



Factors That Influence Competence In Improving Employee Performance Through Organizational Commitment As An Intervening Variable In The Personnel Section In Regional Apparatus Organizations Of Riau Islands Province

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Abstract. *This research examines knowledge, skills, behavior, organizational commitment, and performance in the personnel sections of each regional government organization in the Riau Islands Province. The sample used is non-probability sampling, with a study conducted on 133 personnel department employees from various regional government organizations in the Riau Islands Province. The research method is associative with a quantitative approach, utilizing Partial Least Square (PLS) analysis technique with the SmartPLS Version 3.0 program. The results of this study indicate that there is a significant influence of the knowledge variable on the performance variable, a significant influence of the skills variable on the performance variable, no significant influence of the behavior variable on performance, a significant influence of the organizational commitment variable on the performance variable, a significant influence of the knowledge variable on the organizational commitment variable, a significant influence of the skills variable on the commitment variable, no significant influence of the behavior variable on the organizational commitment variable, a direct influence of the skills variable on the performance variable with organizational commitment as an intervening variable, a direct influence of the knowledge variable on the performance variable with organizational commitment as an intervening variable, and no direct influence of the behavior variable on the performance variable through organizational commitment. The influence of knowledge, skills, and behavior on organizational commitment is 46.2%, with the remaining 53.8% influenced by other variables outside this study. Meanwhile, the influence of knowledge, skills, and behavior on performance is 66.1%, with the remaining 33.9% influenced by other variables outside this study.*

Keywords: *Knowledge, Skills, Behavior, Organizational Commitment, Performance*

1. INTRODUCTION

State civil apparatus or commonly abbreviated as ASN is a profession for employees who work in government agencies, the employees in question can be civil servants or government employees. ASN is tasked with implementing public policies in accordance with applicable laws and regulations, providing professional and quality services to the public, and strengthening the unity of the Indonesian state. regulated in Law Number 20 of 2023 concerning State Civil Apparatus, ASN must comply with the code of ethics in working and the results of ASN performance must be accountable to the public. The issue of employee performance in an organization is an important issue in human resource management. Employee performance is an important building block of an organization and the factors that lay the foundation for high performance must be analyzed by the organization. Create high performance, it is necessary to have an increase in optimal work performance and be able to utilize the potential of human resources owned by employees to create organizational goals, so that it will provide a positive contribution to the development of the organization. In addition,

organizations need to pay attention to various factors that can affect employee motivation, in this case competence is needed for development.

Government Regulation Number 20 of 2023 states that competency development is an effort to fulfill the needs of civil servant competencies with job competency standards and career development plans. There are three types of competencies that ASN need to have, namely technical competency, managerial competency and socio-cultural competency and are regulated through the Regulation of the State Administration Agency (PerLAN) Number 20 of 2023 concerning the Development of Competencies of State Civil Apparatus (ASN) Employees. This is also in line with the Regulation of the State Administration Agency Number 10 of 2018 concerning the Development of Competencies of Civil Servants (PNS). Based on the LAN Regulation, competency development through training consists of classical training and non-classical training. Riau Islands is a new province resulting from the expansion of Riau Province. Riau Islands Province was formed based on Law Number 25 of 2002 and is the 32nd province in Indonesia which includes Tanjungpinang City, Batam City, Bintan Regency, Karimun Regency, Natuna Regency, Anambas Islands Regency and Lingga Regency. The Riau Islands Provincial Government is led by the Governor who is responsible for the Riau Islands Province with 43 regional apparatus organizations and institutions that are responsible to the Regional Head in the context of organizing government in the Riau Islands Province.

Based on available data, participants who participated in training, education and training, seminars in 2023 taken from the personnel sub-section of each regional apparatus organization of the Riau Islands Province amounted to 200 employees. There are 79 employees who have participated in training, education and training, seminars or around (40%), meaning that there are still (60%) who have not participated in training, education and training, seminars either online or offline. This means that not all employees have the competence to improve their professionalism as civil servants. When viewed in PerLAN Number 20 of 2023, it also regulates the obligation of every ASN to carry out competency development of at least 20 (twenty) hours of lessons in a period of 1 (one) year. Another phenomenon from the results of field observations is that negative work cultures are often found among employees. One example of a negative work culture in government offices is the large number of employees who have problems with work discipline, especially attendance or completion of their obligations.

Based on the background of the problem that has been stated above, several problems can be identified in this research, namely:

- a. Lack of training, education and training for staff, it should be an obligation according to applicable regulations.
- b. Lack of employee skills, still need to be honed to find out their potential in working.
- c. The quality of work culture is still low, such as the level of attendance at work.
- d. Information technology systems that are not well integrated, there is no database of the number of employees related to who has and has not participated in training or education and training

2. LITERATURE REVIEW

Employee Performance (Y)

Performance is the work results in terms of quality and quantity achieved by an employee in carrying out his duties in accordance with the responsibilities given to him (Mangkunegara, 2017). Individual performance is the basis of organizational performance which is greatly influenced by individual characteristics, individual motivation, expectations, and assessments made by management regarding the achievement of individual work results (Kasmir, 2015). Employee performance is the level of achievement demonstrated by an employee in carrying out his/her duties and responsibilities in accordance with the standards set by the organization. This performance is measured based on work results, productivity, efficiency, and the ability to achieve predetermined goals within a certain period of time (Triansyah et al., 2023; Paul & Bommu, 2024). Employee performance is the result of the interaction between individual abilities, motivation, and the work environment. This performance reflects how effectively and efficiently an employee uses existing resources to achieve goals set by management, as well as how well they meet the expectations of the organization and other stakeholders (Purnamasari et al, 2023; Al Zeer et al., 2023).

Organizational Commitment (Z)

Organizational commitment is a topic that is always a reference for both organizational management and researchers with a special interest in human behavior (Yusuf & Syarif, 2018). Organizational commitment can be interpreted as a situation where an employee sides with a particular organization with the aim and desire to maintain membership in that organization (Mardiyana et al., 2019). Organizational commitment is a condition in which an employee sides with the organization and its goals and is willing to maintain membership in a particular job, while high organizational commitment means siding with the organization and recruiting

the individual (Robbins, 2016). Commitment is when an educator knows the organization well and desires to remain a member of the organization forever (Benarto et al., 2020).

Knowledge (X₁)

Knowledge is a result of curiosity through sensory processes, especially in the eyes and ears towards certain objects. Knowledge is an important domain in the formation of open behavior (Donsu, 2017). Knowledge is the result of human sensing or the result of someone knowing about an object through the five senses they have. The five human senses for sensing objects are sight, hearing, smell, taste and touch. At the time of sensing to produce this knowledge is influenced by the intensity of attention and perception of the object (Mangkunegara, 2017). Most of a person's knowledge is acquired through the senses of hearing and sight (Notoadmodjo, 2014). Knowledge is information that has been received by a person's five senses regarding a particular object (Safirah, 2021).

Skill (X₂)

Skills are the ability or expertise to do a job that is only acquired through practice (Wahyudi, 2018). Employees will become more skilled if they have sufficient skills or abilities and experience (Sedarmayanti, 2017). Skills are abilities acquired through practice, experience, and education to perform a particular task or activity well and efficiently. Skills include technical abilities such as typing, cooking, or using certain equipment, as well as non-technical skills such as communication, critical thinking, and time management. Skill can be defined as the capacity of an individual to perform a particular job or activity with a high degree of proficiency and accuracy. This ability is often the result of a continuous learning process and repeated practice, which allows a person to become an expert in their field (Khasawneh, 2024; Hasan & Chowdhury, 2023).

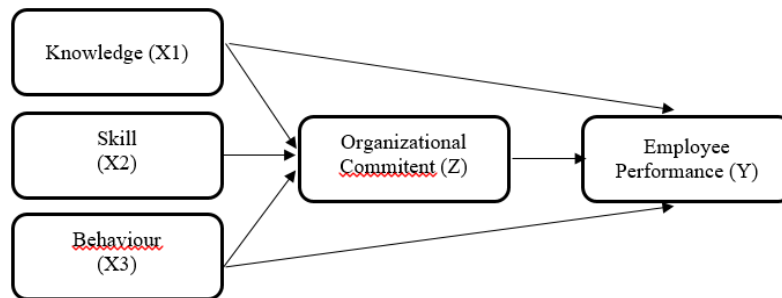
Behaviour (X₃)

Behavior is all manifestations of an individual's life in interacting with the environment, from the most visible to the invisible behavior, from the perceived to the most invisible (Oktviana, 2015). Personality is a relatively stable collection of psychological attributes that distinguishes one person from another (Griffin & Morhead, 2016). Behavior is a series of actions, responses, or reactions shown by individuals or groups in response to external or internal stimuli. Behavior can be physical activity, speech, or emotional expressions that are influenced by factors such as experience, habits, environment, and personality.

Behavior can also refer to actions and habits that are consciously or unconsciously repeated by a person, which form certain patterns in everyday life. These behavioral patterns are influenced

by various factors, such as education, social influences, physical environment, and psychological conditions, and can change over time and experience (Lim et al., 2023; Aguinis et al., 2024).

Conceptual framework



Source: Researcher (2024)

Figure 1. Conceptual Framework

3. RESEARCH METHOD

Type of research

The research method used in this study is a descriptive research strategy with a quantitative approach. Quantitative research is a research approach based on the philosophy of positivism, which aims to investigate a particular population or sample which ultimately leads to the formulation of conclusions.

Data source

This research uses primary and secondary data sources, as follows:

- a. According to Sugiyono, (2017), primary data is data that directly provides data to data collectors. Primary data sources are obtained through an interview activity with the research subject and by observation or observation in the field. The primary data used by the authors in the study was a questionnaire.
- b. According to Sugiyono, (2017), secondary data is a data source that does not directly provide data to data collectors, for example through other people or through documents. Secondary data sources are complementary data sources that function to complement the

data needed by primary data. Secondary data referred to in this study is a source of research data obtained through intermediary media or indirectly published or unpublished in general.

Population and Sample

The population in this study was the personnel section in each regional apparatus organization of the Riau Islands Province, totaling 200 people. The sample used in this study is the non-probability sampling method. The number of samples is obtained from the calculation proposed by the Slovi formula. The determination of employee samples was carried out randomly, namely by looking at employee data based on their status and work unit, so that 133 were obtained according to the required number.

4. RESULTS AND DISCUSSION

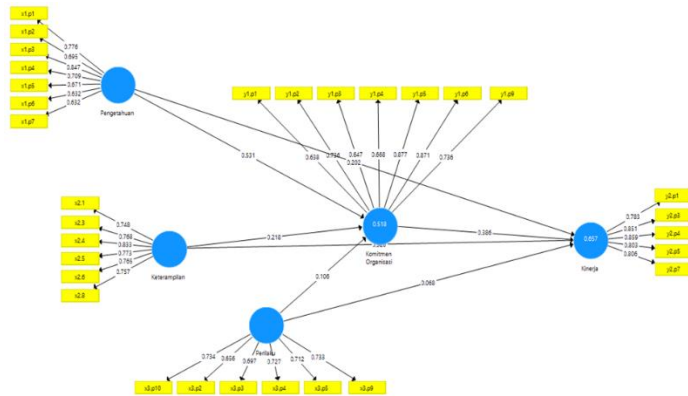
Loading Factor

Table 1. Loading Factor

Variable	Item	Provision	Loading Factor	Description
Knowledge (X ₁)	X1.1	0.60	0.770	Valid
	X1.2	0.60	0.652	Valid
	X1.3	0.60	0.835	Valid
	X1.4	0.60	0.712	Valid
	X1.5	0.60	0.676	Valid
	X1.6	0.60	0.631	Valid
	X1.7	0.60	0.633	Valid
Skill (X ₂)	X2.1	0.60	0.751	Valid
	X2.3	0.60	0.762	Valid
	X2.4	0.60	0.815	Valid
	X2.5	0.60	0.744	Valid
	X2.6	0.60	0.741	Valid
	X2.7	0.60	0.591	Valid
	X2.8	0.60	0.762	Valid
Behaviour (X ₃)	X3.2	0.60	0.676	Valid
	X3.3	0.60	0.647	Valid
	X3.4	0.60	0.711	Valid
	X3.5	0.60	0.725	Valid
	X3.9	0.60	0.727	Valid
	X3.0	0.60	0.744	Valid
Organizational Commitment (Z)	Z.1	0.60	0.624	Valid
	Z.2	0.60	0.743	Valid
	Z.3	0.60	0.646	Valid
	Z.4	0.60	0.686	Valid
	Z.5	0.60	0.873	Valid
	Z.6	0.60	0.849	Valid
	Z.9	0.60	0.733	Valid
Employee Performance (Y)	Y.1	0.60	0.753	Valid
	Y.3	0.60	0.798	Valid
	Y.4	0.60	0.838	Valid
	Y.5	0.60	0.757	Valid
	Y.7	0.60	0.799	Valid
	Y.8	0.60	0.617	Valid

Source: Processed by researchers (2024)

The data shows that the indicators are declared feasible or valid for research use and can be used for further analysis.



Source: Researcher (2024)

Figure 2. Outer Model

Composite Reliability

Table 2. Composite Reliability

	Composite Reliability
Employee Performance	0.912
Organizational Commitment	0.897
Knowledge	0.877
Skill	0.900
Behaviour	0.859

Source: Processed by researchers (2024)

Based on the table above, it shows that the good enough category of each construct has met the criteria for assessing the reliability of the outer model with a composite reliability value > 0.7.

Average Variance Extracted

Table 3. Average Variance Extracted (AVE)

	Average Variance Extracted (AVE)
Employee Performance	0.674
Organizational Commitment	0.595
Knowledge	0.507
Skill	0.600
Behaviour	0.504

Source: Processed by researchers (2024)

Based on the table above, it shows that the AVE value of each construct in the final model has reached a value > 0.5. Thus, the proposed structural equation model has met the convergent validity criteria.

Structural Model Evaluation (Inner Model)

Tabel 4. R-Square

	<i>R Square</i>	<i>Adjusted R Square</i>
Organizational Commitment	0.474	0.462
Employee Performance	0.671	0.661

Source: Processed by researchers (2024)

Based on the statistical results obtained, the results of the influence of knowledge, skills and behavior on organizational commitment are 46.2%, and the remaining 53.8% are influenced by other variables outside those studied in this study. While the influence of knowledge, skills and behavior on performance is 66.1%, and the remaining 33.9% are influenced by other variables outside those studied in this study.

Direct Effect Test

Table 5. Path Coefficients

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Knowledge -> Employee Performance	0.223	0.214	0.091	2.444	0.015
Skill -> Employee Performance	0.308	0.322	0.100	3.079	0.002
Behaviour -> Employee Performance	0.069	0.076	0.055	1.259	0.209
Organizational Commitment -> Employee Performance	0.397	0.385	0.079	5.015	0.000
Knowledge -> Organizational Commitment	0.473	0.471	0.079	5.994	0.000
Skill -> Organizational Commitment	0.252	0.257	0.080	3.129	0.002
Behaviour > Organizational Commitment	0.100	0.104	0.063	1.576	0.116

Source: Processed by researchers (2024)

Based on the table above, it is known that:

1. The direct influence of knowledge variables on performance variables with a P-Value of 0.015 <0.05 or comparing the tstatistic value with the ttable value of 2.444 > 1.978 can be stated that the influence between knowledge and performance is positive and significant
2. The direct influence of skill variables on performance variables with a P-Value of 0.002 <0.05 or comparing the tstatistic value with the ttable value of 3.079 > 1.978 can be stated that the influence between skill variables on performance variables is positive and significant.
3. The direct influence of behavior variables on performance variables with a P-Value of 0.209 > 0.05 or comparing the tstatistic value with the ttable value of 1.259 <1.978 can be stated that the influence between behavior variables on performance variables is positive and insignificant.

4. The direct influence of organizational commitment variables on performance variables with a P-Value of $0.000 > 0.05$ or comparing the t-statistic value with the t-table value of $5.015 < 1.978$, it can be stated that the influence between organizational commitment variables on performance variables is positive and significant.
5. The direct influence of knowledge variables on organizational commitment variables with a P-Value of $0.000 < 0.05$ or comparing the t-statistic value with the t-table value of $5.994 > 1.978$ can be stated that the influence between knowledge variables on organizational commitment variables is positive and significant.
6. The direct influence of skills variables on commitment variables with a P-Value of $0.002 < 0.05$ or by comparing the t-statistic value with the t-table value of $3.129 > 1.978$ it can be stated that the influence between skills on commitment is positive and significant.
7. The direct influence of behavioral variables on organizational commitment variables with a P-Value of $0.116 > 0.05$ or comparing the t-statistic value with the t-table value, namely $1.576 < 1.978$, it can be stated that the influence between behavioral variables on organizational commitment variables is positive and not significant.

Indirect Effect Test

Table 6. Indirect Effect Test

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Skill -> Organizational Commitment -> Employee Performance	0.100	0.100	0.039	2.572	0.010
Knowledge -> Organizational Commitment -> Employee Performance	0.188	0.181	0.046	4.124	0.000
Behaviour -> Organizational Commitment -> Employee Performance	0.040	0.041	0.026	1.494	0.136

Source: Processed by researchers (2024)

Based on the table above, it is known that:

1. The indirect effect of skill variables on performance variables with organizational commitment as an intervening variable has a P-Value of $0.010 < 0.05$. The type of mediation produced is partial mediation so that it can be stated that the effect between performance variables and organizational commitment as an intervening variable is positive and significant.

2. The indirect effect of knowledge variables on performance variables with organizational commitment as an intervening variable has a P-Value of $0.000 < 0.05$. The type of mediation produced is partial mediation so that it can be stated that the effect between knowledge variables on performance variables with organizational commitment as an intervening variable is positive and significant.
3. The indirect effect of behavior variables on performance variables with organizational commitment as an intervening variable has a P-Value of $0.136 > 0.05$. The type of mediation produced is partial mediation so that it can be stated that the effect between behavior variables on performance variables with organizational commitment as an intervening variable is positive and insignificant.

4. CONCLUSIONS AND SUGGESTIONS

conclusion

Based on the results of the research and discussion, the following conclusions can be drawn:

1. The direct effect of knowledge variable on performance is positive and significant in the Personnel Section of the Regional Government Organization of the Riau Islands Province.
2. The direct effect of skill variable on performance is positive and significant in the Personnel Section of the Regional Government Organization of the Riau Islands Province.
3. The direct effect of behavior variable on performance is positive and not significant in the Personnel Section of the Regional Government Organization of the Riau Islands Province.
4. The direct effect of organizational commitment variable on performance is positive and significant in the Personnel Section of the Regional Government Organization of the Riau Islands Province.
5. The direct effect of knowledge variable on organizational commitment is positive and significant in the Personnel Section of the Regional Government Organization of the Riau Islands Province.
6. The direct effect of skill variable on commitment is positive and significant in the Personnel Section of the Regional Government Organization of the Riau Islands Province.

7. The direct effect of behavior variable on organizational commitment is positive and not significant in the Personnel Section of the Regional Government Organization of the Riau Islands Province.
8. There is an indirect influence of skill variables on performance with organizational commitment as an intervening variable which is positive and significant in the Personnel Section of the Regional Government Organization of the Riau Islands Province.
9. There is an indirect influence of knowledge variables on performance with organizational commitment as an intervening variable which is positive and significant in the Personnel Section of the Regional Government Organization of the Riau Islands Province.
10. There is an indirect influence of behavior variables on performance variables through organizational commitment which is positive and insignificant in the Personnel Section of the Regional Government Organization of the Riau Islands Province.
11. The influence of knowledge, skills and behavior on organizational commitment is 46.2%, and the remaining 53.8% is influenced by other variables outside those studied in this study. While the influence of knowledge, skills and behavior on performance is 66.1%, and the remaining 33.9% is influenced by other variables outside those studied in this study

Suggestion

Based on the conclusions obtained from the above research, the following suggestions are made:

1. Knowledge

Ensure employees have the in-depth knowledge and practical skills needed to carry out their duties effectively, in addition to providing easy access to information resources, such as guides, manuals, and databases relevant to personnel and providing useful training on improving employee competency itself.

2. Skills

Ensure that employees have skills that match job demands by identifying skill gaps in each employee. Employees must be given training and learning and their impact on improving employee skills and performance.

3. Behavior

The need for the personnel department to be able to identify the root of the problem in depth by looking at what factors cause negative behavior that affects performance.

Providing regular feedback and evaluation with constructive feedback and regular evaluation will help employees understand the expectations of the organization and improve their behavior as needed.

4. Organizational commitment

By understanding and managing the factors that influence organizational commitment, the Riau Islands Province Personnel Bureau can improve employee engagement and achieve organizational goals more effectively, such as by implementing reward and recognition programs to appreciate employee contributions and increase job satisfaction, or by providing training and career development opportunities to support professional growth and increase commitment.

5. Employee Performance

To measure employee performance, periodic and systematic performance assessments can be conducted to provide constructive feedback to employees. So that personnel can set specific, measurable, and realistic performance standards in organizational development, especially the Riau Islands Province Personnel Bureau.

6. For further researchers

they can develop a research model by including other variables that are not included in the model, such as organizational commitment, career development, job insecurity and others

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