

MAPPING IDEA & LITERATURE FORMAT | RESEARCH ARTICLE

The Effect of Skills and Competence on Performance Through Work Motivation at the Mobile Brigade Unit of the West Sulawesi Regional Police (SAT BRIMOB POLDA SULBAR)

Muh. Arief Wicaksono¹, V. Verawaty², Faisal Syam³

^{1,2,3} Master of Management, Institut Bisnis dan Keuangan (IBK) Nitro, Makassar, Indonesia.
Email: verawatyibknitro@gmail.com²

ARTICLE HISTORY

Received: August 12, 2026
Revised: September 11, 2026
Accepted: October 21, 2026

DOI

<https://doi.org/10.52970/grmilf.v6i4.2696>

ABSTRACT

This study aims to examine and analyze the effects of skills and competence on performance through work motivation among personnel of the Mobile Brigade Unit of the West Sulawesi Regional Police (SAT BRIMOB POLDA SULBAR). This study employed a quantitative approach using a survey method. The population consisted of all personnel of SAT BRIMOB POLDA SULBAR, with a sample of 95 respondents selected using a saturated sampling technique. Data were collected through questionnaires distributed to the respondents. The data were analyzed using Partial Least Squares-Structural Equation Modeling (PLS-SEM) with the assistance of SmartPLS 4.10. The results indicate that skills have a positive and significant effect on performance among personnel of SAT BRIMOB POLDA SULBAR. Competence also has a positive and significant effect on performance. Skills have a positive and significant effect on work motivation, while competence also has a positive and significant effect on work motivation. Furthermore, work motivation has a positive and significant effect on performance. Skills have a significant effect on performance through work motivation, and competence has a significant effect on performance through work motivation among personnel of SAT BRIMOB POLDA SULBAR.

Keywords: Skills, Competence, Work Motivation, Performance, SAT BRIMOB POLDA SULBAR Personnel.

I. Introduction

Human resources are a critical factor in achieving organizational goals, particularly in institutions that require personnel to perform tasks effectively and responsibly. Organizational performance is closely related to the quality of its human resources, as employees' skills, competence, and motivation can determine the extent to which organizational objectives are achieved. Performance refers to the work outcomes achieved by an individual based on established job requirements (Wilson, 2012). Skills represent an individual's ability to perform and complete assigned tasks effectively. According to Hasibuan (2020), work skills refer to the ability to complete tasks assigned to an individual. In the context of the Mobile Brigade Unit of the West Sulawesi Regional Police (SAT BRIMOB POLDA SULBAR), personnel require specific operational skills, including the proper use of firearms and the ability to perform tasks in special operations. In addition to specific skills, personnel must possess adequate competence to perform their duties effectively. Previous research by Fitria

and Adji (2023) found that improvements in employees' work skills significantly affect employee performance. Competence encompasses the knowledge, skills, and work attitudes required to perform a job according to established standards. Law of the Republic of Indonesia No. 13 of 2003 concerning Manpower defines work competence as an individual's ability that includes knowledge, skills, and work attitudes in accordance with established standards. For SAT BRIMOB POLDA SULBAR personnel, competence is particularly important because their duties include responding to high-risk public security disturbances and other situations that require specialized capabilities. Therefore, continuous training, certification, and performance-based development are essential to ensure that personnel possess the knowledge, skills, and attitudes required by the organization (Suryani & Tarigan, 2021). This is supported by Aulia et al. (2024), who found a significant effect of competence on employee performance. The importance of skills and competence can also be observed from the achievements obtained by personnel of Kompi IV Batalyon A Pelopor SAT BRIMOB POLDA SULBAR, as presented in Table 1.

Table 1. Awards Received by Personnel of Kompi IV Batalyon A Pelopor SAT BRIMOB POLDA SULBAR

Year	Achievement	Number of Personnel
2023	2nd Place, Kapolri Cup	1 person
2024	3rd Place, Brimob Challenge Championship	2 persons

Source: Kompi IV Batalyon A Pelopor SAT BRIMOB POLDA SULBAR Office

Table 1 shows that personnel achieved awards in competitions at the national and institutional levels during 2023 and 2024. These achievements provide an indication of personnel performance and demonstrate the importance of skills and competence in carrying out assigned duties. Performance can be reflected in an individual's ability to complete tasks, achieve performance targets, and meet established standards. In addition to skills and competence, work motivation is an important factor associated with employee performance. Human resource development will not produce optimal results without adequate motivation and willingness to improve. Motivation encourages individuals to exert effort in achieving organizational and personal goals (Akbar et al., 2022). Marihot (2018) defines motivation as factors that direct and encourage an individual's behavior or willingness to engage in activities, reflected in the level of effort exerted. Thus, work motivation can encourage personnel to perform their duties effectively and responsibly. Previous research by Norkhalisah et al. (2024) found that higher work motivation is associated with higher employee performance. This study was conducted at Kompi IV Batalyon A Pelopor SAT BRIMOB POLDA SULBAR, whose personnel are responsible for supporting the handling of high-intensity public security disturbances, including mass unrest and other high-risk situations. Such duties require personnel to possess adequate operational skills and competence to ensure effective task execution. Therefore, examining the relationship between skills, competence, and performance is important in understanding factors that may contribute to personnel performance in this organizational context. Based on the above background, this study examines the effect of skills and competence on performance among personnel of SAT BRIMOB POLDA SULBAR.

II. Literature Review and Hypothesis Development

2.1. Work Skills

Work skills vary among employees depending on their respective fields and areas of expertise. These skills are not acquired instantly but are developed through training, knowledge, persistence, and work experience. Employees with adequate work skills are generally able to complete their tasks effectively, overcome work-related problems, and generate ideas to improve their work. According to Robbins (2017), work skills refer to an individual's capacity to perform various tasks within a job, encompassing abilities developed through both mental and physical expertise. Work skills can therefore be understood as an individual's ability to perform assigned tasks and responsibilities, generate appropriate ideas, and complete

work accurately and on time in accordance with organizational requirements. According to Astuti (2020), the factors influencing work skills include knowledge and ability. Knowledge is acquired through learning and observation and enables individuals to recognize and understand new objects, situations, or events. A higher level of education and knowledge can facilitate an individual's ability to learn and adapt to new tasks. Meanwhile, ability refers to an individual's overall capacity to perform tasks within a particular field or organization. These factors contribute to the development and effective application of work skills. According to Pitriani (2020), work skills can be measured through several indicators, namely understanding assigned tasks, knowing how to perform tasks, being able to complete difficult tasks, having ideas for performing tasks, and being oriented toward improving work quality. Understanding assigned tasks reflects an employee's awareness of their responsibilities, while knowing how to perform tasks indicates the ability to carry out instructions correctly. The ability to complete difficult tasks reflects an employee's capacity to overcome challenges according to their capabilities. Having ideas demonstrates creativity and initiative in performing work, while an orientation toward improving work quality reflects an employee's continuous effort to achieve better work outcomes.

2.2. Competence

Competence is a combination of knowledge, skills, values, and attitudes reflected in an individual's patterns of thinking and behavior. Kusumawardana (2023) defines competence as the integration of knowledge, skills, values, and attitudes that are reflected in habitual ways of thinking and acting. Similarly, Mulia and Saputra (2021) describe competence as the knowledge, skills, and abilities possessed and internalized by an individual, enabling them to perform cognitive, affective, and psychomotor behaviors effectively. Harianto (2020) further explains that competence is an ability based on knowledge and skills, supported by work attitudes and their application in performing tasks according to established job requirements. Competence is therefore essential for organizations in responding to rapid changes, complex challenges, and uncertain conditions. According to Harianto (2020), several factors influence an individual's competence, including beliefs and values, skills, experience, personality characteristics, motivation, emotional issues, intellectual ability, and organizational culture. Beliefs and values influence how individuals perceive their abilities and approach tasks. Skills can be developed through learning, practice, and feedback, while experience contributes to the ability to manage people, communicate, and solve problems. Personality characteristics influence how individuals respond to their environment, whereas motivation can be strengthened through encouragement, recognition, appreciation, and individual attention from superiors.

Emotional issues, such as fear of making mistakes or lack of confidence, may limit initiative and competence development. Intellectual ability supports cognitive processes, including conceptual and analytical thinking. In addition, organizational culture influences competence through recruitment and selection practices, reward systems, decision-making processes, organizational philosophy, work procedures, training and development, and leadership development. According to Ceswirdani (2017), competence can be measured through several indicators, namely training, expertise, and technology. Training refers to activities aimed at improving employees' knowledge and skills to enhance work performance. Expertise reflects the individual's ability to perform assigned tasks effectively and is an important consideration in determining job qualifications. Technology refers to the use of information technology to create, store, process, and utilize information, including the use of information systems to support human resource management and organizational reporting. These indicators reflect the extent to which individuals possess and apply the knowledge, skills, and technological capabilities required to perform their responsibilities effectively.

2.3. Work Motivation

Work motivation is an important factor that influences employees' behavior, effort, and performance in achieving organizational goals. Aji (2020) states that motivation determines individual actions and behavior

in the workplace. The term motivation originates from the Latin word *movere*, meaning to move or encourage. According to Yassen Syahrudin (2024), motivation refers to a condition that drives employees to achieve goals based on underlying motives or reasons. Similarly, Hasibuan (2019) defines work motivation as an effort to encourage individuals to work enthusiastically, cooperate effectively, and contribute fully toward achieving job satisfaction and organizational goals. Thus, work motivation can be understood as an internal or external driving force that encourages employees to perform their duties with enthusiasm, effort, and commitment. Since individuals have different needs and motives, managers need to understand and adapt motivational approaches to employees' circumstances to encourage optimal performance. According to Hasibuan (2019), motivation can be classified into positive and negative motivation. Positive motivation involves incentives or favorable factors that encourage individuals to perform and achieve goals, such as praise, recognition, promotion, rewards, career development, job satisfaction, and achievement. In contrast, negative motivation involves unfavorable factors or potential consequences that encourage individuals to avoid undesirable outcomes, such as dismissal, salary reduction, punishment, or negative evaluations. Both forms of motivation can influence employee behavior, although their application depends on organizational conditions and management practices.

According to Aji (2020), work motivation provides several benefits for organizations, including improving individual performance, encouraging behavioral change, increasing employee satisfaction, supporting the achievement of organizational goals, and strengthening organizational commitment. Motivation encourages employees to improve their performance, collaborate, innovate, comply with organizational rules, and contribute more effectively. When employees feel motivated and valued, they are also more likely to experience job satisfaction and develop stronger commitment to the organization. According to Sedarmayanti (2017), work motivation can be measured through several indicators, namely salary, supervision, work relationships, recognition or appreciation, and achievement. Salary serves not only to fulfill employees' basic needs but also as an incentive to encourage enthusiasm at work. Effective supervision provides guidance, direction, and support to help employees perform their duties according to established standards. Harmonious work relationships create a supportive and cooperative work environment between employees and supervisors. Recognition or appreciation for achievements can strengthen employees' enthusiasm and willingness to perform better. Meanwhile, achievement reflects employees' desire to accomplish tasks successfully, meet established targets, and take on challenges that encourage continuous improvement.

2.4. Performance

Performance refers to the work outcomes achieved by an employee in carrying out assigned duties and responsibilities in accordance with established organizational requirements. Afandi (2021) defines performance as the work results achieved by an individual or group within an organization according to their respective authority and responsibilities in pursuing organizational objectives. Similarly, Mangkunegara (2019) explains that employee performance refers to the quality and quantity of work achieved by an employee in carrying out assigned responsibilities. Therefore, performance can be understood as the extent to which employees successfully carry out their duties and contribute to the achievement of organizational goals. Several factors can influence employee performance. According to Kasmir (2019), these include ability and expertise, knowledge, job design, personality, work motivation, leadership, leadership style, organizational culture, job satisfaction, work environment, loyalty, commitment, and work discipline. In addition, Rahmat (2017) groups performance-related factors into individual factors, leadership factors, team factors, system factors, and situational or contextual factors. Individual factors include knowledge, confidence, skills, ability, motivation, and commitment, while leadership factors involve motivation, direction, and managerial support. Team factors include support, trust, cohesion, and relationships among team members. System factors include physical facilities, organizational processes, and organizational culture, while situational factors involve internal and external environmental dynamics and pressures.

Performance appraisal serves both evaluative and developmental purposes. According to Sedarmayanti (2017), performance appraisal can improve work performance, provide fair employment opportunities, identify training and development needs, support compensation decisions, provide a basis for promotion or demotion decisions, identify weaknesses in job design, and evaluate recruitment and selection processes. Rivai (2017) further explains that performance appraisal has two main purposes: evaluation and development. Evaluation aims to improve organizational performance through better human resource performance, while development focuses on improving employee capabilities and performance. According to Kasmir (2019), employee performance can be measured through several indicators, namely quality, quantity, timeliness, cost efficiency, supervision, and interpersonal relationships. Quality refers to the standard of work produced, while quantity concerns the amount of work completed. Timeliness reflects the employee's ability to complete tasks within the specified period. Cost efficiency refers to the extent to which activities are performed within the allocated budget. Supervision reflects the monitoring required during task implementation, while interpersonal relationships concern cooperation and harmonious working relationships among employees and between employees and supervisors. Thus, performance indicators generally reflect the quality and quantity of work, timeliness, responsibility, and effective cooperation in carrying out organizational tasks.

2.5. Hypothesis Development

a. Relationship Between Skills and Performance

Darmayanti et al. (2014) state that work skills are an important factor influencing employee performance and productivity. Employees' skills and knowledge are valuable organizational assets that contribute to work quality and efficiency. Adequate skills enable employees to perform tasks effectively, develop innovative solutions, and contribute more significantly to organizational goals. Therefore, improving employee skills and knowledge is essential for enhancing performance, productivity, and work quality.

H1 : Skills have a positive and significant effect on performance among personnel of SAT BRIMOB POLDA SULBAR.

b. Relationship Between Competence and Performance

Khaeruman et al. (2021:114) define competence as the ability to perform tasks based on skills and knowledge, supported by appropriate work attitudes. Competence reflects the knowledge, skills, and attitudes required in a particular profession. The relationship between competence and performance is positive and significant, as higher competence enables employees to perform their responsibilities more effectively, thereby improving productivity and work quality.

H2 : Competence has a positive and significant effect on performance among personnel of SAT BRIMOB POLDA SULBAR.

c. Relationship Between Skills and Work Motivation

The relationship between skills and work motivation is positive, as adequate skills can increase employees' confidence and willingness to perform their tasks. Employees with sufficient skills are more likely to feel capable and motivated, which can subsequently contribute to improved performance and productivity. Arsana (2019) found that the variables examined had positive and significant effects on learning motivation, both partially and simultaneously.

H3 : Skills have a positive and significant effect on work motivation among personnel of SAT BRIMOB POLDA SULBAR.

d. Relationship Between Competence and Work Motivation



Competence has a positive and significant relationship with work motivation, as higher competence tends to increase employees' confidence and motivation to complete their tasks. Employees with adequate competence are more capable of performing their responsibilities effectively, which contributes to better performance and organizational quality. Wulansari (2019) found that competence has a partial effect on work motivation, with competence contributing 4.7% to work motivation.

H4 : Competence has a positive and significant effect on work motivation among personnel of SAT BRIMOB POLDA SULBAR.

e. Relationship Between Work Motivation and Performance

Work motivation is closely related to employee performance. Adequate motivation encourages employees to work more diligently, responsibly, and consistently in achieving optimal results. Afandi (2021:66) explains that motivation is an energy that drives, directs, and sustains employee behavior, thereby influencing performance. Effective leadership can also strengthen motivation through direction, support, appreciation, and a harmonious work environment. Edi (2016:29) further emphasizes that leaders who are able to manage their emotions, build positive interpersonal relationships, and provide encouragement can foster employees' enthusiasm, perseverance, and commitment to their work.

H5 : Work motivation has a positive and significant effect on performance among personnel of SAT BRIMOB POLDA SULBAR.

f. Relationship Between Skills and Performance Through Work Motivation

Skills and work motivation complement each other in influencing employee performance. Skills provide employees with the ability to perform their tasks, while motivation encourages them to apply those skills effectively and achieve optimal results. Employees with adequate skills are more likely to feel confident in achieving their targets, which can strengthen their motivation and subsequently improve performance. Parta and Mahayasa (2021), in their study of production personnel at Art Shop Cahaya Silver in Celuk, Gianyar, found that work skills, teamwork, and motivation are related to employee performance.

H6 : Skills have a positive and significant effect on performance through work motivation among personnel of SAT BRIMOB POLDA SULBAR.

g. Relationship Between Competence and Performance Through Work Motivation

Competence can contribute positively to employee performance, while work motivation can function as a mediating factor in this relationship. Employees with higher competence are more likely to be motivated to perform their duties effectively, while strong motivation encourages them to utilize their competence optimally. This interaction can strengthen employee performance and support the achievement of organizational goals. Dwiyantri et al. (2019) found that competence and work motivation are related to employee performance, indicating the role of motivation in strengthening the relationship between competence and performance.

H7 : Competence has a positive and significant effect on performance through work motivation among personnel of SAT BRIMOB POLDA SULBAR.

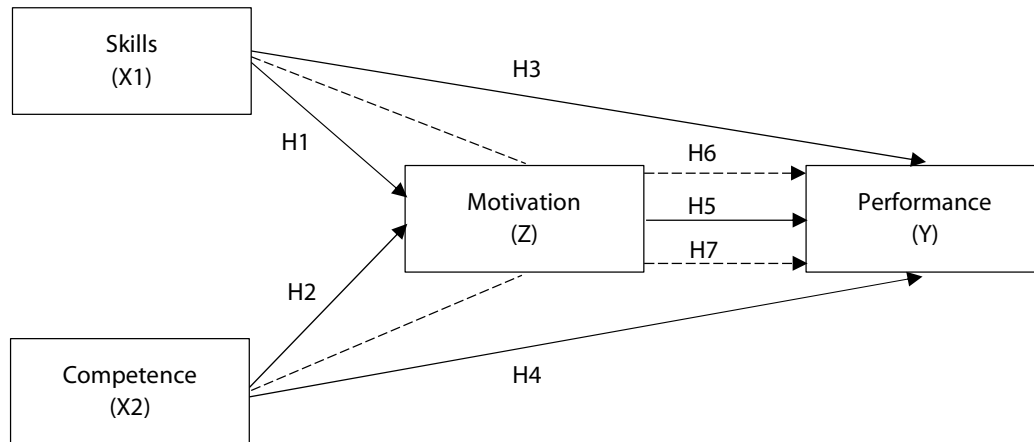


Figure 1. Conceptual Framework

III. Literature Review and Hypothesis Development

3.1. Research Design

Research design refers to the strategy used to conduct a study. Based on its level of explanation, this study is classified as an explanatory research study, which aims to explain the position of the variables examined and the relationships among them (Sugiyono, 2019). Data were collected using questionnaires distributed to respondents. The questionnaire consisted of statements based on the indicators of each variable and was measured using a modified Likert scale.

3.2. Research Location and Period

This study was conducted at Kompi IV Batalyon A Pelopor SAT BRIMOB POLDA SULBAR, located on Jl. Poros Mamasa-Polewali, Anreapi District, Polewali Mandar Regency. The research was conducted over a period of approximately one month.

3.3. Types and Sources of Data

This study used both quantitative and qualitative data. Quantitative data were obtained from Kompi IV Batalyon A Pelopor SAT BRIMOB POLDA SULBAR, while qualitative data consisted of relevant references and literature obtained from various sources to support the research. The primary data source was obtained directly from respondents through questionnaires containing statements related to the variables examined in the study.

3.4. Population and Sample

The population refers to the entire group of objects or subjects with specific characteristics determined by the researcher for study and subsequent conclusion (Sugiyono, 2019). The population of this study consisted of all personnel of Kompi IV Batalyon A Pelopor SAT BRIMOB POLDA SULBAR, totaling 95 personnel, comprising 90 employees and 5 leaders. Since the population was relatively small, this study used a census or saturated sampling technique, in which all 95 personnel were included as research respondents.

3.5. Data Collection Techniques

Data were collected through library research and field research. Library research involved reviewing relevant books, literature, and other references related to the research topic. Field research was conducted through direct observation of the research object and questionnaire distribution. Observation was used to obtain relevant information directly from the research setting, while questionnaires were distributed to respondents to collect structured data regarding the variables examined. The questionnaire was measured using a Likert scale (Sugiyono, 2019).

3.6. Data Analysis Techniques

3.6.1. Descriptive Analysis

Descriptive analysis was used to systematically organize, summarize, and interpret the collected data. It was employed to describe respondents' characteristics, including age, gender, educational level, and length of service, as well as their responses to the research variables in the study entitled The Effect of Skills and Competence on Performance Through Work Motivation at SAT BRIMOB POLDA SULBAR.

3.6.2. Hypothesis Testing

Hypothesis testing was conducted at a 5% significance level ($\alpha = 0.05$) with a 95% confidence level. The decision criteria were that if the p-value is less than 0.05, H_0 is rejected and H_a is accepted, indicating a statistically significant effect of the independent variable on the dependent variable. Conversely, if the p-value is greater than 0.05, H_0 is accepted and H_a is rejected, indicating that the independent variable does not have a statistically significant effect on the dependent variable.

3.6.3. Partial Least Squares

According to Hair et al. (2018), Partial Least Squares Structural Equation Modeling (PLS-SEM) is a multivariate statistical method used to simultaneously estimate relationships among variables for prediction, exploration, and structural model development. PLS-SEM does not require normally distributed data, can accommodate complex models, and is particularly suitable for studies emphasizing prediction, exploration, or structural model development (Hair, 2019). According to Hair (2019), PLS-SEM evaluation consists of three stages: measurement model evaluation, structural model evaluation, and model fit evaluation. This study uses a second-order model in which the constructs are measured reflectively. The embedded two-stage approach is applied to estimate the second-order model. In the first stage, the dimensions or sub-variables are estimated using their respective indicators, while in the second stage, latent variable scores are used as dimension or sub-variable scores. The reflective measurement model evaluates the relationship between latent constructs and their measurement items (Hair, 2019). The evaluation includes convergent validity, reliability, and discriminant validity through the following criteria:

a. Validity Test

Outer loading indicates the extent to which an item validly measures its construct. Convergent and discriminant validity are assessed using SmartPLS. An outer loading of at least 0.70 is generally recommended. Items with loadings below 0.70 may be removed and the model re-estimated.

b. Reliability Test

Composite reliability (CR) measures the internal consistency of a construct. A minimum CR value of 0.70 indicates adequate reliability (Hair, 2019).

c. Cronbach's Alpha

Cronbach's alpha is another measure of internal consistency reliability. A value of at least 0.70 indicates that the construct is considered reliable.

d. Average Variance Extracted (AVE)

Average Variance Extracted (AVE) measures convergent validity by indicating the proportion of variance in the indicators explained by the construct. An AVE value of at least 0.50 is considered acceptable.

e. Fornell-Larcker Criterion

The Fornell-Larcker criterion assesses discriminant validity by determining whether a construct is empirically distinct from other constructs. Discriminant validity is established when the square root of the AVE of each construct is greater than its correlations with other constructs.

f. Heterotrait-Monotrait Ratio (HTMT)

The Heterotrait-Monotrait Ratio (HTMT) is an additional measure of discriminant validity. An HTMT value below 0.90 is generally considered acceptable.

3.6.4. Evaluation of the Formative Measurement Model

According to Hair (2019), the formative measurement model is evaluated based on the significance of the outer weights and the absence of multicollinearity among indicators. If an outer weight is not statistically significant, its outer loading should be examined. Indicators with an outer loading above 0.50 may be retained, whereas indicators with a loading below 0.50 should be considered for removal, particularly when their outer weights are not significant. In addition, multicollinearity among formative indicators is assessed using the Variance Inflation Factor (VIF). An outer VIF value below 5 indicates that there is no serious multicollinearity among the indicators.

3.6.5. Structural Model Evaluation

Structural model evaluation is conducted to assess the hypothesized relationships among the research variables. The effects between variables are represented by path coefficients. The evaluation includes the following criteria:

a. Collinearity Assessment

The structural model should be free from high collinearity among the predictor constructs to ensure robust estimates. Collinearity is assessed using the inner Variance Inflation Factor (VIF), with a recommended value below 5 indicating no critical collinearity.

b. Significance Testing of Path Coefficients

Path coefficient significance testing is used to evaluate the research hypotheses. In PLS-SEM, hypothesis testing is performed through bootstrapping. A t-statistic above 1.96 or a p-value below 0.05 indicates a statistically significant relationship between variables.

c. 95% Confidence Interval of Path Coefficients

The 95% confidence interval indicates the range within which the true value of the path coefficient is expected to fall. It provides information about the minimum and maximum estimated effects between variables.

d. Effect Size (f^2)

Effect size (f^2) indicates the magnitude of an exogenous construct's effect on an endogenous construct. According to Hair et al. (2021), f^2 values of 0.02, 0.15, and 0.35 indicate small, medium, and large effects, respectively.

3.6.6. Model Fit and Predictive Relevance

Overall model evaluation is conducted to assess the model's predictive capability and suitability. As a variance-based SEM approach, PLS-SEM primarily emphasizes prediction and theory development. Therefore, model evaluation includes R^2 , Q^2 , SRMR, PLS-Predict, and linearity assessment.

a. R^2

R^2 indicates the proportion of variance in an endogenous construct explained by other constructs in the model. R^2 values of approximately 0.19, 0.33, and 0.66 indicate low, moderate, and high explanatory power, respectively.

b. Q^2

Q^2 measures the predictive relevance of the model by assessing how well the model predicts endogenous constructs. A Q^2 value greater than zero indicates predictive relevance. According to Hair et al. (2021), Q^2 values of approximately 0.00, 0.25, and 0.50 indicate low, moderate, and high predictive relevance, respectively. The Q^2 value can be calculated using the following formula:

$$Q^2 = 1 - (1 - R_1^2)(1 - R_2^2) \dots (1 - R_p^2)$$

where $R_1^2, R_2^2, \dots, R_p^2$ represent the R^2 values of the endogenous constructs.

c. Standardized Root Mean Square Residual (SRMR)

SRMR measures model fit by assessing the difference between the observed correlation matrix and the model-implied correlation matrix. An SRMR value below 0.08 generally indicates good model fit, while values between 0.08 and 0.10 may still be considered acceptable (Kline, 2005).

d. Linearity Test

The linearity test serves as a robustness check to determine whether the relationships between the hypothesized variables are linear. A non-significant p-value for the quadratic effect of an exogenous variable indicates that the relationship can be considered linear.

IV. Literature Review and Hypothesis Development

4.1. Description of Respondent Characteristics

The respondents in this study were personnel of SAT BRIMOB POLDA SULBAR, totaling 95 respondents. The respondent profile consists of gender and age characteristics, as well as the frequency distribution of each characteristic.

a. Respondent Characteristics Based on Gender

Respondent characteristics based on gender describe the respondents' gender identity. Based on the questionnaires distributed, the gender characteristics of the respondents are presented in Table 2.

Table 2. Respondents Based on Gender

Gender	Number	Percentage
Male	95	100%
Female	0	0%
Total	95	100%

Source: Processed Data, 2026

Based on Table 2, all respondents were male, totaling 95 respondents or 100%, while there were no female respondents, representing 0%. This indicates that the respondents in this study consisted entirely of male personnel. This condition can be understood in the context of Brimob as an operational police unit with specialized responsibilities, including responding to security disturbances, conflict management, riot control, bomb disposal, and other high-risk operations, which generally require personnel with strong physical readiness and field capabilities. In addition, work within Brimob requires physical preparedness, mental resilience, high discipline, and strong operational capabilities. Therefore, the respondent characteristics reflect the composition of the personnel included in this study. Consequently, the findings primarily represent the perceptions, experiences, and assessments of male personnel regarding the variables examined in the organization.

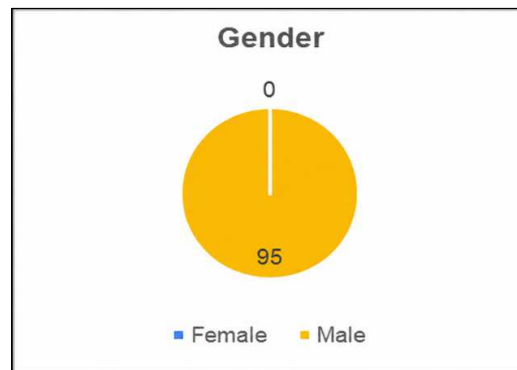


Figure 2. Respondents Based on Gender

b. Respondent Characteristics Based on Age

Grouping respondents by age provides an overview of their level of maturity, experience, and perspectives when responding to the research questionnaire. The age characteristics of the respondents are presented in Table 3.

Table 3. Respondents Based on Age

Age Group	Number	Percentage
17–21 years	11	12%
22–35 years	55	58%
36–50 years	22	23%
>50 years	7	7%
Total	95	100%

Source: Processed Data, 2026

Based on Table 3, the respondents consisted of 95 personnel. Respondents aged 17–21 years totaled 11 people or 12%. This age group represents younger personnel who are generally in the early stages of their service and may still be developing their work capabilities and adapting to the work environment at SAT BRIMOB POLDA SULBAR. Respondents aged 22–35 years totaled 55 people or 58%. This group represents the

largest proportion of respondents and is generally considered to be within the productive age range, with high physical capacity, work enthusiasm, and mobility to perform operational police duties, particularly within a Brimob unit that requires physical readiness and endurance. Furthermore, respondents aged 36–50 years totaled 22 people or 23%. This group represents personnel with relatively greater work experience and maturity. At this stage, personnel generally have accumulated experience, discipline, decision-making abilities, and a stronger understanding of their responsibilities, which can support the implementation of organizational tasks. Meanwhile, respondents aged over 50 years totaled 7 people or 7%. This group represents senior personnel with extensive experience in the police institution and may contribute to mentoring and serving as role models for younger personnel.

c. Respondent Characteristics Based on Highest Educational Attainment

Respondent characteristics based on highest educational attainment refer to the respondents' educational backgrounds. The data on respondents based on this characteristic are presented in the following table:

Table 4. Respondents Based on Highest Educational Attainment

Educational Level	Number	Percentage
Senior High School/Diploma (D3)	25	26%
Bachelor's Degree (S1)	60	63%
Master's Degree (S2)	10	11%
Doctoral Degree (S3)	0	0%
Total	95	100%

Source: Processed Data, 2026

Based on Table 4, respondents with a senior high school or diploma-level education totaled 25 people, representing 26% of the respondents. This indicates that some personnel of SAT BRIMOB POLDA SULBAR have secondary and diploma-level educational backgrounds, which generally support the technical skills required to perform operational duties in the field. Respondents with a bachelor's degree totaled 60 people, representing 63%. This group constituted the largest proportion of respondents in the study. This condition indicates that the majority of SAT BRIMOB POLDA SULBAR personnel have a bachelor's-level education, which is expected to provide them with adequate knowledge, broader perspectives, analytical thinking, and professional capabilities in carrying out police duties. Meanwhile, respondents with a master's degree totaled 10 people, representing 11%. This indicates that some personnel have postgraduate-level education, which generally provides them with stronger analytical abilities, broader experience, and advanced competencies to support organizational tasks and decision-making. There were no respondents with a doctoral degree, representing 0%. Therefore, no personnel with doctoral-level education were represented among the respondents in this study. Overall, the table shows that the educational background of SAT BRIMOB POLDA SULBAR personnel is dominated by bachelor's degree holders. This condition indicates that the organization's human resources have a relatively strong educational background, which can support improvements in work quality, professionalism, discipline, and personnel understanding of organizational duties and responsibilities. In addition, a relatively high level of education may contribute to the respondents' ability to provide informed responses, thereby supporting the accuracy and representativeness of the research findings.

d. Respondent Characteristics Based on Position

Respondent characteristics based on position refer to the respondents' positions within the organization. The data on respondents based on this characteristic are presented in the following table:

Table 5. Respondents Based on Position

Position	Number	Percentage
Non-Commissioned Officer (Bintara/BA)	49	52%
Enlisted Personnel (Tamtama/TA)	20	21%
Personnel/Member	15	16%
Squad Commander (Danru)	6	6%
Staff	5	5%
Total	95	100%

Source: Processed Data, 2026

Based on Table 5, respondents holding the position of Bintara (BA) totaled 49 people, representing 52%. This was the largest group compared with the other positions. This indicates that the majority of SAT BRIMOB POLDA SULBAR personnel participating as respondents were Bintara personnel, who generally serve as primary implementers of operational police duties and are directly involved in the organization's daily activities. Respondents holding the Tamtama (TA) position totaled 20 people, representing 21%. This group demonstrates that Tamtama personnel also made a substantial contribution to the study, particularly in carrying out technical and operational duties in the field. Respondents classified as regular personnel or members totaled 15 people, representing 16%. This indicates the participation of general personnel in providing assessments and perspectives regarding organizational conditions at SAT BRIMOB POLDA SULBAR. Meanwhile, respondents serving as Squad Commanders (Danru) totaled 6 people, representing 6%. This position plays an important role in supervising, coordinating, and controlling personnel in the field. Therefore, their perspectives can provide insights into task implementation and leadership within the organization. Respondents from the staff section totaled 5 people, representing 5%. Staff personnel generally perform administrative, planning, and operational support functions, providing perspectives related to organizational management and administration. Overall, the table shows that the majority of respondents at SAT BRIMOB POLDA SULBAR held the Bintara (BA) position. This indicates that the research findings primarily reflect the perspectives and experiences of operational personnel who are directly involved in police duties. Nevertheless, the data provide a broad representation of organizational conditions because respondents from various positions within SAT BRIMOB POLDA SULBAR were included in the study.

4.2. Descriptive Statistical Analysis

Data were collected using a questionnaire distributed to respondents who met the specified criteria, namely personnel of SAT BRIMOB POLDA SULBAR. The questionnaire consisted of 19 statements related to the indicators of the variables under study. A total of 95 respondents provided their responses using a Likert scale. The research variables consisted of Work Skills (X1), Work Competence (X2), Work Motivation (Z), and Personnel Performance (Y). The collected data were subsequently described based on the respondents' answers and grouped into four variables: (1) Work Skills, (2) Work Competence, (3) Work Motivation, and (4) Personnel Performance. The descriptive statistical results are presented as follows.

a. Work Skills (X1)

Work skills refer to an individual's ability to perform tasks or duties effectively, efficiently, and professionally in accordance with their area of responsibility. Work skills include technical abilities, knowledge, experience, and proficiency in completing tasks properly. To measure the Work Skills variable, five statement items were used based on the indicators presented in Table 6 below.

Table 6. Description of the Work Skills Variable

No.	Statement	SD	D	N	A	SA	Mean
1	Personnel know the tasks they are required to perform.	4	4	0	2	5	4.41
2	Personnel know how to perform their tasks.	4	2	2	4	3	4.39
3	Personnel are able to use tactical equipment.	2	4	4	0	5	4.47
4	Personnel have ideas for performing their tasks.	2	2	4	4	3	4.49
5	Personnel are oriented toward improving work quality.	2	2	4	2	5	4.57
Work Skills							4.46

Notes: SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

Based on Table 6, the overall mean response for the Work Skills variable (X1) was 4.46. The highest mean score was recorded for the statement "Personnel are oriented toward improving work quality", with a score of 4.57, while the lowest mean score was recorded for the statement "Personnel know how to perform their tasks", with a score of 4.39. Overall, the research findings indicate that the work skills of the personnel were in the very good category. Work skills have more specific characteristics compared with those generally found in organizations. Work skills are not only defined as the ability to understand and perform assigned tasks but also include technical proficiency in operating various types of operational equipment. Proficiency in using firearms, tactical communication equipment, operational vehicles, crowd control equipment, and Search and Rescue (SAR) equipment constitutes the core of the work skills required of Brimob personnel. Mastery of such equipment is developed through education, continuous training, and operational experience in the field.

b. Work Competence (X2)

Work competence refers to an individual's ability to perform tasks or duties based on knowledge, skills, attitudes, and work experience, enabling them to achieve good and effective work results in accordance with the standards established by the organization. The Work Competence variable was measured using three statement items based on the indicators presented in Table 7.

Table 7. Description of the Work Competence Variable

No.	Statement	SD	D	N	A	SA	Mean
1	After participating in training, personnel are able to complete their tasks more easily and quickly.	2	5	2	2	84	4.46
2	Speed of decision-making in crisis situations.	2	1	6	5	81	4.47
3	Personnel are able to properly operate all types of equipment provided for unit personnel.	2	3	0	7	83	4.51
Work Competence							4.48

Source: Processed Data, 2026

Based on Table 7, the overall mean response for the Work Competence variable (X2) was 4.48. The highest mean score was found for the statement "Personnel are able to properly operate all types of equipment provided for unit personnel," with a score of 4.51, while the lowest mean score was found for the

statement "After participating in training, personnel are able to complete their tasks more easily and quickly," with a score of 4.46. Overall, the findings indicate that, given the high-risk nature of Brimob duties, the speed of decision-making is one of the core competencies that determines the success of operations. Personnel are often faced with rapidly changing conditions, such as crowd control operations, counterterrorism operations, hostage situations, natural disasters, and search and rescue (SAR) operations. Under such circumstances, delays in decision-making can increase the risk of operational failure, endanger personnel safety, and threaten public security.

c. Work Motivation (Z)

Work motivation refers to the drive that arises within an individual to perform their duties with enthusiasm, discipline, and responsibility in order to achieve both organizational and personal goals. Work motivation is an important factor influencing an individual's level of performance, productivity, and work quality within an organization. The Work Motivation variable was measured using five statement items based on the indicators presented in Table 8.

Table 8. Description of the Work Motivation Variable

No.	Statement	SD	D	N	A	SA	Mean
1	The salary provided is sufficient to meet personnel's basic needs.	2	2	2	8	81	4.05
2	Superiors provide supervision to improve work motivation.	4	0	0	5	86	4.05
3	A harmonious work environment and good relationships among personnel provide work motivation.	4	0	2	4	85	4.25
4	Pride in the unit (Corps Spirit).	4	0	2	0	89	4.45
5	Personnel desire to achieve success in every activity or task they perform, thereby increasing their motivation to work.	4	0	0	6	85	4.53
Work Motivation							4.21

Source: Processed Data, 2026

Based on Table 8, the overall mean response for the Work Motivation variable (Z) was 4.21. The highest mean score was found for the statement "Personnel desire to achieve success in every activity or task they perform, thereby increasing their motivation to work," with a score of 4.53. The lowest mean score was found for both "The salary provided is sufficient to meet personnel's basic needs" and "Superiors provide supervision to improve work motivation," with a score of 4.05. Thus, the descriptive results for the Work Motivation variable indicate that the work motivation of SAT BRIMOB POLDA SULBAR personnel is shaped by a combination of extrinsic and intrinsic factors. However, intrinsic factors, including loyalty to the unit, dedication, esprit de corps, and pride in the corps, play a highly dominant role in encouraging personnel to work with discipline and professionalism and to deliver their best performance for the success of the organization.

d. Personnel Performance (Y)

Personnel performance refers to the work results achieved by an individual or group of members in carrying out the tasks and responsibilities assigned by the organization in accordance with established standards, objectives, and regulations. Personnel performance reflects the level of ability, success, and effectiveness of members in completing their duties, both in terms of quality and quantity. Personnel

performance is an important factor in organizational success because it is directly related to the achievement of organizational objectives, service quality, discipline, and work productivity. The better the performance of personnel, the better the results achieved by the organization. The Personnel Performance variable was measured using six statement items based on the indicators presented in Table 9.

Table 9. Description of the Personnel Performance Variable

No.	Statement	SD	D	N	A	SA	Mean
1	Personnel are able to complete their work in accordance with the quality standards of the SAT Brimob unit.	4	0	0	4	87	4.55
2	Personnel are able to complete the required amount of work in accordance with the established targets.	4	0	0	8	83	4.51
3	Personnel are able to complete their tasks on time in accordance with the established schedule.	4	0	2	5	84	4.51
4	Personnel are able to complete their work within the allocated budget.	5	0	0	8	82	4.47
5	Personnel are able to work independently without relying on continuous supervision.	4	0	2	6	83	4.43
6	Personnel maintain good and harmonious working relationships with their colleagues.	4	0	0	5	86	4.54
Personnel Performance							4.50

Source: Processed Data, 2026

Based on Table 9, the overall mean response for the Personnel Performance variable (Y) was 4.50. The highest mean score was found for the statement "Personnel are able to complete their work in accordance with the quality standards of the SAT Brimob unit," with a score of 4.55, while the lowest mean score was found for the statement "Personnel are able to work independently without relying on continuous supervision," with a score of 4.43. The results indicate that high personnel performance is closely associated with the work skills, competence, and work motivation possessed by personnel. The better the skills and competence possessed and the higher the level of work motivation, the more optimal the quality of performance produced. Therefore, efforts to continuously improve human resource capacity through education, training, mental development, as well as strengthening work culture and esprit de corps are necessary to maintain and continuously improve the performance of SAT BRIMOB POLDA SULBAR personnel.

4.3. Validity and Reliability Testing

a. Validity Test

Convergent validity is part of the measurement model, which in SEM-PLS is commonly referred to as the outer model, whereas in covariance-based SEM, it is referred to as confirmatory factor analysis (CFA) (Mahfud & Ratmono, 2013:64). There are two criteria for determining whether the outer model meets the requirements for convergent validity in reflective constructs: (1) the factor loading should be above 0.70, and (2) the p-value should be significant (<0.05) (Hair et al., in Mahfud & Ratmono, 2013:65). However, in some

cases, the factor loading requirement of above 0.70 is not always achieved, particularly for newly developed questionnaires. Therefore, factor loadings between 0.40 and 0.70 should still be considered for retention (Mahfud & Ratmono, 2013:66). Table 10 presents the factor loading values for each indicator of each construct as follows:

Table 10. Factor Loading Validity Test

Variabel	Variable Indicator	Factor Loading	Validity Standard	Description
Work Skills (X1)	X1.1	0.793	>0.70	Valid
	X1.2	0.980		
	X1.3	0.966		
	X1.4	0.968		
	X1.5	0.953		
Work Competence (X2)	X2.1	0.970		
	X2.2	0.981		
	X2.3	0.957		
Work Motivation (Z)	Z.1	0.948		
	Z.2	0.985		
	Z.3	0.992		
	Z.4	0.973		
	Z.5	0.993		
Personnel Performance (Y)	Y.1	0.985		
	Y.2	0.984		
	Y.3	0.983		
	Y.4	0.916		
	Y.5	0.969		
	Y.6	0.982		

Source: SmartPLS 4.10 Data Processing Results, 2026

Based on the factor loading validity test presented in Table 10, the full PLS-SEM model is shown below:

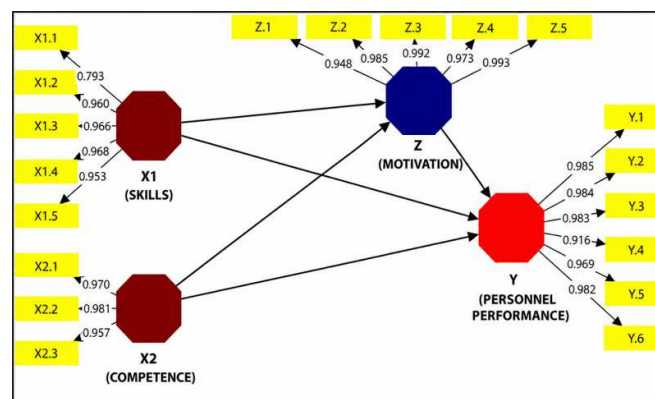


Figure 3. Full PLS-SEM Model

Based on the factor loading validity test presented in Table 10, all factor loading values are greater than 0.70. This indicates that all indicators meet the validity requirements, allowing the data analysis to proceed to the next stage.

b. Reliability Test

Reliability testing is used to determine the consistency and reliability of the indicators in measuring their respective constructs. In this study, reliability was assessed using composite reliability and Cronbach's alpha, with the results presented in Table 11.

Table 11. Composite Reliability (CR) Reliability Test

Variable	Cronbach's Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)	Average Variance Extracted (AVE)
X1 (Work Skills)	0.963	0.969	0.972	0.874
X2 (Work Competence)	0.968	0.972	0.979	0.940
Y (Personnel Performance)	0.987	0.989	0.990	0.941
Z (Work Motivation)	0.989	0.990	0.991	0.957

Source: SmartPLS 4.10 Data Processing Results, 2026

Based on the reliability test results presented in Table 11, the Work Skills variable (X1) has a composite reliability value of 0.972, the Work Competence variable (X2) has a value of 0.979, the Work Motivation variable (Z) has a value of 0.991, and the Personnel Performance variable (Y) has a value of 0.990. These results indicate that all constructs demonstrate high internal consistency and reliability. The Cronbach's alpha values for all variables are also above 0.60, indicating that the measurement instruments are reliable and trustworthy.

4.4. Structural Equation Modeling Analysis

This study employed Structural Equation Modeling-Partial Least Squares (SEM-PLS) using SmartPLS 4.10 for data analysis. SEM-PLS can provide reliable estimates even with relatively small sample sizes and deviations from multivariate normality assumptions. Therefore, SEM-PLS can be considered a non-parametric approach and is appropriate when the assumptions required for covariance-based Structural Equation Modeling (CB-SEM) are not met. Mahfud and Ratmono (2013:9) state that CB-SEM should be selected when its assumptions, such as adequate sample size and normal data distribution, are satisfied; otherwise, SEM-PLS is recommended. The proposed research model is presented in the following full model:

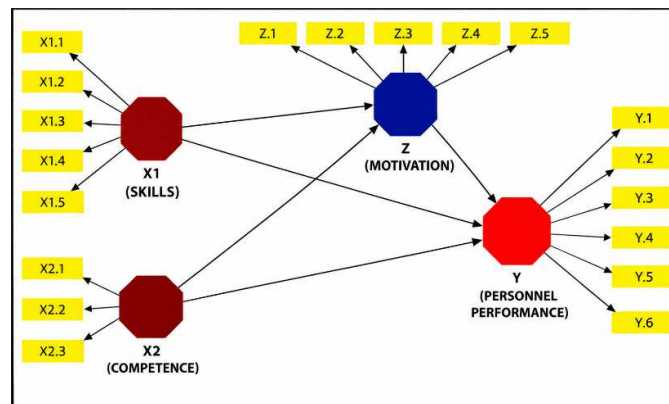


Figure 4. Full Model of the Research Model

The proposed model was further analyzed using the Structural Equation Modeling approach based on SEM-PLS with SmartPLS Version 4.10.

4.5. Inner Model Analysis

a. Model Fit Analysis

A model is considered fit when the SRMR value obtained from the PLS Algorithm analysis is less than 0.10. The results of the SRMR analysis for the research model are presented in Table 12.

Table 12. Model Fit Test

Model Fit Criteria	Saturated Model	Estimated Model
SRMR	0.043	0.043
d_ULS	0.356	0.356
d_G	n/a	n/a
Chi-square	Infinite	Infinite
NFI	n/a	n/a

Source: SmartPLS 4.10 Data Processing Results, 2026

The goodness-of-fit test shows an SRMR value of 0.043, which is below the threshold of 0.10. Therefore, the research model can be considered to have an acceptable model fit.

b. Coefficient of Determination (R^2) Analysis

The coefficient of determination (R^2) is used to assess the extent to which exogenous variables explain the variance in endogenous variables. A higher R^2 value indicates greater explanatory power. The classification consists of three levels: 0.60 indicates strong explanatory power, 0.30 indicates moderate explanatory power, and 0.10 indicates weak explanatory power. This study uses the Adjusted R-Square value as the primary measure. The results are presented in Table 13.

Table 13. Coefficient of Determination Test

Variable	R-Square	R-Square Adjusted
Y_(Performance)	0.985	0.984
Z_(Motivation)	0.760	0.755

Source: SmartPLS 4.10 Data Processing Results, 2026

The coefficient of determination results indicate that the Adjusted R-Square for Work Skills (X1) and Work Competence (X2) in explaining Work Motivation (Z) is 0.755, or 75.5%. Meanwhile, the Adjusted R-Square for Work Skills (X1), Work Competence (X2), and Work Motivation (Z) in explaining Personnel Performance (Y) is 0.984, or 98.4%. The path structures are described as follows:

1. The first path structure has an R-Square value of 0.760 and an Adjusted R-Square value of 0.755 for Work Motivation (Z). This indicates that Work Skills (X1) and Work Competence (X2) explain 76.0% of the variance in Work Motivation, while the remaining 24.0% is explained by other factors outside the research model. This result indicates that the research model has strong explanatory power in explaining the effect of Work Skills and Work Competence on Work Motivation.
2. The second path structure has an R-Square value of 0.985 and an Adjusted R-Square value of 0.984 for Personnel Performance (Y). This indicates that Work Skills (X1), Work Competence (X2), and Work Motivation (Z) explain 98.5% of the variance in Personnel Performance, while the remaining 1.5% is explained by other variables outside the research model that were not examined. This result indicates that the research model has very strong explanatory power in explaining Personnel Performance.

c. Bootstrapping Results for Effect Testing (Hypothesis Testing)

After evaluating the outer model, the relationships between the exogenous and endogenous variables were analyzed through the inner model. The results of the effect test using the bootstrapping approach are presented in the following figure and table for the research model.

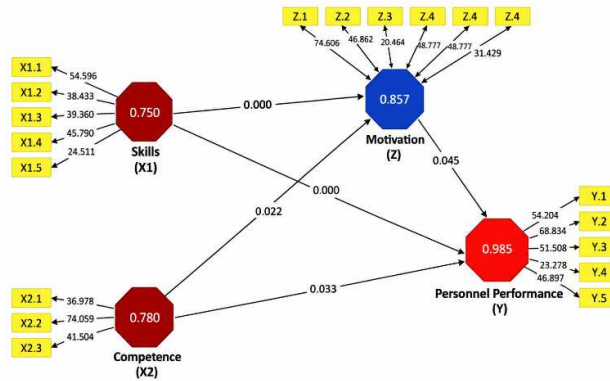


Figure 5. Full Model of the Research Model

Based on Figure 5, two structural equations can be formulated as follows:

- Equation 1:

$$Z = X1 + X2$$

$$Z = 0.750 + 0.780$$

- Equation 2:

$$Y = X1 + X2 + Z$$

$$Y = 0.750 + 0.780 + 0.857$$

The structural equations show path coefficient values of 0.750 for Work Skills (X1), 0.780 for Work Competence (X2), and 0.857 for Work Motivation (Z), while the R-Square value for Personnel Performance (Y) is 0.985.

4.6. Hypothesis Testing

Hypothesis testing was conducted to determine the significance of the relationships among the latent variables in the structural model. A relationship is considered significant when the p-value is less than 0.05 and the t-statistic exceeds the critical t-value of 1.985. A significant path coefficient indicates a statistically significant relationship between the independent and dependent latent variables, supporting the acceptance of the proposed hypothesis. The structural model of the study is presented in the following figure:

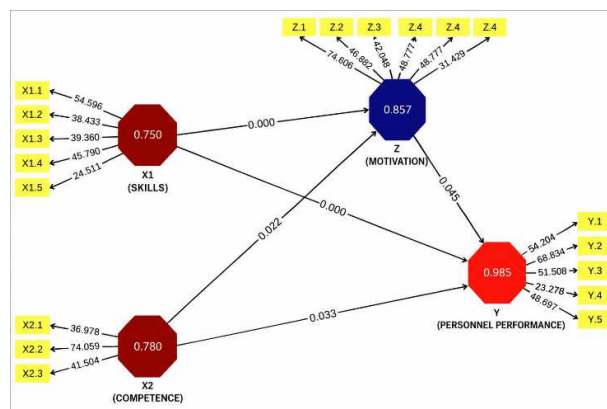


Figure 6. Structural Equation Model Analysis

Based on the Structural Equation Model presented above, the results of the structural model analysis are shown in Table 14.

Table 14. Direct Path Coefficient Test

Relationship	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P-Values	Description
X1 → Y	1.097	1.098	0.257	4.261	0.000	Significant
X2 → Y	0.098	0.09	0.111	2.882	0.033	
X1 → Z	0.907	0.908	0.036	24.981	0.000	
X2 → Z	1.622	1.623	0.337	4.819	0.022	
Z → Y	0.606	0.600	0.182	3.326	0.045	

Source: SmartPLS 4.10 Data Processing Results, 2026

Based on the bootstrapping results presented above, a relationship is considered significant when the p-value is < 0.05 or the t-statistic is > 1.985. Conversely, a relationship is considered not significant when the p-value is > 0.05 or the t-statistic is < 1.985. Based on these criteria, the results for each hypothesized relationship are described below.

a. Effect of Work Skills on Personnel Performance (H1)

The results show that Work Skills (X1) have a positive and significant effect on Personnel Performance (Y), with an Original Sample of 1.097, a t-statistic of 4.261, and a p-value of 0.000. Since the t-statistic exceeds 1.985 and the p-value is below 0.05, the first hypothesis (H1), which states that Work Skills have a positive and significant effect on Personnel Performance, is accepted. This indicates that higher levels of work skills are associated with higher personnel performance in carrying out their duties and responsibilities.

b. Effect of Work Competence on Personnel Performance (H2)

The results show that Work Competence (X2) has a positive and significant effect on Personnel Performance (Y), with an Original Sample of 0.098, a t-statistic of 2.882, and a p-value of 0.033. These values meet the significance criteria, as the t-statistic is greater than 1.985 and the p-value is below 0.05. This indicates that higher competence in terms of knowledge, abilities, and work attitudes contributes to improved personnel performance. Therefore, the second hypothesis (H2), which states that Work Competence has a positive and significant effect on Personnel Performance, is accepted.

c. Effect of Work Skills on Work Motivation (H3)

The results show that Work Skills (X1) have a positive and significant effect on Work Motivation (Z), with an Original Sample of 0.907, a t-statistic of 24.981, and a p-value of 0.000. The results meet the significance criteria and indicate a strong statistical relationship. This suggests that good work skills can increase personnel motivation by improving confidence and the ability to complete tasks effectively. Therefore, the third hypothesis (H3), which states that Work Skills have a positive and significant effect on Work Motivation, is accepted.

d. Effect of Work Competence on Work Motivation (H4)

The results show that Work Competence (X2) has a positive and significant effect on Work Motivation (Z), with an Original Sample of 1.622, a t-statistic of 4.819, and a p-value of 0.022. These results meet the significance criteria, indicating that Work Competence has a positive and significant effect on Work Motivation. This indicates that higher competence can increase personnel motivation by enabling them to respond more effectively to work-related tasks and challenges. Therefore, the fourth hypothesis (H4), which states that Work Competence has a positive and significant effect on Work Motivation, is accepted.

e. Effect of Work Motivation on Personnel Performance (H5)

The results show that Work Motivation (Z) has a positive and significant effect on Personnel Performance (Y), with an Original Sample of 0.606, a t-statistic of 3.326, and a p-value of 0.045. These results indicate that Work Motivation has a positive and significant effect on Personnel Performance. This means that higher work motivation is associated with higher personnel performance. Therefore, the fifth hypothesis (H5), which states that Work Motivation has a positive and significant effect on Personnel Performance, is accepted.

4.7. Mediation Effect Testing

Hypothesis testing of the mediation effect through the intervening variable identifies two types of mediation: partial mediation and full mediation. Partial mediation occurs when both the direct effect ($X \rightarrow Y$) and the indirect effect ($X \rightarrow Z \rightarrow Y$) are significant. Full mediation occurs when the direct effect ($X \rightarrow Y$) is not significant, while the indirect effect ($X \rightarrow Z \rightarrow Y$) is significant. The results of the structural model testing are presented in the following table:

Table 15. Path Coefficients of Indirect Effects

Relationship	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P-Values	Description
$X1 \rightarrow Z \rightarrow Y$	0.708	0.088	0.063	1.277	0.004	Significant
$X2 \rightarrow Z \rightarrow Y$	0.984	0.971	0.360	2.735	0.006	

Source: SmartPLS 4.10 Data Processing Results, 2026

Based on Table 15, which presents the results of the path coefficients of indirect effects, the indirect effects are described as follows:

a. Effect of Work Skills (X1) on Personnel Performance (Y) through Work Motivation (Z) (H6)

The results show an Original Sample (O) value of 0.708, indicating that the indirect effect of Work Skills on Personnel Performance through Work Motivation is positive. This means that better work skills can increase work motivation, which in turn contributes to improved personnel performance. The t-statistic is 1.277, with a p-value of 0.004. Since the p-value is less than 0.05, the indirect effect is statistically significant. Therefore, the sixth hypothesis, which states that Work Motivation mediates the effect of Work Skills on Personnel Performance, is accepted. These results indicate that Work Motivation plays an important role in mediating the relationship between Work Skills and Personnel Performance. Personnel with good work skills tend to have greater confidence, enthusiasm in performing their duties, and motivation to achieve optimal work results.

b. Effect of Work Competence (X2) on Personnel Performance (Y) through Work Motivation (Z) (H7)

The results show an Original Sample (O) value of 0.9384, indicating that the indirect effect of Work Competence on Personnel Performance through Work Motivation is positive. This indicates that improvements in work competence can increase personnel motivation and ultimately improve performance. The t-statistic is 2.735 and the p-value is 0.006. Since the t-statistic is greater than 1.96 and the p-value is less than 0.05, the indirect effect is statistically significant. Therefore, the seventh hypothesis, which states that Work Motivation mediates the effect of Work Competence on Personnel Performance, is accepted. This finding indicates that personnel with good knowledge, abilities, and work experience tend to have higher motivation in performing their duties, enabling them to achieve better performance. The coefficient of 0.984 indicates that higher competence is associated with increased work motivation, which ultimately contributes to improved personnel performance. This indirect effect is greater than the indirect effect of Work Skills through Work Motivation, which is 0.708. Based on the structural model results, Work Competence through Work Motivation has the larger indirect effect on Personnel Performance, with an indirect effect coefficient of 0.984.

This finding indicates that improvements in personnel competence, including training, expertise, and technological proficiency, can increase work motivation and subsequently contribute to improved personnel performance.

4.8. Discussion

a. The Effect of Skills on Personnel Performance at SAT BRIMOB POLDA SULBAR

The results show that Skills have a positive and significant effect on Personnel Performance, with a path coefficient of 1.097, a t-statistic of 4.261, and a p-value of 0.000. Since the t-statistic exceeds 1.96 and the p-value is below 0.05, the hypothesis is accepted. This indicates that higher levels of Skills are associated with better Personnel Performance in carrying out police duties. At SAT BRIMOB POLDA SULBAR, Skills refer to personnel's ability to perform technical, tactical, and operational tasks acquired through education, training, and work experience. These skills are particularly important because Brimob personnel are required to perform specialized duties, including crowd control, counterterrorism, conflict management, firearms handling, tactical equipment operation, and rapid decision-making in the field. Personnel with higher levels of skills are therefore better equipped to perform their duties effectively, efficiently, and in accordance with applicable operational procedures. Personnel Performance can be assessed through work quality, work quantity, timeliness, discipline, responsibility, and teamwork. Good skills enable personnel to minimize errors, complete tasks more efficiently, and achieve better work outcomes. Therefore, continuous skill development is important for improving personnel performance. SAT BRIMOB POLDA SULBAR supports personnel development through various education and training programs relevant to Brimob's operational duties, including Basic Brimob Skills Training, Riot Control Training (Penanggulangan Huru-Hara/PHH), Search and Rescue (SAR) Training, Counterterrorism and Counterinsurgency Training, Firearms and Shooting Training, Jungle Warfare and Survival Training, Indonesian National Police Self-Defense Training, Information and Communication Technology Training, Leadership and Operational Management Training, and Chemical, Biological, Radiological, and Nuclear (CBRN) Hazard Response Training. These programs are intended to strengthen technical skills, operational capabilities, professionalism, and personnel readiness in facing various challenges in the field.

The findings are consistent with the theoretical view that skills are an important determinant of individual performance. Hasibuan (2019:11) states that skills comprise the technical and operational abilities required to perform specific tasks. Good skills enable employees to complete their work more quickly, accurately, and efficiently. Similarly, Mangkunegara (2017:67) defines performance as the quality and quantity of work achieved by an employee in carrying out assigned responsibilities, with ability, including knowledge and skills, being an important factor influencing performance. These findings are also consistent with Norkhalisah et al. (2024), who found that work skills have a positive and significant effect on employee performance. Their findings indicate that employees with better skills are able to understand their tasks, reduce work errors, and improve work productivity and efficiency. Overall, the findings confirm that Skills are an important factor in determining the Personnel Performance of SAT BRIMOB POLDA SULBAR. Therefore, continuous education, training, operational simulations, and technical skill development are important for strengthening personnel capabilities and supporting optimal performance in carrying out police duties.

b. The Effect of Competence on Personnel Performance at SAT BRIMOB POLDA SULBAR

The hypothesis testing results using SmartPLS show a positive path coefficient (Original Sample) of 0.451, indicating a positive relationship between Competence and Personnel Performance at SAT BRIMOB POLDA SULBAR. The t-statistic of 2.656 exceeds the critical value of 1.96, while the p-value of 0.008 is below 0.05. These results indicate that Competence has a positive and significant effect on Personnel Performance. Therefore, the hypothesis stating that Competence affects Personnel Performance is accepted. The findings indicate that higher competence is associated with better personnel performance in carrying out operational duties. In this study, competence encompasses not only knowledge and technical skills but also the ability to

use operational facilities and equipment effectively and efficiently. In a high-risk operational organization such as SAT BRIMOB POLDA SULBAR, the ability to select, operate, maintain, and optimize operational equipment in accordance with operational requirements and standard operating procedures (SOPs) is an important component of personnel competence. This capability can support faster task completion, reduce operational errors and resource waste, and improve personnel safety during operations. The findings are consistent with Harianto (2020), who defines competence as an ability based on knowledge, skills, and work attitudes that are demonstrated through task performance in accordance with established standards. Similarly, Ceswirdani (2017) identifies technology utilization as an indicator of competence, particularly the ability to use information technology and work facilities to support task performance. In the context of SAT BRIMOB POLDA SULBAR, this competence is reflected in the ability to effectively use tactical vehicles, communication equipment, crowd-control equipment, bomb-disposal equipment, and other operational tools. Greater proficiency in using these resources can strengthen personnel competence and support better performance. This finding is also supported by Kasmir (2019), who explains that performance is influenced by ability, knowledge, and the work environment, including supporting facilities and infrastructure. Rahmat (2017) further identifies systems, including physical facilities, work infrastructure, organizational processes, and organizational culture, as factors influencing performance. However, these resources can contribute effectively to performance only when personnel have adequate competence to utilize them properly.

From a human resource management perspective, effective use of operational facilities reflects both technical and adaptive competence. Personnel who can use equipment appropriately are better positioned to respond quickly, make accurate decisions, and adapt to changing field conditions. These capabilities ultimately support work quality, work quantity, timeliness, and responsibility, which are important indicators of personnel performance. The findings are consistent with Mulia and Saputra (2021), who found that competence in the form of knowledge, skills, and technological abilities can improve work effectiveness. Kusumawardana (2023) similarly states that competence is a combination of knowledge, skills, values, and attitudes reflected in work behavior and capable of improving the quality of individual performance. This study further highlights that, in a technical and operational organization such as SAT BRIMOB POLDA SULBAR, competence is demonstrated not only through the ability to perform tasks but also through the effective and efficient use of operational facilities. Such competence supports response speed, accuracy of action, resource efficiency, and successful task execution. Overall, the findings reinforce the view that competence consists of knowledge, skills, attitudes, and the ability to utilize organizational resources effectively. Therefore, competence development should focus not only on education and technical training but also on strengthening personnel's ability to manage and utilize operational facilities and equipment to support safe, efficient, professional, and sustainable task performance.

c. The Effect of Skills on Work Motivation at SAT BRIMOB POLDA SULBAR

The hypothesis testing results using SmartPLS show an Original Sample (O) of 0.872, a t-statistic of 8.756, and a p-value of 0.000. The positive path coefficient indicates a positive relationship between Skills and Work Motivation, while the t-statistic above 1.96 and the p-value below 0.05 indicate that the effect is statistically significant. Therefore, the hypothesis stating that Skills have a positive and significant effect on Work Motivation among personnel of SAT BRIMOB POLDA SULBAR is accepted. The coefficient of 0.872 indicates a strong positive effect of Skills on Work Motivation. This suggests that improvements in personnel skills are associated with higher work motivation. Skills are therefore an important factor in strengthening personnel's motivation to perform their duties and responsibilities. In the Brimob environment, personnel are required to possess specialized skills, including shooting, crowd control, explosive handling, search and rescue, self-defense, and the use of tactical equipment and police technology. Personnel who are proficient in these areas are more likely to feel prepared and confident when facing operational challenges, which can strengthen their motivation to perform effectively. The finding is consistent with Hasibuan (2019), who states that skills can increase work enthusiasm and motivation. Individuals with adequate skills are generally better able to complete their tasks, which can increase satisfaction and encourage better performance. The finding

can also be explained through Abraham Maslow's hierarchy of needs, particularly esteem and self-actualization needs. Higher skills can support recognition, confidence, and opportunities for personal development, thereby strengthening motivation.

The result is also consistent with Vroom's Expectancy Theory, which proposes that motivation increases when individuals believe their abilities can lead to good performance and desired outcomes. In this study, personnel with higher skills are more confident in their ability to complete tasks successfully, thereby strengthening their motivation to perform optimally. Previous studies also support this finding. Sutrisno (2021) found that work skills have a positive and significant effect on work motivation, particularly by increasing confidence, job satisfaction, and work enthusiasm. Rahman (2022) similarly found that work skills contribute substantially to motivation because individuals feel more capable of performing their duties. In the context of SAT BRIMOB POLDA SULBAR, education, operational simulations, shooting exercises, riot-control training, and other technical training programs not only improve personnel capabilities but can also strengthen work motivation. Personnel who feel competent are more confident in facing operational risks, making decisions, and responding to challenges. Overall, the findings indicate that Skills are an important factor in strengthening Work Motivation among SAT BRIMOB POLDA SULBAR personnel. Therefore, continuous education, specialized training, operational exercises, and technical skills development are important not only for improving personnel capabilities but also for strengthening work motivation and supporting optimal organizational performance.

d. The Effect of Work Motivation on Personnel Performance at SAT BRIMOB POLDA SULBAR

Based on the hypothesis testing results in Table 14, the relationship between Work Motivation (Z) and Personnel Performance (Y) has an Original Sample (O) of 0.606, a t-statistic of 3.326, and a p-value of 0.045. The positive path coefficient indicates a positive relationship, meaning that higher Work Motivation is associated with higher Personnel Performance. Since the t-statistic is greater than 1.96 and the p-value is below 0.05, the effect is statistically significant. Therefore, the hypothesis stating that Work Motivation has a positive and significant effect on Personnel Performance is accepted. The findings indicate that Work Motivation is an important factor in improving personnel performance. The path coefficient of 0.606 shows a relatively strong contribution of motivation to performance. Personnel with higher motivation tend to demonstrate greater enthusiasm, discipline, responsibility, and commitment in carrying out their duties. In a police organization such as SAT BRIMOB POLDA SULBAR, Work Motivation is particularly important because personnel perform high-risk duties that require physical and mental readiness. Highly motivated personnel are more prepared to face operational challenges, make appropriate decisions, and remain committed to security duties, law enforcement, conflict management, and other police responsibilities. The findings are consistent with Abraham Maslow's hierarchy of needs, which explains that work behavior is influenced by the fulfillment of physiological, safety, social, esteem, and self-actualization needs. In the context of SAT BRIMOB POLDA SULBAR, esteem and self-actualization needs can be supported through recognition of achievements, opportunities for education and training, career advancement, and trust to perform strategic duties. The fulfillment of these needs can strengthen motivation and contribute to better performance.

Wibowo also explains that motivation is an important determinant of individual and organizational performance. Highly motivated individuals tend to demonstrate greater effort and stronger orientation toward achieving optimal work results. In practice, personnel motivation can be strengthened through a sense of responsibility, achievement opportunities, recognition from superiors, professional development, training, and career opportunities. Higher motivation can encourage personnel to maintain discipline, comply with operational procedures, respond effectively to challenges, and remain committed to organizational goals. These conditions ultimately support service quality, task effectiveness, and overall organizational performance. The findings are also consistent with Norkhalisah et al. (2024), who found that Work Motivation has a positive and significant effect on employee performance at the Education and Culture Office of Balangan Regency. Their study indicates that higher work motivation encourages employees to work harder, maintain discipline and responsibility, and focus on organizational goals. Overall, the findings provide empirical

evidence that improving the performance of SAT BRIMOB POLDA SULBAR personnel requires not only skills and competence development but also continuous efforts to strengthen Work Motivation. Therefore, the organization can support motivation through fair recognition, career development opportunities, continuous education and training, leadership support, a conducive work environment, and appreciation of personnel achievements. Higher motivation can encourage personnel to optimize their skills and competence, thereby supporting more effective, professional, and goal-oriented performance.

e. The Effect of Work Skills on Performance Through Work Motivation at SAT BRIMOB POLDA SULBAR

Based on the direct and indirect effect analysis using SmartPLS, work skills have a significant effect on personnel performance both directly and indirectly through work motivation as a mediating variable. The indirect effect has an Original Sample value of 0.708 and a P-Value of 0.004, indicating that work motivation significantly mediates the relationship between work skills and personnel performance at SAT BRIMOB POLDA SULBAR. These findings indicate that high work skills do not automatically result in optimal performance without strong work motivation. Personnel with good technical abilities but low motivation may perform their duties merely to fulfill their obligations, without striving to achieve the best results. Consequently, their skills may not be utilized optimally to improve task effectiveness and operational success. In contrast, when high work skills are supported by strong work motivation, personnel are encouraged to maximize their abilities in completing their duties. High motivation also encourages personnel to be more creative, adaptive, and innovative in responding to dynamic operational situations. They are not only able to follow established procedures but also to develop tactical solutions, select effective strategies, and take appropriate initiatives within the framework of standard operating procedures (SOPs). This finding is particularly relevant to the operational characteristics of SAT BRIMOB POLDA SULBAR, where tasks are dynamic and involve high levels of risk. Field conditions can change rapidly, requiring personnel to combine technical skills with strong motivation in decision-making, team coordination, tactical equipment use, and effective problem-solving. Thus, work motivation serves as a mechanism that transforms skills into effective actions that contribute to organizational performance. The findings are consistent with Victor H. Vroom's Expectancy Theory, which explains that motivation arises when individuals believe that their abilities and efforts will lead to good performance and desired outcomes.

In this study, work skills represent the abilities possessed by personnel. When personnel perceive themselves as highly skilled, they are more confident in completing their duties successfully. This confidence can strengthen their motivation to perform optimally, which in turn contributes to higher performance. Therefore, Vroom's theory provides a theoretical explanation of the mediating role of work motivation in the relationship between work skills and personnel performance. The findings are also consistent with Sutrisno (2019), who found that work skills affect employee motivation and performance. Individuals with better skills tend to have greater self-confidence, which encourages them to achieve better work performance. Wibowo also found that motivation can mediate the relationship between individual abilities and performance, indicating that employee abilities are more likely to produce higher performance when supported by strong work motivation. Furthermore, Norkhalisah, Sulaiman, and Arifin (2024) found that work skills have a positive and significant effect on employee motivation and performance. Their findings indicate that good skills can strengthen employees' confidence in performing their duties, thereby increasing motivation and ultimately improving performance. Therefore, improving personnel performance at SAT BRIMOB POLDA SULBAR should involve both continuous development of work skills through education and training and strengthening work motivation through recognition, career development, leadership support, and opportunities for achievement. The combination of these factors can support the development of professional personnel who are capable of performing their duties effectively and contributing to the achievement of organizational objectives.

f. The Effect of Work Competence on Performance Through Work Motivation at SAT BRIMOB POLDA SULBAR

Based on the hypothesis testing results using SmartPLS, work competence has a positive and significant indirect effect on personnel performance through work motivation as a mediating variable. This finding indicates that work motivation plays an important role in strengthening the relationship between work competence and personnel performance at SAT BRIMOB POLDA SULBAR. Based on Table 15 on the indirect effect, the Original Sample value is 0.983 with a P-Value of 0.002. These results indicate that work competence has a positive and significant indirect effect on personnel performance through work motivation. Therefore, work motivation mediates the relationship between work competence and personnel performance. The findings indicate that improving work competence does not automatically result in optimal performance without strong work motivation. Work competence provides personnel with the ability to perform their duties effectively, while work motivation encourages them to utilize their abilities to the fullest. Personnel with high competence but insufficient motivation may not fully utilize their potential. Conversely, when high competence is accompanied by strong motivation, personnel are more likely to maximize their knowledge, experience, and skills to achieve optimal performance. In the context of SAT BRIMOB POLDA SULBAR, work competence includes not only knowledge and technical policing skills but also strategic thinking, situational analysis, decision-making under emergency conditions, teamwork, adaptability, and the ability to manage high work pressure. Personnel with high competence are better prepared to face complex and high-risk operational challenges. This sense of readiness can strengthen self-confidence and encourage greater motivation to perform effectively. This finding is consistent with the competency theory proposed by Lyle M. Spencer and Signe M. Spencer, which defines competence as an underlying characteristic of an individual that is causally related to superior performance.

Competence includes motives, traits, self-concept, knowledge, and skills that influence work behavior. Thus, competence extends beyond technical abilities and includes internal characteristics that encourage effective performance. In this study, higher competence can strengthen personnel's confidence and motivation, which subsequently contributes to better performance. The findings are also consistent with Ceswirdani, Harahap, and Yulinda (2017), who found that competence and work motivation have positive and significant effects on employee performance. Their findings indicate that employees with higher competence tend to have stronger work motivation because competence increases confidence in their ability to complete tasks effectively, ultimately supporting improved motivation and performance. Therefore, work motivation serves as a bridge between work competence and personnel performance. Improving personnel performance at SAT BRIMOB POLDA SULBAR should be supported by continuous competency development and the strengthening of work motivation through leadership support, career development, recognition, and opportunities for achievement. This integrated approach can support the development of professional and capable personnel who are able to perform policing duties effectively and contribute to maintaining public security and order.

V. Conclusions

Based on the research findings and discussion, it can be concluded that work skills have a positive and significant effect on personnel performance at SAT BRIMOB POLDA SULBAR, while work competence also has a positive and significant effect on personnel performance. Furthermore, work skills and work competence have positive and significant effects on work motivation, and work motivation has a positive and significant effect on personnel performance. Work skills also have a significant effect on personnel performance through work motivation, indicating that work motivation mediates the relationship between work skills and personnel performance. Similarly, work competence has a significant effect on personnel performance through work motivation. Based on these findings, future researchers are encouraged to include other variables that may affect personnel performance, such as leadership, work discipline, organizational culture, job satisfaction, work environment, organizational commitment, and reward systems. Further research may

also be conducted in other police units or government institutions to obtain broader and more comprehensive findings. Academically, this study is expected to serve as a reference for the development of human resource management, particularly regarding work skills, work competence, work motivation, and personnel performance in public sector organizations. For SAT BRIMOB POLDA SULBAR, work competence should receive particular attention because it has the largest total effect on personnel performance through work motivation, with a value of 0.984. Therefore, competency development through education, training, professional certification, and technological proficiency should be continuously strengthened. In addition, the organization should implement a performance-based assessment system to evaluate personnel not only based on theoretical knowledge but also on their ability to apply skills in actual operational situations. This approach can support the development of personnel who are professional, adaptive, and prepared to address increasingly complex operational challenges.

References

- AA. Anwar Prabu Mangkunegara, (2019). *Manajemen Sumber Daya Manusia Perusahaan*. Bandung: PT Remaja Rosdakarya.
- Adam, W.N, Suryani, W, & Tarigan, E.S.D. 2021. Pengaruh Pengembangan Sumber Daya Manusia dan Kompetensi Terhadap Kinerja Pada Karyawan Hotel Niagara Parapat. *Jurnal Ilmiah Manajemen dan Bisnis (JIMBI)*, 2(1) 2021;41-50.
- Afandi, P. 2021. *Manajemen Sumber Daya Manusia; teori, Konsep dan indikator*. Zanafa Publishing, Pekanbaru.
- Aji, W. N., & Setiyadi, D. B. P. 2020. Aplikasi Tiktok Sebagai Media Pembelajaran Ketrampilan Bersastra. *Jurnal Pembelajaran Bahasa dan Sastra*, 6(2).
- Akbar, Mada Faisal, et., al., 2021 Seminar Manajemen Sumber Daya Manusia, Insan Cendekia Mandiri, Solok.
- Akbar, M.A., et al. (2022). Pengaruh Komunikasi, Keahlian Kerja, Pengetahuan, dan Kecerdasan Emosional Terhadap Kinerja Karyawan Menggunakan Metode Structural Equation Modeling. *Jurnal Ekonomi dan Bisnis*, 10(2), 166–177.
- Anwar Prabu Mangkunegara. 2015. *Sumber Daya Manusia Instansi*. Cetakan kedua belas. Bandung: Remaja Rosda karya.
- Arsana I Kadek Satria. 2019. Pengaruh Keterampilan Mengajar Guru dan Fasilitas Belajar Terhadap Motivasi Belajar Siswa. *Jurnal Pendidikan Sosial* Vol. 6, No. 2.
- Assagaf, S.C.Y. and Dotulong, L.O., (2015). Pengaruh Disiplin, motivasi dan semangat kerja terhadap produktivitas kerja pegawai dinas pendapatan daerah kota manado. *Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis dan Akuntansi*, 3(2).
- Astuti, Ria,W., 2020, "Pengaruh Pendidikan, Keterampilan Kerja dan Lingkungan Kerja terhadap Produktivitas Kerja Karyawan", *JSMBI (Jurnal Sains Manajemen dan Bisnis Indonesia)*, vol.10, no.1, pp. 24-29.
- Aulia, W., Mukhlis, & Mukminin, A. (2024). Pengaruh Motivasi Kerja dan Disiplin Kerja terhadap Kinerja Pegawai pada Dinas Perhubungan Kota Bima
- Azimmi, N. & Zaitul. 2020. Pengaruh Pengetahuan, Keterampilan dan Sikap Terhadap kinerja Guru SMA Negeri 1 Bonjol Kabupaten Pasaman. *Prosiding Simposium Nasional Magister (SINMAG)*, 4(1).
- Bahri, Moh Saiful. 2018. *Pengaruh Kepemimpinan, Lingkungan Kerja, Budaya Organisasi dan Motivasi Terhadap Kepuasan Kerja Yang Berimplikasi Terhadap Kinerja*. Surabaya:Jakad Publishing.
- Bangun, Wilson. (2012). *Manajemen Sumber Daya Manusia*. Jakarta: Erlangga
- Busro, Muhammad. 2020. *Teori-Teori Manajemen Sumber Daya Manusia*
- Ceswirdani, Henny Sjafitri, dan Yuni Candra. 2017, Pengaruh Kompetensi Dan Kualitas Kerja Terhadap Prestasi Kerja Pegawai Di Kantor Kecamatan Kuranji, *Jurnal Manajemen dan Kewirausahaan*, vol 8, No 1, Januari 2017. ISSN 2086-5031.
- Danang, Sunyoto. 2018. *Manajemen Sumber Daya Manusia*. Jakarta: PT Buku Seru.
- Darmayanti, N. P., Bagia, I. W., & Suwendra, I. W. (2014). Pengaruh Kompetensi Intelektual Dan Motivasi Berprestasi Terhadap Kinerja Pegawai Pada Perusahaan Daerah Air Minum (Pdam) Di Kabupaten Gianyar. *E-Journal Bisma Universitas Pendidikan Ganesha*, 2(1), 1–10.

- Dicky Saputra, N. L. 2017. Pengaruh Reward (Penghargaan) Dan Punishment (Sanksi) Terhadap Produktivitas Kerja Karyawan PT. Kereta Api Indonesia (PERSERO) Divisi Regional II Sumatera Barat. *Jurnal Manajemen dan Kewirausahaan*. Volume 8, Nomor 1, Januari 2017 ISSN:2086-5031, 1-14.
- Dwiyanti, N. K. A., Heryanda, K. K., & Susila, G. P. A. J. (2019). Pengaruh kompetensi dan motivasi kerja terhadap kinerja karyawan. *Bisma: Jurnal Manajemen*, 5(2), 121–130.
- Fadhil. 2016. "Pengaruh Kompetensi Sumber Daya Manusia terhadap Kinerja Pegawai pada Balai Latihan Kerja Industri Makassar"
- Fitria dan Adji (2023) terkait keterampilan kerja merujuk pada artikel jurnal berjudul "Pengaruh Keterampilan Kerja Dan Pengetahuan Terhadap Kinerja Pegawai Badan Pertanahan Nasional Kabupaten Bandung" yang terbit di *Management Studies and Entrepreneurship Journal (MSEJ)*, Volume 4, Nomor 5, halaman 6661–6673.
- Hair, J. F., et. al. 2019. *Multivariate Data Analysis* 7th ed. Prentice-Hall, New Jersey.
- Hariandja, M. T. E. (2018). *Manajemen Sumber Daya Manusia*. Makassar: YUME.
- Hariato dan Asron Saputra, 2020. Pengaruh Pengawasan kerja dan Disiplin Kerja Terhadap Kinerja Karyawan Pada PT Centric Powerindo IN Batam City, Vol.8 , No.1 Hal. 672-683.
- Haris Ibum, Refani Irsya Dwi dan Setiawan Rahmat Imam. 2023. Pengaruh Motivasi Terhadap Produktivitas Kerja Dalam Organisasi Bisnis. *Journal Of Islamic Business Management Studies* Volume 4, No 1.
- Hasibuan, Malayu S.P, 2019. *Manajemen SDM*. Edisi Revisi, Cetakan Ke Tiga belas. Jakarta: Bumi Aksara.
- Husain, H. 2021. *Pengelolaan Sumber Daya Manusia*. Jakarta: Bumi Aksara
- Kasmir. 2019 *Manajemen Sumber Daya Manusia (Teori dan Praktik)*. Penerbit PT. Raja Grafindo Persada, Depok.
- Khaeruman, dkk. (2021). *Meningkatkan Kinerja Manajemen Sumber Daya Manusia (Konsep & Studi Kasus)*. Banten: CV. AA. RIZKY.
- Kusumawardana, Halim, dan Rosidi. 2023. Pengaruh Kompetensi Dan Penempatan Kerja Terhadap Kinerja Pegawai Dengan Kepuasan Kerja Sebagai Variabel Intervening Pada Dinas Pendidikan Dan Kebudayaan Kabupaten Probolinggo. <https://doi.org/10.33395/owner.v6i2.750>
- Novita. 2016. Pengaruh Kompetensi, Motivasi dan Kepuasan Kerja Terhadap Produktivitas Karyawan Pada PT. Perindustrian Dan Perdagangan Bangkinang.
- Norkhalisah, A. B., & Noorrahman, M. F. (2024). Pengaruh Motivasi Kerja Terhadap Kinerja Pegawai Pada Dinas Pendidikan Dan Kebudayaan Kabupaten Balangan. *Jurnal Ilmiah Ilmu Manajemen*, 6(1), 01–10..
- Oktavia, S. D., & Ali, S. 2022. Pengaruh Lingkungan Kerja, Budaya Kolaboratif, dan Kepuasan Kerja terhadap Turnover Intention pada PT Graha Megatama Indonesia selama Pandemi Covid-19. *Owner*, 6(2), 2085–2100. <https://doi.org/10.33395/owner.v6i2.750>
- Oley 2018 Penelitian Pengaruh Keterampilan Terhadap Produktivitas Kerja Pegawai di Dinas Pertanian Minahasa Utara.
- Parta, I. W. G. I., & Mahayasa, I. G. A. (2021). Pengaruh Keterampilan Kerja, Team Work, dan Motivasi terhadap Kinerja Karyawan Bagian Produksi pada Art Shop Cahaya Silver di Celuk, Gianyar. *Jurnal Widya Amrita*, Universitas Hindu Indonesia.
- Pitriani, K. .(2020). *Daftar Kesehatan Lingkungan*. CV.Nas Media Pustaka.
- Purnomo, Edi. Hambatan Perguruan Pencaksilat Tapak Suci Putera Muhammadiyah Profinsi Kalimantanbarat Dalam Meraih Prestasi. *Jurnal Ilmiah Mitra Suara Genesha*, Vol.4, No.2, Juli 2017.
- Priyatno. 2017. *Panduan Praktis Olah Data menggunakan SPSS*. Yogyakarta: Andi.
- Rahmat, 2017. *Manajemen Sumber Daya Manusia*. Cetakan pertama: Penerbit PT Umitoho Ukhuwah Grafika. Makassar.
- Riani, A. L. (2013). *Manajemen Sumber Daya Manusia Masa Kini*. Graha Ilmu.
- Rivai, Veithzal. 2017. *Manajemen Sumber Daya Manusia Untuk Perusahaan*. Murai Kencana. Jakarta.
- Rodlial Abubakar Ramdhan Tackbir (2018) Pengaruh Kompetensi Pegawai Terhadap Produktivitas Kerja Pegawai Dinas Kesehatan Kota Bandung. *Jurnal Administrasi Negara*, Volume 24 Nomor 1.
- Safa'ah, A. 2019. Pengaruh Kompetensi Sumber Daya Manusia Terhadap Kinerja Karyawan (studi kasus di BMT arsyada kantor cabang Gaya Baru VIII).

- Savitri, C., dan Enjang, S., 2018.,: Pengaruh Manajemen Talenta Terhadap Kinerja Pegawai UBP Karawang, Jurnal Buana Ilmu, Vol 2, No. 2, 130- 144.
- Sedarmayanti. 2017. Manajemen Sumber Daya Manusia. Bandung: Refika Aditama.
- Siagian, Sondang P. 2016. Manajemen Sumber Daya Manusia. Penerbit: Bumi Aksara, Jakarta.
- Sedarmayanti. (2011). Manajemen Sumber Daya Manusia, Reformasi Birokrasi Manajemen Pegawai Negeri Sipil. Bandung: Rafika Aditama
- Sugiyono. 2019. Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabet.
- . 2022. Metode Penelitian Kuantitatif. Bandung: Alfabeta.
- Suparyadi. 2015. Manajemen Sumber Daya Manusia. Menciptakan Keunggulan Bersaing Berbasis Kompetensi SDM. Jakarta: Andi.
- Syahdan Feri. 2017. Hubungan Antara Keterampilan Kerja Dengan Produktivitas Kerja. Psikoborneo, Vol 5, No 1.
- Wibowo. 2014. Manajemen Kinerja. Jakarta: PT. Raja Grafindo Persada.
- Wiranti (2016) dengan judul penelitian Pengaruh Keterampilan Terhadap Produktivitas Kerja Karyawan Pada Konveksi Istana Mode Madiun.
- Wulansari Kasiyati Yunita. 2019. Pengaruh Kompetensi terhadap Motivasi Pegawai Kantor Dinas Perhubungan Provinsi Jambi. Jurnal Ilmiah Ekonomi dan Bisnis, 10(1): 47-51 Publisher Fakultas Ekonomi Universitas Batanghari Jambi.
- Yasen Syahrudin dan Badaruddin (2024) Manajemen Sumber Daya Manusia (Teori, Konsep dan Aplikasi). Cetakan Pertama. Penerbit Deepublish CV Budi Utama. Yogyakarta.
- Yin, R. K., 2017. Studi Kasus: Desain dan Metode. Rajawali Pres.
- Zainal Veithzal, Hadad Muliaman dan Ramly Mansyur. 2017. Kepemimpinan dan Perilaku Organisasi, Jakarta: Rawali Pers.
- Undang-Undang Republik Indonesia Nomor 13 Tahun 2003 Tentang Ketenagakerjaan.