews, and institutional documentation related to employee profiles, ranks, and administrative functions. Primary data was obtained from respondents' answers, while secondary data was collected through literature reviews, institutional reports, and relevant administrative documents.

Data analysis was performed using the Partial Least Squares–Structural Equation Modeling (PLS-SEM) approach with SmartPLS software. The analytical procedures included evaluation of the outer model to assess construct validity and reliability using loading factors, composite reliability, Cronbach's alpha, convergent validity, and discriminant validity. The inner model was then assessed through path coefficient analysis, t-statistics generated via bootstrapping, and the coefficient of determination (R^2) to evaluate the model's explanatory power. Mediation testing was conducted through the assessment of indirect effects within SmartPLS to determine the mediating role of job satisfaction in the relationship between motivation, competence, and team member performance.

IV. Results and Discussion

4.1. Research Result

a. Other Model Test (Evaluation of Measurement Model)

The Outer Model is a model that specifies the relationship between latent variables and their indicators. It can be said that the outer model defines how each indicator relates to its latent variable. The outer model is interpreted in terms of validity testing and reliability testing, considering several factors, including Convergent Validity Value, Discriminant Validity Value, Composite Reliability, Average Variance Extracted (AVE), and Cronbach's Alpha.

1) Convergent Validity

The Convergence Value measures the magnitude of the loading factor for each construct. A loading factor above 0.70 is highly recommended. The complete PLS Algorithm Model and Loading Factor (indicator value) are presented in Figure 1 and Table 1:

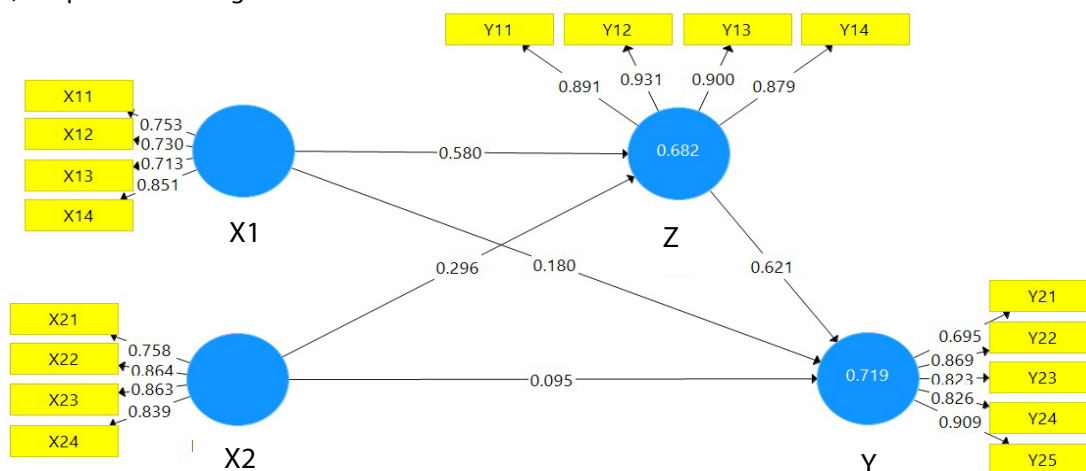


Figure 1. PLS Algorithm Model

Table 1. Indicator Values (Loading Factor)

	Job Satisfaction_(Z)	Employee Performance_(Y)	Competence_(X2)	Motivation_(X1)
X12				0.730
X13				0.713
X14				0.851
X21			0.758	
X22			0.864	
X23			0.863	
X24			0.839	
Z11	0.891			
Z12	0.931			
Z13	0.900			
Z14	0.879			
Y21		0.695		
Y22		0.869		
Y23		0.823		
Y24		0.826		
Y25		0.909		
X11				0.753

Table 1 shows that the Motivation construct, measured by four indicators, obtained the following loading values: X11, 0.753; X12, 0.730; X13, 0.713; and X14, 0.851. The Competence construct is measured with four indicators, obtaining indicator loading values of X21 = 0.758, X22 = 0.730, X23 = 0.713, and X24 = 0.851. The Employee Performance construct is measured using five indicators, which obtain indicator loading values of Y21 (0.695), Y22 (0.869), Y23 (0.823), Y24 (0.826), and Y25 (0.909). The Job Satisfaction construct is measured using four indicators, with indicator loading values of Y11 at 0.891, Y12 at 0.931, Y13 at 0.900, and Y14 at 0.879. Of all the indicators in each construct, the indicator loading value obtained was greater than 0.7 for indicator Y21, with a value of 0.695, which is still within the tolerance limit; therefore, it can be considered a valid measure of the construct.

2) Average Variance Extracted (AVE)

The AVE value indicates that the variance of each indicator in the construct, which the variable can capture, is greater than the variance caused by measurement errors. The AVE value is expected to be > 0.5. The AVE value for the Job Satisfaction construct is 0.811, Employee Performance Value is 0.685, Competency Value is 0.692, and Motivation is 0.583.

Table 2. Average Variance Extracted (AVE) Value

	Average Variance Extracted (AVE)
Job Satisfaction_(Z)	0.811
Employee Performance_(Y)	0.685
Competence_(X2)	0.692
Motivation_(X1)	0.583

3) Discriminant Validity

The discriminant value helps assess whether a variable has adequate discriminant validity. This is done by comparing the correlation of the indicator with the intended construct, which must be greater than the correlation with other constructs. If the correlation of the indicator has a higher value compared to its correlation with other constructs, then the variable is said to have high discriminant validity. The complete cross-loading value results are as follows:

Table 3. Cross Loading Value

	Job Satisfaction_(Z)	Employee Performance_(Y)	Competence_(X2)	Motivation_(X1)
X12	0.625	0.593	0.452	0.730
X13	0.566	0.640	0.646	0.713
X14	0.706	0.562	0.737	0.851
X21	0.524	0.493	0.758	0.531
X22	0.589	0.549	0.864	0.650
X23	0.651	0.645	0.863	0.649
X24	0.655	0.575	0.839	0.653
Y11	0.891	0.812	0.694	0.733
Y12	0.931	0.798	0.681	0.732
Y13	0.900	0.698	0.586	0.644
Y14	0.879	0.689	0.663	0.774
Y21	0.510	0.695	0.439	0.594
Y22	0.747	0.869	0.637	0.724
Y23	0.734	0.823	0.521	0.572
Y24	0.641	0.826	0.503	0.518
Y25	0.783	0.909	0.692	0.682
X11	0.533	0.480	0.419	0.753

In the cross loading Table 3, it can be seen that the loading value of Motivation (X1): the strongest indicator is X14 (0.851) and X11 (0.753), Competence (X2): the strongest at X22 (0.864), X23 (0.863), and X24 (0.839), Employee Performance (Y): the highest at Y25 (0.909), Y22 (0.869), and Y24 (0.826). Job Satisfaction (Z): the most dominant at Y12 (0.931), Y13 (0.900), and Y11 (0.891). In general, these indicators are valid; however, a few low values (for example, X21 and X11) have a weaker contribution (X11 = 0.753). In addition to the cross-loading value, discriminant validity can be evaluated by examining the correlation between constructs and the root of the AVE, known as the Fornell-Larcker Criterion. The Fornell-Larcker Criterion is expected to be higher than the correlation between constructs, indicating variable validity when a variable has a higher correlation than the correlation between different variables. The complete results are presented in the table below.

Table 4. Fornell-Larcker Criterion values

	Job Satisfaction_(Z)	Employee Performance_(Y)	Competence_(X2)	Motivation_(X1)
Job Satisfaction_(Z)	0.901			
Employee Performance_(Y)	0.835	0.827		
Competence_(X2)	0.731	0.684	0.832	
Motivation_(X1)	0.802	0.750	0.749	0.764

Table 4 shows that the contents of the table in the diagonal direction box are the Fornell-Larcker Criterion values, and the other values are correlations between constructs. The Fornell-Larcker Criterion value of Job Satisfaction (Z) has the highest value of 0.901, indicating that this variable is a powerful representation of its indicators, surpassing the Employee Performance (Y) value, which has a high correlation with Job Satisfaction (0.835) and a reliability value of 0.827, suggesting good consistency. The Fornell-Larcker Criterion value of Competence (X2) is also reliable (0.832) with a reasonably strong correlation with Job Satisfaction (0.731) and Performance (0.684). The Motivation value (X1) is reliable (0.764) and is quite highly related to Job Satisfaction (0.802), Performance (0.750), and Competence (0.749). Overall, all variables have good validity and reliability, with Job Satisfaction (Z) as the strongest variable.

4) Composite Reliability

A high composite reliability value indicates good consistency between each indicator in the latent variable to measure that variable. A composite reliability value of greater than 0.7 indicates that the variable has good internal consistency. The complete composite reliability values are presented in the table below.

Table 4. Composite Reliability Value

	Composite Reliability
Job Satisfaction_(Z)	0.945
Employee Performance_(Y)	0.915
Competence_(X2)	0.900
Motivation_(X1)	0.848

Table 4 presents the composite reliability values for the Job Satisfaction, Employee Performance, Competence, and Motivation constructs, which are 0.945, 0.915, 0.900, and 0.848, respectively. As all four constructs obtained a composite reliability value of greater than 0.70, they are considered to have good internal consistency.

5) Cronbach's Alpha

The Cronbach's alpha value strengthened the reliability test. Cronbach's alpha reliability test yielded a value greater than 0.7. The Cronbach's alpha values obtained for the job satisfaction construct, employee performance, competence, and motivation were 0.922, 0.883, 0.851, and 0.760, respectively. The complete Cronbach's alpha value results are presented in the table below.

Table5. Cronbach's alpha value

	Cronbach's Alpha
Job Satisfaction_(Z)	0.922
Employee Performance_(Y)	0.883
Competence_(X2)	0.851
Motivation_(X1)	0.760

b. Inner Model Test (Evaluation of Structural Model)

To test the structural model, the R-squared value is used to evaluate the model's fit. Based on the table, the R-squared value for Job Satisfaction (0.682) indicates that the independent variable explains 68.2% of the variation, while the remainder is attributed to other factors. Meanwhile, the R-square for Employee Performance (0.719) indicates that 71.9% of the variation in employee performance is explained by motivation, competence, and job satisfaction. The similar Adjusted R-square values indicate that the research model is quite robust and stable.

Table 6. R Square Value

	R Square	R Square Adjusted
Job Satisfaction_(Z)	0.682	0.669
Employee Performance_(Y)	0.719	0.701

The next test in the structural model testing determines the significance between latent constructs through T-statistics and P-values from the bootstrapping results. A path is considered significant if the T-statistic value is > 1.96 at a significance level of 5% ($\alpha = 0.05$) or the P-value < 0.05. The t-statistic value of the

influence coefficient of the latent construct is obtained from PLS Bootstrapping. The results of the PLS Bootstrapping model are presented in the figure below.

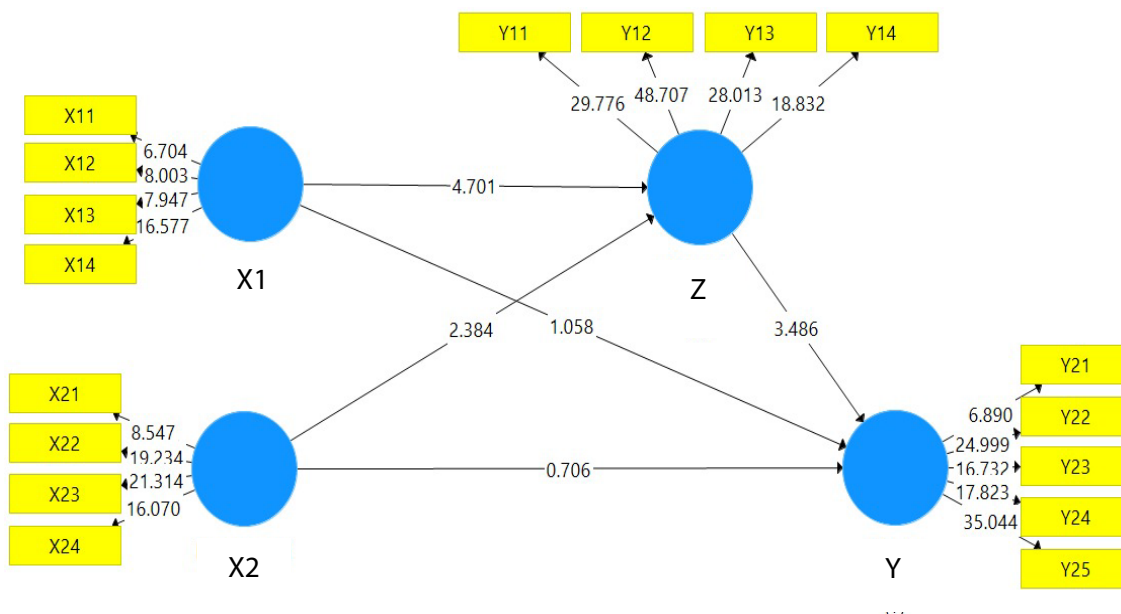


Figure 2. PLS Bootstrapping Model

c. Hypothesis Testing Table

Table 7. Path Coefficients

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Motivation (X1) → Employee Performance (Y)	0.18	0.211	0.178	1,013	0.311
Competence (X2) → Employee Performance (Y)	0.095	0.091	0.135	0.706	0.481
Job Satisfaction (Z) → Employee Performance (Y)	0.621	0.597	0.181	3,421	0.001
Motivation (X1) → Job Satisfaction (Z)	0.58	0.581	0.121	4,777	0,000
Competence (X2) → Job Satisfaction (Z)	0.296	0.302	0.122	2,424	0.016

Table 8. Specific Indirect Effects

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Motivation (X1) → Job Satisfaction (Z) → Employee Performance (Y)	0.36	0.346	0.132	2,726	0.007
Competence (X2) → Job Satisfaction (Z) → Employee Performance (Y)	0.184	0.18	0.091	2,017	0.044

1) Hypothesis 1

The coefficient value of the influence of Motivation (X1) has a positive but insignificant effect on employee performance (Y) with a coefficient value of 0.180, t-statistic $1.013 < 1.96$, and p-value $0.311 > 0.05$. This means that although motivation tends to improve performance, its influence is not statistically strong enough, so the hypothesis is rejected. This indicates that the Motivation variable is not significant in relation to Employee Performance.

2) Hypothesis 2

The coefficient value for the influence of Competence (X2) on Employee Performance (Y) is 0.095, with a t-statistic of 0.706 and a p-value of 0.481. This value is smaller than the significance limit ($t < 1.96$ and $p > 0.05$), indicating that competence does not have a significant effect on employee performance. This means that even though the direction of the relationship is positive, employee competence does not directly improve their performance, so the hypothesis in this study is rejected. This indicates that the Competence variable is not a significant predictor of Employee Performance.

3) Hypothesis 3

The coefficient value of the influence of Job Satisfaction (Z) on Employee Performance (Y) is 0.621 with a t-statistic of 3.421 and a p-value of 0.001 (< 0.05). This suggests that job satisfaction has a positive and statistically significant impact on employee performance. This means that the higher the job satisfaction felt by employees, the better the performance shown, so the hypothesis is accepted. This states that the job satisfaction variable has a significant effect on employee performance.

4) Hypothesis 4

The coefficient value for the influence of Motivation (X1) has a positive and significant effect on Job Satisfaction (Z), with a coefficient value of 0.580, a t-statistic of 4.777, and a p-value of 0.000, all of which are significant at $p < 0.05$. This suggests that the higher the employee motivation, the higher the level of job satisfaction they feel, supporting the hypothesis. This states that the Motivation variable has a significant effect on Job Satisfaction.

5) Hypothesis 5

The coefficient value of the influence of Competence (X2) has a positive and significant effect on Job Satisfaction (Z) with a coefficient of 0.296, a t-statistic value of $2.424 > 1.96$, and a p-value of $0.016 < 0.05$. This means that the better the employee's competence, the higher their job satisfaction, so the hypothesis is accepted. This states that the competency variable has a significant effect on Job Satisfaction.

6) Hypothesis 6

Motivation (X1) -> Employee Performance (Y) has a coefficient of 0.360, t-statistic $2.726 > 1.96$, and p-value $0.007 < 0.05$. This shows that motivation has a positive and significant effect on employee performance. In other words, the higher the employee motivation, the better the performance shown, so the hypothesis is accepted. This states that when tested directly, it is not significant, but through mediation, Motivation becomes significant.

7) Hypothesis 7

Competence (X2) -> Employee Performance (Y) shows a coefficient value of 0.184 with a t-statistic of $2.017 > 1.96$ and a p-value of $0.044 < 0.05$. This means that competence has a positive and significant effect on employee performance. The better the competence an employee has, the higher their performance, so the hypothesis is accepted. Based on the results of the mediation path test:

- a) Motivation (X1) -> Job Satisfaction (Z) -> Employee Performance (Y) has a coefficient of 0.360, with a t-statistic of $2.726 > 1.96$ and a p-value of $0.007 < 0.05$. This means that motivation also has a positive and significant effect on employee performance, mediated by job satisfaction.
- b) Competence (X2) -> Job Satisfaction (Z) -> Employee Performance (Y) obtained a coefficient of 0.184 with a t-statistic of $2.017 > 1.96$ and a p-value of $0.044 < 0.05$. This suggests that competence has a positive and significant impact on employee performance, which is mediated by job satisfaction.

4.2. Discussion

- a. The Influence of Motivation on Employee Performance at the Faculty of Engineering, Hasanuddin University

Work motivation is a drive, either internal or external, that prompts a person to exert voluntary and enthusiastic efforts in their work to achieve personal and organizational goals. The results of the analysis reveal an insignificant relationship, as indicated by a p-value greater than 0.05, suggesting that the influence of motivation on employee performance is not statistically significant. This means that, although the direction of the influence is positive, employee motivation has not been able to make a significant contribution to improving employee performance at the Faculty of Engineering, Hasanuddin University. This condition can be caused by several factors, including the fact that the motivation possessed by employees is intrinsic but has not been fully supported by external factors such as a reward system, work facilities, and clear career opportunities. As a result, it does not directly have implications for improving performance. This research finding aligns with a study by Putra & Dewi (2020), which found that motivation does not always significantly impact performance, especially if employee motivation is not balanced with adequate job satisfaction and organizational support. This means that high motivation alone is not enough to drive optimal performance; it must be supported by mediating or moderating factors, such as job satisfaction, competence, and organizational climate.

- b. The influence of competence on the performance of office employees at the Faculty of Engineering, Hasanuddin University

Competence has a positive and significant influence on employee performance, where good knowledge, skills, and attitudes will improve employee performance. Competent employees can complete tasks effectively and efficiently because competence is a combination of relevant knowledge, honed skills, and work attitudes that are appropriate to job demands. The t-statistical significance of this positive relationship is reinforced by a p-value of 0.044. A p-value less than 0.05 indicates a positive and significant effect of competence on employee performance. This means that the higher an employee's level of competence, the higher their performance will be. These findings reinforce the view that competence, encompassing knowledge, skills, and attitudes, is a crucial factor in determining the quality of an individual's work. Employees with adequate competence can complete work effectively, master technical and administrative tasks, and adapt to technological developments and organizational demands. This aligns with the conditions at the Faculty of Engineering, Hasanuddin University, where employee competence supports the smooth operation of academic activities, research, partnerships, and administrative services, thereby

impacting overall performance improvement. The results of this study are consistent with several previous studies. For example, Rivai & Sagala (2020) emphasized that competence significantly influences employee performance because it forms the basis for task execution. Similarly, Sutrisno (2021) found that employees with high competence outperform those with low competence. Furthermore, it can be concluded that competency is a key factor that management must consider when improving employee performance. Competency improvement efforts can be implemented through training programs, workshops, certifications, or providing opportunities for employee development. With improved competency, employees are not only able to perform their duties efficiently but also to provide innovation and strategic contributions to the organization.

c. The Influence of Job Satisfaction on Employee Performance at the Faculty of Engineering, Hasanuddin University

Job satisfaction has a positive and significant impact on employee performance. Employees who are satisfied with their jobs tend to be more productive, show greater initiative, and have high work morale, which ultimately improves their performance. Conversely, job dissatisfaction can decrease motivation, cause stress, and reduce the quality of employee work. The t-statistic significance is 3.421, and the p-value is 0.001 (<0.05). This indicates that the job satisfaction variable (Z) has a positive and significant effect on employee performance (Y). In other words, the higher the level of job satisfaction employees feel, the higher their performance will be. The positive coefficient value confirms that the direction of the relationship formed is parallel, meaning that as job satisfaction increases, employee performance also increases, and vice versa. The high t-statistic value, which exceeds the threshold of 1.96 at the 5% significance level, provides strong empirical evidence that the effect is real and not due to chance.

The results of this study align with those of Riyanto, Endri, and Herlisha (2021), who found that job satisfaction plays a significant role in enhancing employee performance. Satisfied employees tend to be more productive, loyal, and highly dedicated to their work. Furthermore, a study by Putra & Dewi (2020), entitled "The Influence of Motivation and Work Environment on Employee Performance with Work Discipline as an Intervening Variable," also found that job satisfaction, stemming from a conducive work environment and positive motivation, can foster discipline and improve performance. This finding is also in line with Astuti & Suharnomo (2019), who in their research in the banking sector stated that job satisfaction has a significant influence on employee performance, where satisfaction supported by compensation factors, relationships between colleagues, and career development opportunities has been proven to be able to increase employee work effectiveness. The same thing was stated by Yani (2023) in the study "The Effect of Servant Leadership and Work Motivation on the Performance of Employees at the Regional Secretariat of Bungo Regency," which emphasized that job satisfaction is an important factor that mediates the influence of leadership and motivation on performance, so that satisfied employees will work more optimally. Thus, the results of this study reinforce the empirical literature, which suggests that job satisfaction is a crucial factor, not only having a direct impact on employee performance but also playing a role in maintaining organizational commitment. Job satisfaction reflects a positive psychological condition that encourages employees to work responsibly, have loyalty, and produce output in accordance with organizational expectations. Practically, these findings suggest that the management of the Faculty of Engineering at Hasanuddin University needs to improve employee job satisfaction by creating a conducive work environment, providing appropriate rewards, opportunities for self-development, and fostering harmonious working relationships, thereby enhancing employee performance.

d. The Influence of Motivation on Job Satisfaction at the Faculty of Engineering, Hasanuddin University

Work motivation has been shown to positively influence employee job satisfaction, including within the Hasanuddin University Faculty of Engineering office. Employees with high levels of motivation, both

intrinsic and extrinsic, feel more compelled to perform at their best, ultimately increasing feelings of satisfaction with their jobs, rewards, and the overall work environment. The T-statistic was significant at 4.777, and the p-value was 0.000 (<0.05). These results indicate that motivation has a positive and significant effect on employee job satisfaction. This means that the higher an employee's motivation, the higher their perceived job satisfaction. This aligns with motivation theory, which asserts that fulfilling intrinsic and extrinsic motivations can lead to an individual's sense of job satisfaction. The results of this study reinforce previous empirical evidence that motivation is a dominant factor in increasing employee job satisfaction. Employees with high work motivation, whether driven by achievement, rewards, recognition, or a supportive work environment, are more likely to feel satisfied in carrying out their duties and responsibilities. Therefore, organizations need to pay attention to motivational factors, such as rewards, career development opportunities, and a conducive work environment, to improve employee job satisfaction continually.

- e. The influence of competence on job satisfaction at the Faculty of Engineering office, Hasanuddin University

Competence can influence job satisfaction, but research findings vary regarding the type and direction of this influence. Several studies indicate that competence has a positive and significant impact on job satisfaction. In contrast, others find no significant effect or no effect at all, suggesting that other factors are also important in determining employee job satisfaction. The significant t-statistic is 2.424, and the p-value is 0.016 (<0.05). This means that the higher an employee's competency, encompassing knowledge, skills, and professional attitudes, the higher their perceived job satisfaction. Employees with adequate competency tend to feel capable of carrying out their responsibilities, completing work according to targets, and receiving recognition from the organization, thus fostering a sense of job satisfaction.

These findings align with international research conducted by Duong, Nhung, and Linh (2021), which examined job factors influencing job satisfaction at an IT company in Hanoi, Vietnam. The study revealed that technical competence, clarity of job descriptions, and task quality have a significant influence on employee job satisfaction. This confirms that competence not only improves performance but is also a crucial factor in shaping job satisfaction, as employees feel more confident and motivated when they master their tasks. The correlation between the results of this study and empirical evidence from international studies reinforces the conclusion that competency is a crucial determinant of job satisfaction. In the context of higher education organizations, such as the Faculty of Engineering at Hasanuddin University, developing the competency of educational staff through technical training, workshops, and certification is crucial for improving job satisfaction. Furthermore, developing clear job descriptions and career development programs will encourage employees to feel valued and have a clear understanding of their roles, ultimately leading to positive implications for job satisfaction.

- f. The influence of motivation on employee performance through job satisfaction at the Faculty of Engineering office, Hasanuddin University

Motivation influences employee performance through job satisfaction. Motivation can increase job satisfaction, which in turn contributes to improved employee performance because they feel more motivated and satisfied with their work, ultimately encouraging them to work harder and achieve maximum results. The significant t-statistic is 2.727, and the p-value is 0.007 (<0.05). This means that the higher an employee's competency, encompassing knowledge, skills, and professional attitudes, the higher their perceived job satisfaction. Employees with adequate competency tend to feel capable of carrying out their responsibilities, completing work according to targets, and receiving recognition from the organization, thus fostering a sense of job satisfaction. These findings align with international research conducted by Duong, Nhung, and Linh (2021), which examined job factors influencing job satisfaction at an IT company in Hanoi, Vietnam. The study revealed that technical competence, clarity of job descriptions, and task quality have a significant influence

on employee job satisfaction. This confirms that competence not only improves performance but is also a crucial factor in shaping job satisfaction, as employees feel more confident and motivated when they master their tasks. In the context of higher education organizations, such as the Faculty of Engineering at Hasanuddin University, developing the competency of educational staff through technical training, workshops, and certification is crucial for increasing job satisfaction. Furthermore, developing clear job descriptions and career development programs will encourage employees to feel valued and have a clear sense of role, which ultimately has positive implications for job satisfaction. Thus, the results of this study indicate that motivation does play a role in shaping employee work behavior, but it does not always have a significant direct impact on performance. The role of motivation will be optimal only when combined with other variables, such as job satisfaction, which in this study was shown to have a mediating role in the relationship between motivation and employee performance. Therefore, to improve employee performance, management needs to pay attention not only to motivation but also to other factors that mediate or strengthen its influence.

- g. The influence of competence on employee performance through Job Satisfaction at the Faculty of Engineering, Hasanuddin University

Competence has a positive and significant influence on job satisfaction, as indicated by the data results, with a t-statistic value of 2.017 and a p-value of 0.044 (<0.05). This means that the higher an employee's competence, involving knowledge, skills, and professional attitudes, the higher their perceived job satisfaction. Competent employees tend to carry out their tasks effectively and confidently, and as a result, they receive recognition, thereby increasing job satisfaction.

V. Conclusion

The results of this study demonstrate that motivation, competence, and job satisfaction collectively play a significant role in shaping employee performance at the Faculty of Engineering, Universitas Hasanuddin. Although the direct effects of motivation and competence on performance were not fully supported, both variables proved influential through the mediating role of job satisfaction, indicating that employees who feel motivated and possess adequate competence tend to experience higher satisfaction, which subsequently enhances their performance. Job satisfaction itself was shown to have a strong and positive direct effect on performance, underscoring its importance as a psychological factor that encourages employees to deliver optimal work quality, timeliness, and efficiency in administrative tasks. Overall, the study confirms that employee performance improves when intrinsic drivers, professional capabilities, and work-related satisfaction are aligned within the organizational environment. Theoretically, this study reinforces existing literature on human resource management by confirming that job satisfaction serves as a critical mediating mechanism linking motivation and competence to performance outcomes. These findings contribute to the refinement of performance models, particularly in public higher education institutions, where psychological and capability-based factors interact to determine productivity. From a managerial perspective, the results highlight the importance of leaders in strengthening employee motivation through recognition, fair rewards, and meaningful job design, while also developing employee competencies through training, upskilling programs, and digital literacy enhancement. Ensuring that employees experience satisfaction in their work—through supportive supervision, career development opportunities, and a conducive work environment—is essential for improving service quality and achieving institutional objectives. Thus, the findings offer practical guidance for formulating more effective human resource strategies in academic administrative settings.

Despite its contributions, this study has several limitations. The research is limited to a single faculty within a single institution, which may limit the generalizability of the findings to broader organizational contexts. The use of self-report questionnaires introduces potential response bias, and the cross-sectional design prevents the analysis of long-term causal relationships. Future studies should expand the research

scope to include multiple faculties or institutions, incorporate mixed-methods approaches such as interviews or observation to reduce bias, and consider additional variables, including leadership style, organizational culture, or work environment. Longitudinal designs are also recommended to provide deeper insights into how motivation, competence, and satisfaction evolve and contribute to long-term performance development.

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