GOLDEN RATIO OF MAPPING IDEA AND LITERATURE FORMAT
VOLUME 5, ISSUE. 2 (2025)
Website: https://goldenratio.id/index.php/grmilf

GOLDEN RATIO
ISSN [Online]: 2776-6381

MAPPING IDEA & LITERATURE FORMAT | RESEARCH ARTICLE

The Effect of Competency and Training on Employee Performance Through Job Satisfaction

Zulkifly Hijaz[1], Yana Fajriah[2], Zulfikri Sukarno[3]

[1,2,3] Master of Management, Postgraduate Program, STIEM Bongaya, Makassar, Indonesia.
Email: edy.jumady@stiem-bongaya.ac.id

ARTICLE HISTORY

Received: June 11, 2025
Revised: June 25, 2025
Accepted: June 30, 2025

DOI
https://doi.org/10.52970/grmilf.v5i2.1892

ABSTRACT
The Effect of Competence and Training on Employee Performance Through Job Satisfaction at UPT Asrama Haji Makassar, supervised by Yana Fajriah and Zulfikri Sukarno. This study aims to analyze the effect of competence and training on employee performance with job satisfaction as a mediating variable at UPT Asrama Haji Makassar. The research employed a quantitative approach with an explanatory research design. Data were collected through questionnaires from 128 respondents and analyzed using Structural Equation Modeling (SEM-PLS) with Smart-PLS software. The findings reveal that competence has no significant effect on either performance or job satisfaction, nor through job satisfaction as a mediator. In contrast, training significantly influences both performance and job satisfaction, as well as indirectly affects performance through partial mediation by job satisfaction. Furthermore, job satisfaction significantly contributes to improving employee performance. Therefore, training and job satisfaction are identified as strategic factors in enhancing employee performance, while competence does not provide a significant contribution as initially assumed.

Keywords: Competence, Training, Job Satisfaction, Performance

I. Introduction

Throughout the evolution of modern organizational life, human resources have consistently played a central role in shaping organizational dynamics, adaptation, and long-term sustainability. The ability of an organization to achieve its strategic objectives is not solely determined by physical capital, technological capacity, or institutional structure, but fundamentally by the quality of the individuals who operate, manage, and innovate within it. Human resources function as the primary driver of organizational processes; thus, their effectiveness directly influences operational performance and institutional achievement. Consequently, organizational success requires deliberate and systematic management of internal factors such as competence, training, motivation, working environment, and leadership. These factors collectively determine how well employees can perform their responsibilities and contribute to the organization's competitive advantage.

Employee performance, in particular, is a key determinant of organizational effectiveness. Mangkunegara (2010) defines performance as the qualitative and quantitative outcomes produced by an employee in fulfilling their assigned responsibilities. Enhancing employee performance involves not only improving individual abilities but also shaping organizational conditions that enable employees to work efficiently and enthusiastically. This includes providing adequate supervision, ensuring appropriate job placement aligned with employees' skills, and fostering a supportive and conducive work environment

ISSN [Online]: 2776-6381

(Purnomo, 2016; Dwi, 2013). Such efforts are essential, especially as organizations increasingly face intense global competition and rising service demands.

Competence is one of the most essential attributes influencing employees' ability to execute their tasks effectively. Ruky (2006) describes competence as a deep-seated characteristic within individuals that shapes their thinking patterns, behavioral tendencies, and capacity to perform consistently across various situations. Competence integrates knowledge, skills, and attitudes, enabling individuals to deliver optimal contributions to organizational performance. Therefore, organizations are required to ensure that employees not only possess adequate competencies but are also placed in positions that coincide with their expertise to maximize their potential. In addition to competence, training plays a significant role in developing the capacity of employees to meet organizational expectations. Training provides employees with the necessary knowledge, skills, and behavioral adjustments required to perform their roles effectively. According to Goldstein and Ford (2002), effective training must be grounded in a needs analysis, supported by a well-designed curriculum, and evaluated continuously to ensure relevance and impact. Such training interventions do not merely enhance technical abilities but also improve employees' adaptability, problem-solving capabilities, and overall work behavior. When training is well implemented, it contributes to improved job performance, greater efficiency, and ultimately, better organizational outcomes.

Job satisfaction functions as another vital psychological component that influences employees' motivation and work behavior. Employees who experience high levels of job satisfaction typically demonstrate stronger commitment, greater enthusiasm, and increased productivity. Job satisfaction is shaped by a range of factors, including opportunities for personal growth, fair compensation, supportive work environments, positive interpersonal relationships, and organizational recognition. Satisfied employees are more likely to remain loyal, display higher morale, and contribute more meaningfully to organizational success. Furthermore, job satisfaction often acts as a mediator linking competence and training to employee performance, thereby reinforcing its significance within the framework of human resource development. The relationship among competence, training, job satisfaction, and performance becomes especially relevant in public service organizations, where service quality is increasingly scrutinized. A notable example is the Technical Implementation Unit (UPT) of the Makassar Hajj Dormitory. In 2023, this institution achieved national recognition as the best Hajj dormitory in Indonesia, awarded by the Directorate General of Hajj and Umrah Management. This achievement was largely attributable to its ability to deliver high-quality services to more than 16,000 pilgrims during the annual Hajj season. According to an internal survey by the Ministry of Religious Affairs of South Sulawesi, pilgrim satisfaction with the services provided by the Makassar Hajj Dormitory reached 86%, demonstrating substantial effectiveness in meeting user expectations.

Despite these achievements, the Makassar Hajj Dormitory continues to face internal and operational challenges. As a role model for 12 other Hajj dormitories nationwide, it must continuously innovate and improve its service quality. One significant challenge involves strengthening employee competence through consistent and targeted training programs. Additionally, variations in job satisfaction among employees indicate potential inconsistencies in workload distribution, especially during peak service periods. These disparities suggest a mismatch between the ideal conditions required for optimal performance and the actual circumstances experienced by employees in the field. Empirical evidence from previous studies further reinforces the need to examine these variables within the context of the Makassar Hajj Dormitory. Research by Mazidah and Laily (2020) found that competence and training positively influence performance, mediated by job satisfaction. Conversely, findings by Pradita (2019) indicate that competence alone does not significantly affect performance unless supported by strong intrinsic motivation. Panjaitan (2024) similarly argues that the effects of training are short-lived when training programs lack sustainability and strategic alignment with organizational needs. These inconsistencies in empirical findings highlight the need for a more comprehensive investigation in a context characterized by complex workloads, high public expectations, and intense service demands.

Against this background, the present study seeks to analyze the effects of competence and training on employee performance, with job satisfaction functioning as a mediating variable. The integration of job

ISSN [Online]: 2776-6381

satisfaction as a mediator is theoretically relevant, given its established role in enhancing the relationship between individual capabilities and organizational outcomes. This study, therefore, contributes to the existing literature on human resource management by offering empirical evidence from a public service setting that has received national recognition but still encounters internal performance challenges. At the same time, it provides practical insights that can support the Makassar Hajj Dormitory and similar institutions in formulating more effective human resource development strategies. Understanding how competence and training influence employee performance through job satisfaction is essential for improving service quality and organizational effectiveness. Given the strategic role of the Makassar Hajj Dormitory in national Hajj operations and the increasingly complex demands of public service delivery, this research aims to provide a comprehensive analysis that strengthens both theoretical understanding and practical applications in the field of human resource management.

II. Literature Review and Hypothesis Development

2.1. Human Resource Management Concepts

Human resource management as a concept is essentially a synthesis of two fundamental ideas: "management" and "human resources." Latifa et al. (2024) describe that the term human resource management (HRM) reflects both the managerial process and the human element within an organization. Noviantoro et al. (2024) define management as a science and an art concerned with controlling and utilizing human and non-human resources effectively and efficiently to achieve predetermined goals. Within the organizational context, human resources refer to individuals who perform tasks and functions that contribute to organizational outcomes (Latifa et al., 2024). Taryaman (2017) further explains that human resources encompass the full range of human potential, including physical, mental, and intellectual capabilities, which can be developed and utilized to achieve organizational objectives. Human resources, as a component of organizational resources, differ from non-human resources such as capital, machinery, technology, and materials (Jati, 2021). HRM, therefore, involves the management of the human element, often referred to as personnel management, focusing on functions such as recruitment, training, compensation, industrial relations, and termination. Based on the views of the scholars mentioned, human resource management may be understood as a systematic process through which organizations achieve their goals by regulating labor relations, enabling employee development, and managing core HR functions to ensure that the organization, its employees, and society benefit collectively.

Human resource management operates through an integrated system of functional areas designed to support organizational effectiveness. According to Putri (2018), HRM encompasses six major functional domains. The recruitment function ensures that organizations acquire employees with appropriate skills and knowledge to fulfill organizational needs. This includes workforce planning, job analysis, recruitment, and selection. The development function covers performance management, organizational development, career planning, and employee training, focusing on long-term capability building. Compensation functions involve providing employees with fair and equitable rewards for their contributions. Compensation includes direct financial rewards such as wages, salaries, commissions, and bonuses and indirect financial rewards such as paid leave, health insurance, and other benefits. The safety and health function ensures employee well-being by minimizing occupational hazards and promoting both physical and mental health. Employee and labor relations address interactions between employers and employees, including the role of labor unions in representing workers. Finally, human resource research serves as a continuous evaluative process through which HR practices such as recruitment strategies or workplace accident analysis are studied to improve organizational outcomes. Collectively, these HRM functions ensure that human capital is managed systematically to support productivity, organizational stability, and long-term growth.

ISSN [Online]: 2776-6381

2.2. Competency Concepts

One of the most frequently cited definitions of competence is presented by Spencer and Spencer (1993), who describe competence as an underlying characteristic of an individual that is causally related to effective or superior performance in a job or situation. Competency is therefore embedded deeply within an individual's personality and can be observed in consistent behavioral patterns across various tasks. Armstrong (2004) similarly defines competence as the attitudes required for an individual to perform a job satisfactorily. Dessler (2006) expands this definition by emphasizing that competencies include measurable characteristics—such as knowledge, skills, and behaviors—that contribute to performance and achievements. Taken together, the literature suggests that competence involves inherent human characteristics manifested in thinking, behavior, and work performance that contribute to successful job outcomes. Kunandar (2007) categorizes competence into five major domains. Intellectual competence refers to the knowledge base required to support job performance. Physical competence encompasses the bodily abilities needed for specific job tasks. Personal competence relates to self-regulation, identity, self-understanding, and personal transformation. Social competence consists of behavioral attributes that help individuals function effectively within social environments. Spiritual competence reflects an individual's understanding and application of religious or moral values. These dimensions highlight the multifaceted nature of competence, emphasizing that effective job performance requires more than technical skills alone.

According to Sutrisno (2012), the implementation of competency-based HR systems provides several organizational benefits. Competency models clarify performance standards and behavioral expectations, thereby reducing subjective biases in HR decision-making. Competency frameworks also serve as tools for employee selection by identifying behavioral indicators that correlate with job success, allowing organizations to recruit more effectively. Additionally, competency systems enhance productivity by identifying gaps in skills and providing targeted development pathways. Competency-based remuneration creates fairer and more transparent compensation structures by aligning rewards with required behaviors. Finally, competency models improve adaptability to organizational change and help align employee behaviors with organizational values. Michael Zwell, as cited in Wibowo (2007), identifies several factors influencing individual competence, including beliefs and values, skills, experience, personality traits, motivation, emotional issues, intellectual capability, and organizational culture. Personal beliefs affect how individuals perceive themselves and others, which influences their behavior. Skills can be improved through training and practice. Experience fosters organizational insight and decision-making ability. Personality traits—though relatively stable—may evolve. Motivation, shaped by recognition and encouragement, directly affects performance. Emotional barriers may limit competence mastery, while intellectual capacity relates to analytical and conceptual thinking. Organizational culture significantly shapes competence development at both individual and collective levels. Spencer and Spencer (1993) identify five core characteristics of competence: motives, traits, self-concept, knowledge, and skills. Motives refer to consistent thoughts or desires that drive behavior. Traits are habitual responses to certain situations. Self-concept includes attitudes, values, and self-image. Knowledge reflects an individual's understanding of specific subject matter. Skills relate to the ability to perform tasks physically or mentally. Together, these dimensions form the foundation for understanding how competencies influence job behavior and performance.

2.3. Training Concepts

Training is a structured process aimed at strengthening employees' knowledge, skills, and behavior to improve performance in line with organizational expectations. Kasmir (2016) defines training as a process of equipping employees with enhanced capabilities that align with organizational goals. Widodo (2015) views training as a systematic set of activities that develop employees' professional skills and knowledge, enabling them to perform their duties according to established performance standards. Training is therefore considered both a technical and behavioral learning process that promotes overall professional effectiveness.

ISSN [Online]: 2776-6381

The primary objective of training is to bridge the gap between existing employee capabilities and the competencies required for optimal job performance. As Widodo (2015) notes, training aims to produce competent, professional employees capable of adapting to evolving labor market needs and technological changes. Thus, training plays a strategic role in long-term organizational development. Dessler (2015) identifies several key indicators of effective training: instructor qualifications and ability to motivate participants; participant readiness and enthusiasm; appropriate training methods aligned with training content; relevant and well-designed training materials; and clearly defined training objectives connected to expected behavioral and skill outcomes. These indicators ensure the quality and relevance of training programs and help organizations measure their effectiveness systematically.

2.4. Job Satisfaction Concepts

Job satisfaction refers to the positive or negative emotional state of employees in relation to their job roles. Davis (1985) characterizes job satisfaction as a supportive or unsupportive feeling that employees experience about their work. Robbins (1996) views job satisfaction as an individual's general attitude toward their job, influenced by their evaluation of its characteristics. Robbins et al. (2011) further describe job satisfaction as a positive emotional response resulting from the appraisal of job attributes, emphasizing that job satisfaction depends on interactions with colleagues, job conditions, and adherence to organizational policies. Robbins (2006) outlines several factors influencing job satisfaction, including mentally challenging work, fair compensation, supportive working conditions, and positive interpersonal relationships. Challenging work encourages learning and fosters feedback. Fair compensation strengthens perceptions of equity. Supportive work environments enhance comfort and facilitate better performance. Social support from supervisors and colleagues contributes significantly to emotional well-being and job engagement. According to Rashid and Rashid (2011), organizations can improve job satisfaction through job redesign, achievement opportunities, increased responsibility, personal growth, recognition, and constructive feedback. Similarly, Luthans (2006) identifies five key dimensions—work itself, salary, promotion, supervision, and coworkers—that shape employees' affective responses to their jobs. Spector, as cited in Yuwono (2005), expands this into nine dimensions, including communication, operating procedures, contingent rewards, and benefits. Robbins and Judge (2008) also emphasize the importance of job content, pay fairness, supervisory behavior, interpersonal relationships, and promotion opportunities.

2.5. Performance Concepts

Performance is the observable behavior or output produced by employees in accordance with their job responsibilities. Wijonarko (2022) argues that performance management is essential for improving individual, team, and organizational outcomes by aligning performance with standards and objectives. Mudiharto (2023) adds that performance reflects results closely tied to organizational goals, customer satisfaction, and economic contributions. Collectively, these perspectives suggest that performance entails both qualitative and quantitative job results influenced by organizational support and individual capability. Pradita (2019) identifies several aspects of performance, including the significance of work as a means of achieving goals, discipline in completing tasks, and responsibility in performing organizational duties with or without supervision. These dimensions help capture employees' overall contribution to organizational effectiveness.

Government Regulation (PP) No. 30 of 2019 outlines performance evaluation procedures for civil servants in Indonesia, emphasizing objectivity, transparency, accountability, and measurable performance standards. Assessment is based on performance planning, execution, monitoring, evaluation, and follow-up. Key components include evaluation of work targets (SKP) and behavioral conduct, which together form the basis of civil servant performance ratings. Jati (2021) identifies performance indicators such as output quantity, output quality, attendance, and cooperation. Saputra (2022) reinforces these indicators by

ISSN [Online]: 2776-6381

emphasizing timeliness, adherence to organizational rules, and attendance records. Thus, this research adopts four performance indicators: quantity, quality, attendance, and teamwork.

Based on the theoretical foundations and previous empirical studies, this research develops seven hypotheses that describe the direct and indirect relationships among competence, training, job satisfaction, and employee performance. Competence is believed to contribute substantially to employee performance because individuals with stronger knowledge, skills, and behavioral attributes are more capable of producing high-quality work outcomes. Competent employees tend to demonstrate better problem-solving abilities, higher accuracy in task execution, and greater adaptability, which collectively enhance performance. Therefore, the first hypothesis is proposed:

H1: Competence has a positive effect on employee performance.
H2: Training has a positive effect on employee performance.
H3: Job satisfaction has a positive effect on employee performance.
H4: Competence has a positive effect on job satisfaction.
H5: Training has a positive effect on job satisfaction.
H6: Job satisfaction mediates the effect of competence on employee performance.
H7: Job satisfaction mediates the effect of training on employee performance.

III. Research Method

This study employs a quantitative approach using an explanatory research design aimed at examining causal relationships between competence and training variables on employee performance, with job satisfaction functioning as a mediating variable. The research adopts a survey method with a cross-sectional approach, where data are collected at a single point in time through the administration of structured questionnaires to all employees of UPT Asrama Haji Makassar. Given the relatively small population size, the sampling technique used is saturated sampling, allowing all 128 employees—both civil servants (PNS) and government contract employees (PPPK)—to be included as respondents. All research variables are measured using a five-point Likert scale based on operational definitions derived from established theories and previous studies, covering indicators of competence, training, job satisfaction, and employee performance.

The research instrument, in the form of a structured questionnaire, was developed based on theoretical indicators and further tested through a pilot study to ensure its validity and reliability. Content validity was assessed through expert judgment, while construct validity was examined using convergent and discriminant validity through Structural Equation Modeling–Partial Least Squares (SEM-PLS). Reliability was tested using Cronbach's Alpha and Composite Reliability. Data collection was carried out through both online and offline questionnaire distribution, complemented by limited semi-structured interviews with key informants (senior staff/team leaders) to enrich contextual understanding and support data triangulation. All procedures were conducted after obtaining necessary research permissions from the postgraduate program and UPT Asrama Haji Makassar.

Data analysis was conducted in two main stages: descriptive analysis and inferential analysis using SEM-PLS via the Smart-PLS software. The measurement model (outer model) was evaluated using loading factors, AVE, Cronbach's Alpha, and Composite Reliability, while the structural model (inner model) was assessed using path coefficients, p-values, R^2, f^2, Q^2, and bootstrapping to test both direct and indirect (mediating) hypotheses. This analytical technique was selected due to its ability to handle complex models, its flexibility regarding non-normal data distribution, and its suitability for predictive and mediation-focused research. The results of the analysis are expected to comprehensively answer the research objectives and provide significant theoretical and practical contributions to human resource management practices at UPT Asrama Haji Makassar.

ISSN [Online]: 2776-6381

IV. Result and Discussion

4.1. Research Result

a. Measurement model valuation (Outer Model)

Outer model evaluation was conducted to measure the extent to which the indicators used in this study were able to represent the latent constructs validly and reliably. In the SEM-PLS approach, the outer model refers to the relationship between the latent construct and its reflective measuring indicators. The purpose of this evaluation is to ensure that each construct is built on indicators that truly reflect the intended variable and have high internal consistency. The evaluation was conducted through several main criteria, namely: (1) outer loading value as a representation of indicator reliability, (2) composite reliability and Cronbach's Alpha to measure construct reliability, (3) average variance extracted (AVE) as an indicator of convergent validity, and (4) discriminant validity using the Fornell-Larcker Criterion and Heterotrait-Monotrait Ratio (HTMT) approaches. The measurement model used in this study can be seen in Figure 4.1, which is the visualization result of the PLS-SEM algorithm after the calculation process was carried out in the Smart-PLS version 3 application.

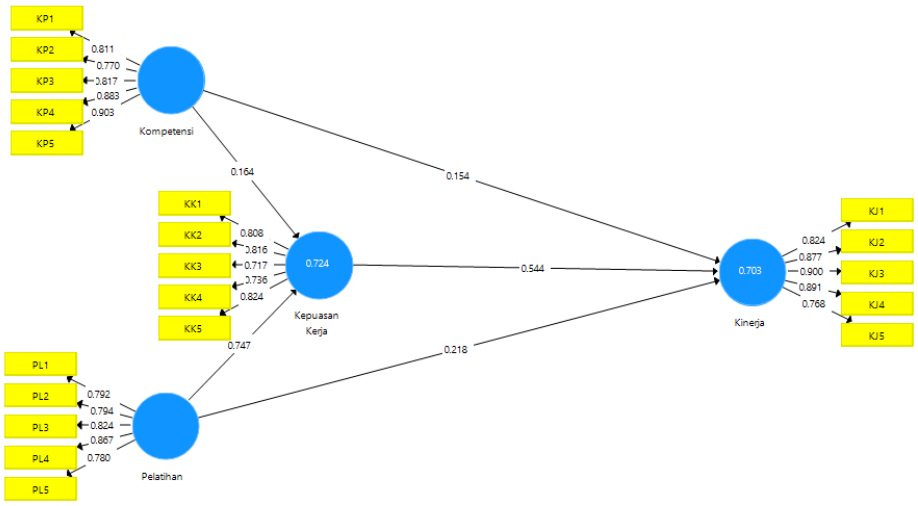

Figure 1. Visualization of Outer Model Rally Indicator Ability (Outer Loadings)

Based on the results of the measurement model estimation using Smart-PLS version 3, the loading values for each construct are as follows:

Table 1. Outer Loadings

No	Variables	Indicator Code	Factor Loading
1	Competence	KP1	0.811
		KP2	0.770
		KP3	0.817
		KP4	0.883
		KP5	0.903
2	Training	PL1	0.792
		PL2	0.794
		PL3	0.824
		PL4	0.867
		PL5	0.780
3	Job satisfaction	KK1	0.808
		KK2	0.816

ISSN [Online]: 2776-6381

No	Variables	Indicator Code	Factor Loading
		KK3	0.717
		KK4	0.736
		KK5	0.824
4	Performance	KJ1	0.824
		KJ2	0.877
		KJ3	0.900
		KJ4	0.891
		KJ5	0.768

Based on the table above, it can be concluded that all indicators in the Competence, Training, Job Satisfaction, and Employee Performance constructs have factor loading values mostly above 0.75, thus being statistically reliable and valid. This indicates that each indicator can consistently represent its variable in measuring respondents' perceptions. Although there are several indicators with loading values close to the minimum limit, such as KP2 (0.770), PL5 (0.780), KK3 (0.717), KK4 (0.736), and KJ5 (0.768), these values are still acceptable because they are above the cut-off of 0.70 as suggested by Hair et al. (2019). These indicators are retained because they are theoretically important in explaining the dimensions of their respective constructs. Overall, the results of these outer loadings indicate that the four research variables have valid and reliable indicators, so they are worthy of continuing to the stage of construct reliability evaluation (composite reliability and Cronbach's alpha) and model validity (AVE and discriminant validity).

b. Internal consistency (Composite Reliability and Cronbach's Alpha)

According to Hair et al. (2019), the criteria for construct reliability assessment are Cronbach's Alpha ≥ 0.60 to indicate minimum acceptable reliability, and Composite Reliability ≥ 0.70 as an indicator of good internal consistency. Based on the estimation results shown in Table 2, all constructs showed reliability values above the recommended threshold.

Table 2. Cronbach's Alpha and Composite Reliability

Construct	Cronbach's Alpha	Composite Reliability (ρA)	Composite Reliability (ρC)
Competence/KP(X1)	0.894	0.906	0.922
Training/PL(X2)	0.870	0.872	0.906
Job Satisfaction/KK (Z)	0.839	0.844	0.886
Performance/KJ (Y)	0.906	0.911	0.930

Based on the table above, the Cronbach's Alpha and Composite Reliability values for the four research constructs indicate excellent internal consistency. The Competence (X1) and Employee Performance (Y) constructs have very high reliability, with Composite Reliability values above 0.92, indicating that the indicators in these constructs are very stable and coherent in measuring the intended dimensions. Meanwhile, the Training (X2) and Job Satisfaction (Z) constructs have also met the recommended reliability threshold (≥ 0.70 according to Hair et al., 2019), with Composite Reliability values of 0.906 and 0.886, respectively. This indicates that the instruments used to measure the training and job satisfaction variables work consistently and reliably. Thus, it can be concluded that all constructs in this research model have strong construct reliability, so they are worthy of further analysis at the convergent validity (Average Variance Extracted/AVE) and discriminant validity testing stages.

c. Convergent validity (Average Variance Extracted/AVE)

According to Hair et al. (2019), a good AVE value is ≥ 0.50, meaning that more than half of the indicator's variance is successfully explained by the construct in question. An AVE value below this threshold indicates that the construct is not strong enough to represent its indicators collectively and requires

ISSN [Online]: 2776-6381

conceptual and statistical review. Table 3 below presents the results of the AVE value calculations for each construct in this research model.

Table 3. Average Variance Extracted (AVE)

Construct	Average Variance Extracted (AVE)
Competence/KP(X1)	0.703
Training/PL(X2)	0.660
Job Satisfaction/KK (Z)	0.610
Performance/KJ (Y)	0.728

Based on the calculation results in Table 3, all constructs in this study have met the convergent validity requirements with AVE values above 0.50. The Competence construct (X1) recorded the highest AVE value of 0.703, followed by Performance (Y) at 0.728, which indicates that the indicators in both constructs can explain more than 70% of the variance of the measured construct. The Training construct (X2) and Job Satisfaction (Z) also meet the minimum threshold, with AVE values of 0.660 and 0.610, respectively, which means that the indicators are also valid in representing the intended variables. Thus, it can be concluded that all constructs in this study have adequate convergent validity, as each latent variable is able to explain more than half of the variance in its indicators. This further strengthens the consistency of the measurement model, making the four constructs worthy of further analysis in the discriminant validity testing stage to ensure clear distinctions between variables.

d. Discriminant validity (Fornell-Larcker Criterion and HTMT)

Dalam SEM-PLS, discriminant validity is evaluated through two main approaches, namely the Fornell-Larcker Criterion and the Heterotrait-Monotrait Ratio (HTMT). Fornell-Larcker Criterion. According to Fornell and Larcker (1981), discriminant validity is declared fulfilled if the square root of the AVE (shown on the diagonal of the table) for each construct is higher than the correlation between other constructs (shown off the diagonal). Table 4 below presents the results of discriminant validity testing using the Fornell-Larcker criterion.

Table 4. Fornell-Larcker Criterion Matrix

Construct	Job satisfaction	Performance	Competence	Training
Job satisfaction	0.781			
Performance	0.818	0.853		
Competence	0.588	0.597	0.838	
Training	0.840	0.762	0.567	0.812

Based on Table 4, the Job Satisfaction (KK) construct has a square root AVE value of 0.781, which is higher than its correlation with Competence (0.588). However, the correlation of KK with Performance (0.818) and Training (0.840) is higher than the √AVE value of KK, so discriminant validity has not been fully met. The Performance construct (KJ) recorded an √AVE value of 0.853, which is higher than its correlation with Job Satisfaction (0.818), Competence (0.597), and Training (0.762). Thus, the discriminant validity for the Performance construct is met. Furthermore, the Competence construct (KP) has an √AVE value of 0.838, which is higher than its correlation with other constructs, namely Job Satisfaction (0.588), Performance (0.597), and Training (0.567). This indicates that the discriminant validity of the Competence construct is met.

Meanwhile, the Training (PL) construct recorded an √AVE value of 0.812. This value is still lower than its correlation with Job Satisfaction (0.840) and Performance (0.762), although higher than its correlation with Competence (0.567). Thus, discriminant validity for the Training construct has not been fully met. HeteDistinguish-Monotrait Ratio (HTMT). HTMT is a more sensitive approach to detecting a lack of discriminant validity. The recommended HTMT value is <0.90 (Gold et al., 2001) or more conservatively <0.85 (Kline, 2011).

GOLDEN RATIO
ISSN [Online]: 2776-6381

Table 5. Heterotrait-Monotrait Ratio

Construct	Job satisfaction	Performance	Competence	Training
Job satisfaction				
Performance	0.932			
Competence	0.670	0.655		
Training	0.983	0.858	0.636	

Based on Table 5, the evaluation of discriminant validity using the Heterotrait-Monotrait Ratio (HTMT) criteria shows that most constructs have HTMT values <0.90; thus, they can be declared to meet discriminant validity. For example, the correlation between Competence and Job Satisfaction (0.670) and Competence and Performance (0.655) is still within good tolerance limits. Similarly, the value between Competence and Training (0.636) also meets the requirements for discriminant validity. However, there are two pairs of constructs that have HTMT values exceeding the threshold of 0.90, namely between Job Satisfaction and Performance (0.932) and between Job Satisfaction and Training (0.983). These values indicate a potential problem of discriminant validity, because the two constructs have a very high level of correlation. This can be interpreted empirically, as good training implementation and employee job satisfaction are closely related to performance, so that respondents tend to have difficulty distinguishing perceptions between these constructs.

Thus, overall, the model still has fairly good discriminant validity, but it is worth noting the indication of conceptual overlap between the constructs of Job Satisfaction, Training, and Performance. This condition aligns with previous research findings (Hair et al., 2019), which stated that in the context of public organizations, closely related constructs often exhibit high correlations due to the influence of the same motivational and structural factors. This reflects complex field conditions, not simply weaknesses in instrument design. A more flexible approach to discriminant validity is also supported by Henseler et al. (2015), who suggest that HTMT should not be used as the sole basis for decision-making, but rather be combined with other approaches, such as cross-loadings and comprehensive model evaluation. By integrating statistical results, theoretical considerations, and substantive context, researchers can make more balanced decisions about retaining constructs. To ensure that the high correlations between constructs were not caused by multicollinearity, a Variance Inflation Factor (VIF) test was conducted on all indicators in the latent construct. The results showed that all VIF values were below the threshold of 5.0, specifically in the range of 1.505 to 3.703, indicating the absence of serious multicollinearity symptoms either between indicators within a single construct or between exogenous constructs. This finding strengthens the belief that the indicators in the model are free from excessive statistical redundancy and remain valid for use in further structural testing. Thus, despite indications of discriminant validity violations in the KK–KJ and KK–PL pairs, these constructs were retained because they met other statistically and theoretically sound criteria. However, interpreting the relationship between the two constructs in the inner model requires careful and critical consideration, taking into account the possibility of overlapping meanings or perceptual responses from respondents.

Table 6. Variance Inflation Factor (VIF)

Construct	Minimum VIF	Maximum VIF
KP	1,897	3,228
PL	1,756	2,583
KK	1,505	2,157
KJ	1,783	3,703

e. Structural model valuation (Inner Model)

Inner model evaluation is conducted to measure the strength of the relationships between latent constructs defined in the structural model. This evaluation step includes testing the path coefficients, determination value (R-square), predictive value (Q-square), and effect strength (f-square). Before explaining

ISSN [Online]: 2776-6381

the quantitative evaluation results of each indicator, a visualization of the inner model is presented in Figure 4.2 below:

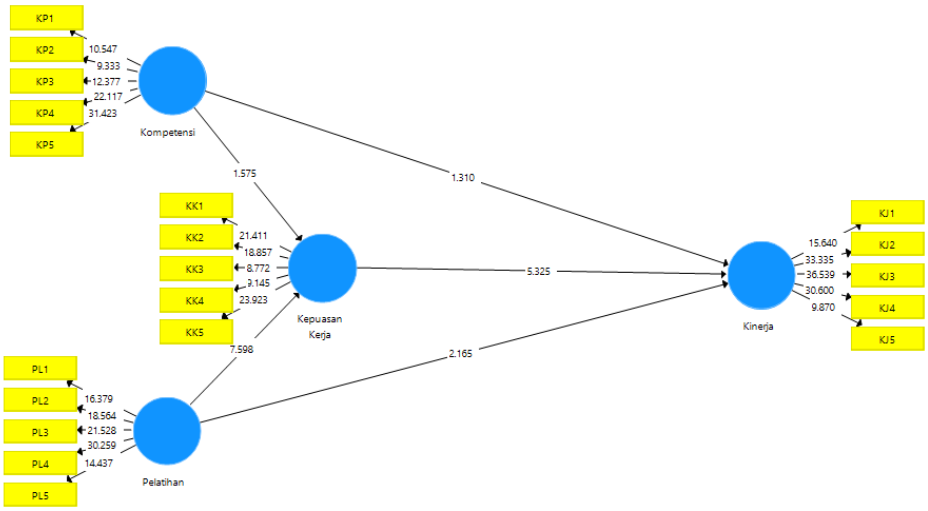

Figure 2. Visualization of Inner Model

The above graph shows the direct relationship between the Competence (KP) and Training (PL) constructs on Job Satisfaction (KK), as well as the subsequent influence of KK on Performance (KJ). In addition, direct paths from KP and PL to KJ are also shown to test the potential for direct and indirect relationships through the mediating construct of KK. The path coefficient values shown in the figure are the results of the PLS algorithm estimation, and will be further analyzed in the following sections to see the significance, contribution of each path, and the explanatory power of the model through R-square and other predictive tests.

f. Coefficient of determination (R^2/R-Square)

Results Data processing using Smart-PLS produces the R^2 value as shown in the following table:

Table 7. Coefficient of Determination (R-Square)

Endogenous Variables	R^2	Interpret breast milk
Job Satisfaction (KK)	0.724	Strong
Performance (KJ)	0.703	Strong

The R^2 of 0.724 for the Job Satisfaction (QS) construct indicates that the combination of Competence (KP) and Training (PL) can explain 72.4% of the variation in perceived job satisfaction. Meanwhile, the R^2 value of 0.703 for the Performance (KJ) construct indicates that the KP, PL, and KK constructs simultaneously explain 70.3% of the variation in perceptions of media marketing performance. Based on the classification of Hair et al. (2019), both values are included in the strong category, which means that the constructed structural model has very good predictive power for the main constructs in this study. However, findings in the outer model evaluation, especially in the discriminant validity test, indicate potential overlap between the KK–KJ and KK–PL constructs, as indicated by the HTMT values of 0.932 and 0.983, which exceed the threshold of 0.90. This indicates that some of the indicators used in the constructs of job satisfaction and performance, as well as job satisfaction and training, may have semantic and perceptual closeness in the eyes of respondents, especially in the context of employee behavior.

Despite these discriminant validity violations, the high R^2 value still indicates that the model is structurally stable and has excellent predictive power, with no indication of multicollinearity or overfitting. Therefore, the KK–KJ and KK–PL constructs are retained in the model, with the caveat that their relationship

ISSN [Online]: 2776-6381

will be critically reviewed in the inner model discussion and subsequent hypothesis testing. This strategy aligns with the guidelines of Hair et al. (2019) and Sarstedt et al. (2020), which emphasize that modeling decisions should consider triangulation between statistical results, theoretical justification, and conceptual context. Thus, this section confirms that despite indications of discriminant issues in the outer model, the structural model remains predictively robust and can be used to evaluate causal relationships among the constructs within the model.

g. Measuring an Effect (f^2)

Results: The f^2 calculation from Smart-PLS can be presented in the following table:

Table 8. Effect Size (f^2)

Connection	f^2 value	Interpretation of Power
Job satisfaction→Performance	0.275	Moderate effect
Competence→Job satisfaction	0.066	Small effect
Competence→Performance	0.051	Small effect
Training→Job satisfaction	1,375	Very big effect
Training→Performance	0.046	Small effect

Based on the results of the effect size analysis (f^2), it is seen that the Training variable has a very dominant influence on Job Satisfaction with an f^2 value of 1.375, which is included in the very large category according to Cohen's criteria (1988). This shows that training is a key factor in increasing employee job satisfaction at the Makassar Hajj Dormitory UPT. Meanwhile, the relationship between Job Satisfaction and Performance recorded an f^2 value of 0.275, which is in the moderate category, indicating that job satisfaction contributes quite significantly to improving employee performance. The Competence variable has a relatively small effect on both Job Satisfaction (f^2 = 0.066) and Performance (f^2 = 0.051), as does the direct effect of Training on Performance (f^2 = 0.046), all of which are in the small effect category. Thus, it can be concluded that improving employee performance is more mediated by job satisfaction, where training plays a major role in shaping this satisfaction.

h. Predictive Relevance Value (Q^2)

Results of blindfolding data processing show the following Q^2 values:

Table 9. Predictive Relevance Value (Q^2)

Construct	Q^2	Information
Job Satisfaction (Z)	0.421	Big prediction
Performance (Y)	0.49	Big prediction

These results indicate that the model has excellent predictive ability for Job Satisfaction (Z) and Performance (Y), with Q^2 values of 0.421 and 0.490, respectively, which are in the large category. This indicates that the exogenous constructs, namely Competence and Training, can accurately predict the mediating variable Job Satisfaction, and simultaneously contribute significantly to explaining variations in employee Performance. However, these findings still need to be reviewed carefully in the context of the results of the outer model, especially in terms of discriminant validity.

As discussed previously, the HTMT values between several constructs indicate potential overlapping meanings and perceptions, for example, between job satisfaction indicators and performance dimensions, both of which are often internalized simultaneously in employee experiences, such as loyalty, engagement, and work motivation. Therefore, although the Q^2 value confirms the model's strong predictive ability, researchers still need to be careful in interpreting the structural relationships between constructs, so as not to overlook the possibility of conceptual closeness between indicators. This approach aligns with the recommendations of Hair et al. (2019) and Sarstedt et al. (2020), who emphasize that the evaluation of the

GOLDEN RATIO
ISSN [Online]: 2776-6381

inner model in SEM-PLS must always be linked to the results of the outer model, so that the resulting interpretation is not only statistically robust but also theoretically and substantively valid.

i. Significance of Path Coefficients and Indirect Effects Indirect Effects

Inner model evaluation in the Partial Least Squares-based Structural Equation Modeling (PLS-SEM) approach is conducted to assess the strength and significance of causal relationships between latent constructs. The main focus lies on the direct effects and indirect effects mediated by the intervening construct. In the context of this study, Job Satisfaction (KK) functions as a mediating variable that bridges the relationship between Competence (KK) and Training (PL) on Performance (KJ). The test was conducted using the bootstrapping method on 500 sub-samples using Smart-PLS software version 3.2.9. The estimation results include the path coefficient value, t-statistic, and p-value for each hypothesized path.

Table 10. Path Coefficients and Indirect Effects

Connection	Original Sample (O)	T Statistics	P Values	Note:
H1 : KP→KJ	0.154	1.31	0.191	Not Significant
H2 : PL→KJ	0.218	2,165	0.031	Significant
H3 : KK→KJ	0.544	5,325	0	Significant
H4 : KP→KK	0.164	1,575	0.116	Not Significant
H5 : PL→KK	0.747	7,598	0	Significant
H6 : KP→KK→KJ	0.089	1,915	0.056	Not Significant
H7 : PL→KK→KJ	0.406	3,883	0	Significant

All hypothesized paths (H1 to H7) showed mixed results, with not all hypotheses being statistically significant. Specifically, the findings of this study indicate that Competence has no significant effect on Job Satisfaction (H1) or Performance (H2), and the mediation effect through Job Satisfaction (H6) was also not significantly proven. In contrast, the Training variable has a strong and significant effect on Job Satisfaction (H3, coefficient 0.747, $p < 0.001$) and a direct effect on Performance (H4, coefficient 0.218, $p < 0.05$). Furthermore, Job Satisfaction is proven to have a significant contribution to improving Performance (H5, coefficient 0.544, $p < 0.001$). The indirect effect through Job Satisfaction also shows significant results in the Training path.→Job satisfaction→Performance (H7, coefficient 0.406, $p < 0.001$), which indicates that most of the influence of training on employee performance is channeled through increased job satisfaction.

These findings reinforce the role of job satisfaction as a strategic mediating mechanism that bridges the relationship between training and employee performance. In other words, training not only improves technical skills but also fosters job satisfaction, which in turn positively impacts performance. Conversely, the contribution of competencies is not significant, either directly or indirectly, in this model, indicating the need for more attention to other factors such as continuous skills development or the internalization of organizational values.

The consistency of these results is also shown in the supporting analysis:

1) The high R^2 values for the Job Satisfaction (0.421) and Performance (0.490) constructs confirm that the model can explain strong variations.
2) The largest effect size (f^2) is found in the Training path.→Job Satisfaction (1.375), which confirms the substantive power of training as a major factor.
3) The positive Q^2 values for the Job Satisfaction (0.421) and Performance (0.490) constructs prove the predictive relevance of the model.

Despite some insignificant paths, overall, this structural model has adequate explanatory power, strong measurement validity, and consistency with the theoretical framework used. Thus, the results of this study confirm that Training and Job Satisfaction are key factors that need to be considered in efforts to improve Employee Performance at the Makassar Hajj Dormitory Technical Implementation Unit.

GOLDEN RATIO
ISSN [Online]: 2776-6381

j. Hypothesis test

The researcher analyzed sample data obtained from respondents and conducted a generalization process (statistical inference) on the target population of the study. The main objective of this test was to determine whether the relationships between constructs in the structural model had a significant empirical basis based on the results of quantitative data processing. The test was conducted using the bootstrapping method in the Smart-PLS application version 4.1.1.4, with a total of 500 subsamples. This technique produced estimates of path coefficients, t-statistics, and p-values for each path in the model. The proposed hypotheses included direct and indirect effects, considering significance based on p-values (≤ 0.01) and t-statistics (≥ 1.96). Hypothesis testing in this study included both direct effects between constructs and indirect effects mediated by the Job Satisfaction variable (Z). The results of these tests are summarized in Table 11 below:

Table 11. Hypothesis Testing Results

Exogenous Variable Test→ Endogenous Variables (Direct Influence)				
Exogenous Variables	Endogenous Variables	Efficiency Track	p-value	Keterdream
Competence (X1)	Performance (Y)	0.154	0.166	Not significant
Training (X2)	Performance (Y)	0.218	0.040	Significant
Competence (X1)	Job satisfaction (Z)	0.164	0.126	Not significant
Training (X2)	Job satisfaction (Z)	0.747	0	Significant
Satisfaction Work (Z)	Performance (Y)	0.544	0.000	Significant

Exogenous Variable Test→Mediating Variables→Endogenous Variables (PenIndirect scratch)					
Variables Exogen	**Variables Mediation**	**Variables Endogen**	**Indirect scratch**	**p- value**	**Nature Mediation**
Competence (X1)	Job satisfaction (Z)	Performance (Y)	0.089	0.065	No mediation
Training (X2)	Job satisfaction (Z)	Marketing Performance (Y)	0.406	0	Partial

Based on the test results in the table above, namely the processed results of path analysis and indirect effect data using Smart PLS 3.2.9, it can be described as follows:

1) The first hypothesis (H1) states that competence has a positive effect on employee performance. The analysis results show that competence (X1) does not have a significant effect on performance (Y), with a coefficient of 0.154 and a p-value of 0.166. This means that employee competence has not been able to directly improve performance. Therefore, the first hypothesis is rejected.
2) The second hypothesis (H2) states that training has a positive effect on employee performance. The test results show that training (X2) has a significant effect on performance (Y), with a coefficient of 0.218 and a p-value of 0.040. This indicates that appropriate training can improve employee performance. Therefore, the second hypothesis is accepted.
3) The third hypothesis (H3) states that job satisfaction contributes to improved employee performance. The analysis shows that job satisfaction (Z) significantly influences performance (Y), with a coefficient of 0.544 and a p-value of 0.000. This proves that the higher the employee satisfaction, the better their performance. Therefore, the third hypothesis is accepted.
4) The fourth hypothesis (H4) states that competence has a positive effect on job satisfaction. The test results show that competence (X1) does not significantly influence job satisfaction (Z), with a coefficient of 0.164 and a p-value of 0.126. This means that competence is not sufficient to increase employee job satisfaction. Therefore, the fourth hypothesis is rejected.
5) The fifth hypothesis (H5) states that training has a positive effect on job satisfaction. The analysis proves that training (X2) has a significant effect on job satisfaction (Z), with a coefficient of 0.747 and

ISSN [Online]: 2776-6381

a p-value of 0.000. This indicates that planned and tailored training can increase job satisfaction. Thus, the fifth hypothesis is accepted.

6) The sixth hypothesis (H6) states that competence influences performance through job satisfaction as a mediating variable. The indirect effect results show that competence (X1) does not significantly influence performance (Y) through job satisfaction (Z), with a coefficient of 0.089 and a p-value of 0.065. Thus, job satisfaction is not proven to be a mediator in the relationship between competence and performance. Therefore, the sixth hypothesis is rejected.
7) The seventh hypothesis (H7) states that training influences performance through job satisfaction. The indirect effect analysis shows that training (X2) significantly influences performance (Y) through job satisfaction (Z), with a coefficient of 0.406 and a p-value of 0.000. Because the direct path of X2→Y is also significant, this relationship represents partial mediation. Thus, the seventh hypothesis is accepted.

In conclusion, this study shows that not all proposed hypotheses are acceptable. Of the seven hypotheses tested, four were accepted and three were rejected. These findings confirm that:

1) Training has been shown to play an important role both directly and through job satisfaction in improving employee performance, thus indicating the existence of partial mediation.
2) Job satisfaction is a key factor that directly drives improved performance.
3) Competence, although expected to have an effect, was not shown to be significant either directly or through the mediation of job satisfaction.

Thus, this study strengthens the strategic role of training and job satisfaction in improving the performance of Makassar Hajj Dormitory UPT employees, while competency has not provided a significant contribution as assumed in the theoretical framework.

4.2. Discussion

Based on the research results above, it can be explained as follows:

a. Interpretation of the influence of Competence on Job Satisfaction (H1)

The results of the study indicate that Competence does not significantly influence the Job Satisfaction of Makassar Hajj Dormitory UPT employees, with a path coefficient value of 0.164, a t-statistic of 1.575, and a p-value of 0.116 (>0.05). This indicates that although employees have quite good competence, this has not directly increased their job satisfaction. In terms of indicators, Motive (KP1) obtained the highest mean value of 4.68, indicating that work motivation is the most dominant aspect of employee competence. However, the Self-Concept indicator (KP2) recorded the lowest mean of 4.46 and the lowest factor loading of 0.770, indicating that self-awareness and perception of work roles have not been fully internalized by employees. This finding is in line with Spencer & Spencer (1993), who stated that competence is not only related to technical skills, but also to the suitability of self-values and motivation to the organization. In this context, it can be understood that even though employees have knowledge and skills, their job satisfaction is still more determined by other factors such as the reward system, supervision, or work environment.

b. Interpretation of the influence of Competence on Employee Performance (H2)

The analysis results show that Competence does not significantly influence Employee Performance, with a path coefficient of 0.154, a t-statistic of 1.310, and a p-value of 0.191 (>0.05). Theoretically, competence should be the main determinant of performance, but in this study, the contribution of competence was not statistically strong enough. The Skills Indicator (KP5) recorded the highest factor loading of 0.903, emphasizing that technical skills are crucial in supporting work quality. However, a gap emerged in the Self-Concept (KP2)

ISSN [Online]: 2776-6381

and Motive (KP1) indicators, which, despite having high mean perceptions, their contribution to performance was still limited. This indicates that competent employees are not necessarily optimal in producing high performance if not accompanied by the support of external factors such as efficient work systems, infrastructure, and managerial support. Thus, these results are in line with the findings of Boyatzis (2008), who emphasized that competence is necessary, but not always sufficient, in guaranteeing employee performance.

c. Interpretation of the influence of training on job satisfaction (H3)

The results of the study show that training has a significant effect on employee job satisfaction, with a path coefficient of 0.747, a t-statistic of 7.598, and a p-value of 0.000 (<0.01). This indicates that the better the quality of training provided, the higher the employee's job satisfaction. In terms of indicators, Objectives (PL5) obtained the highest mean value of 4.60, indicating that the clarity of training objectives is the most perceived beneficial factor. Meanwhile, the largest contribution to the construct came from the Instructor indicator (PL1) with the highest factor loading of 0.903, indicating that the quality of the instructor greatly determines the effectiveness of the training. This aligns with the view of Goldstein & Ford (2002), who emphasized that training designed with clear objectives, appropriate methods, and supported by qualified instructors can increase job satisfaction by developing employee skills and understanding. Thus, training serves not only as a means of improving competency but also as a form of organizational recognition of the importance of human resource development.

d. Interpretation of the influence of training on employee performance (H4)

Path analysis shows that training has a positive and significant effect on employee performance, with a coefficient of 0.218, a t-statistic of 2.165, and a p-value of 0.031 (<0.05). This confirms that the training program has a real impact on improving the quality and quantity of employee work. The Material (PL3) and Method (PL4) indicators, which recorded factor loadings of 0.824 and 0.867, respectively, are important dimensions linking training to performance. Material relevant to daily work needs and participatory methods has been shown to improve practical skills and work effectiveness. This finding is supported by research by Noe (2017), which emphasizes that effective training must be oriented towards the transfer of learning, where learning outcomes can be directly applied in the workplace. Thus, training at the Makassar Hajj Dormitory UPT not only increases knowledge but also encourages productive work behavior that impacts organizational performance.

e. Interpretation of the influence of Job Satisfaction on Employee Performance (H5)

The results of the study prove that Job Satisfaction has a positive and significant effect on Employee Performance, with a coefficient of 0.544, a t-statistic of 5.325, and a p-value of 0.000 (<0.01). This indicates that the higher the perceived job satisfaction, the higher the employee's performance. The indicators of the Job itself (KK1) and Coworkers (KK5) show a significant contribution in driving satisfaction. Employees feel satisfied when their work provides meaning, challenges, and support from a positive social environment. Conversely, the Promotion indicator (KK3) recorded the lowest loading (0.717), indicating that promotion opportunities are still perceived as limited and therefore not a dominant factor in satisfaction. This finding is consistent with Herzberg's Two Factor Theory (1959), which emphasizes that job satisfaction arises from intrinsic factors such as the meaning of work and interpersonal relationships, which in turn have a positive impact on performance.

f. Interpretation of Competence on Performance through Job Satisfaction (H6)

The results of the mediation test indicate that Competence does not significantly influence Performance through Job Satisfaction, with a path coefficient value of 0.089, a t-statistic of 1.915, and a p-value of 0.056 (>0.05). This means that even though employees have good competence, job satisfaction is not always a mechanism that bridges the relationship. The low contribution of Self-Concept (KP2) and Promotion (KK3) may be the cause of this weak mediation relationship. Theoretically, these results confirm that competence functions more as a basic requirement for work, but job satisfaction that improves performance

ISSN [Online]: 2776-6381

is more influenced by other factors such as training, organizational support, and reward systems. In other words, competence alone is not enough to produce superior performance if it is not supported by a satisfactory work system.

g. Interpretation of Training on Performance through Job Satisfaction (H7)

The results of the mediation analysis show that training has a positive and significant effect on employee performance through job satisfaction, with a coefficient value of 0.406, a t-statistic of 3.883, and a p-value of 0.000 (<0.01). This confirms that job satisfaction acts as a strong partial mediator in the relationship between training and performance. In other words, effective training not only improves skills but also fosters a sense of satisfaction because employees feel valued and facilitated by the organization, which ultimately encourages them to work better. Clear training objectives (PL5) and competent instructors (PL1) are able to increase satisfaction (for example, in the aspects of the work itself (KK1) and colleagues (KK5)), which in turn improves the quality, quantity, and effectiveness of work. This finding is in line with Expectation Confirmation Theory (Bhattacherjee, 2001), which states that satisfaction is formed when work experiences meet or exceed expectations, in this case, through relevant and meaningful training. Thus, training plays a dual role: improving technical skills while strengthening job satisfaction, which ultimately results in better performance.

V. Conclusion

The findings of this study confirm that competence and training play different roles in shaping employee outcomes at UPT Asrama Haji Makassar. While competence does not significantly influence job satisfaction or performance, training demonstrates a strong and significant effect on both outcomes. Moreover, job satisfaction is proven to be a critical determinant of employee performance and functions as a mediating mechanism in the relationship between training and performance. These results indicate that employee capability building in this organizational context is driven more by structured learning interventions than by individual attributes alone. Overall, the study concludes that enhancing training quality and strengthening job satisfaction mechanisms are essential strategies for improving sustainable employee performance.

Theoretically, this research contributes to human resource management literature by providing empirical evidence that supports the importance of training as a predictor of job satisfaction and employee performance, while challenging the assumption that competence always leads to improved outcomes. The study reinforces motivational and job satisfaction theories by demonstrating the role of intrinsic and extrinsic factors in enhancing performance. From a managerial standpoint, the results highlight the need for organizations—especially public service institutions—to invest in relevant, high-quality training programs, improve reward and promotion systems, and foster supportive work environments that enhance job satisfaction. Managers should integrate training and satisfaction indicators into strategic HR planning to ensure continuous performance improvement. Despite its contributions, this study has several limitations, including the use of a cross-sectional design, reliance on self-reported data, and the restricted organizational context, which limit the generalizability of findings. Future research could employ longitudinal designs to capture the long-term effects of training and competence, incorporate objective performance metrics, or expand the model by adding moderating variables such as leadership style, organizational culture, or intrinsic motivation. Comparative studies across different public and private institutions would also enrich understanding and enhance the external validity of these findings.

References

Dharma, Agus. (2018). Manajemen Kinerja. Pustaka Pelajar, Yogyakarta.

Ghozali, I., & Latan, H. (2015). Partial Least Squares: Konsep, Teknik dan Aplikasi Smart-PLS 3.0. Badan Penerbit Universitas Diponegoro, Semarang.

ISSN [Online]: 2776-6381

Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2017). A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM), 2nd Ed., SAGE Publications, Los Angeles.

Hasanah, Nurul. (2015). Pengaruh Kompetensi dan Pelatihan terhadap Kinerja Pegawai pada Divisi HCD & LC PT. Krakatau Steel. Jurnal Ilmiah Cano Ekonomos, Vol. 4, No. 2, Hal. 150–160, Universitas Sultan Ageng Tirtayasa, Banten.

Hasibuan, Malayu S.P. (2016). Manajemen Sumber Daya Manusia. Edisi Revisi, Bumi Aksara, Jakarta.

Jati, S. (2021). Manajemen Personalia. Mitra Wacana Media, Jakarta.

Kanafiah, Wawan & Suherna. (2021). Pengaruh Kompetensi (Hard Skill) dan Pelatihan terhadap Kinerja Pelaksana Teknis melalui Kepuasan Kerja. Jurnal Riset Bisnis dan Manajemen Tirtayasa, Vol. 5, No. 1, Hal. 67–79, Universitas Sultan Ageng Tirtayasa, Serang.

Latifa, R., Fitriani, M., & Rahman, D. (2024). Manajemen Sumber Daya Manusia dalam Organisasi Publik. Universitas Negeri Makassar, Makassar.

Mangkunegara, Anwar Prabu. (2016). Manajemen Sumber Daya Manusia Perusahaan. Remaja Rosdakarya, Bandung.

Mas'ud, Fuad. (2004). Survai Diagnostik Organisasional: Konsep dan Aplikasi. Badan Penerbit Universitas Diponegoro, Semarang.

Meidita, Anggi. (2019). Pengaruh Pelatihan dan Kompetensi terhadap Kepuasan Kerja melalui Motivasi Kerja. Jurnal Ilmiah Manajemen dan Bisnis, Vol. 20, No. 1, Hal. 11–20, Universitas Muhammadiyah Sumatera Utara, Medan.

Noviantoro, R., et al. (2024). Pengantar Ilmu Manajemen. Deepublish, Yogyakarta.

Putri, Lidya Anisa & Karya, Detri. (2024). Exploring the Role of Competence and Training in Enhancing Employee Performance: The Mediating Effect of Job Satisfaction Among University Staff in Pekanbaru. International Journal of Economics Development Research, Vol. 5, No. 4, Universitas Islam Riau, Pekanbaru.

Putri, N. A. (2018). Manajemen SDM: Fungsi dan Peran Strategisnya. Alfabeta, Bandung.

Rosmaini & Tanjung, Hasrudy. (2019). Pengaruh Kompetensi, Motivasi dan Kepuasan Kerja terhadap Kinerja Pegawai. Jurnal Ilmiah Manajemen dan Bisnis, Vol. 20, No. 1, Hal. 1–10, Universitas Islam Negeri Sumatera Utara, Medan.

Setiawan, Indra; Prasetyo, Dwi & Mulyadi, Andi. (2021). Pengaruh Pelatihan terhadap Kinerja Pegawai yang Dimediasi oleh Kepuasan Kerja. Journal Administrasi Bisnis, Vol. 17, No. 2, Hal. 186–195, Universitas Dian Nuswantoro, Semarang.

Siagian, Sondang P. (2004). Manajemen Sumber Daya Manusia. Bumi Aksara, Jakarta.

Sugiono, Edi; Sobri, M., dan Bakhtiar. (2021). Pengaruh Kompensasi, Gaya Kepemimpinan dan Kompetensi terhadap Kinerja Pegawai melalui Kepuasan Kerja pada Pusdatin Kementerian Pertanian. Jurnal Ilmiah Ekonomi dan Bisnis, Vol. 8, No. 2, Hal. 233–245, STIE Syariah Bengkalis, Riau.

Taryaman, H. (2017). Sumber Daya Manusia dan Perannya dalam Pencapaian Kinerja. Rajawali Pers, Jakarta.

Wibowo. (2012). Manajemen Kinerja. Edisi Kelima, PT RajaGrafindo Persada, Jakarta.