

The Effect of Education and Training on Employee Performance Mediated By Competence at The South Sumatera Water Resources Management Office (PSDA)

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ABSTRACT

This study was conducted to examine the influence of education and training on the performance of employees with competencies as intermediate variables at the Water Resources Management Office (PSDA) of South Sumatra Province. This study uses a quantitative method with an associative approach, and involves as many as 83 respondents as a research sample. Data were collected through questionnaires and analyzed using validity, reliability, linear regression, and hypothesis tests through t-tests and F-tests. The results of the study indicate that the education variable does not have a significant influence on employee performance, which is shown by the value of the regression coefficient of -0.039. The significance value obtained is 0.789 (>0.05) indicates that education has no significant effect on employee performance. On the other hand, the training variable was shown to have a positive and significant influence on employee performance, which was shown with a significance value of less than 0.05. Meanwhile, competence had a positive relationship with employee performance with a significance value of 0.011 (<0.05), but did not show a significant direct influence because the significance value was 0.332 (>0.05). Together, the variables of education, training, and competence have a significant effect on employee performance. This is evidenced by a determination coefficient value (R^2) of 0.403, which indicates that employee performance can be explained by these three variables, while the rest is influenced by other factors that were not studied in this study.

A. INTRODUCTION

This research is based on the importance of the role of human resources in supporting the achievement of organizational goals, especially through optimal education and training management. Education and training are strategic steps to improve employees' knowledge, skills, and work attitudes to suit job demands. However, employee performance improvement does not always occur directly, but is influenced by the extent to which the program is able to shape and improve employee competencies. Competencies that include aspects of knowledge, skills, and work behavior are key factors in bridging the relationship between education and training and employee performance. The phenomenon at the South Sumatra Water Resources Management Office (PSDA) shows that even though education and training programs have been implemented regularly, the improvement of employee performance has not been optimal, which indicates that the internalization of work competencies has not been maximized.

Education is a continuous interaction process to develop human potential as a whole, both in terms of knowledge, attitudes, and skills (Sutrisno, 2015).

Training is a tool to improve the abilities and skills of employees to be more capable of carrying out their duties, so that organizational goals can be achieved optimally (Wijayanti, Musringah, & Irdiana, 2018: 189).



Good competence is the main capital for employees in producing high performance, which is reflected in the level of achievement in completing work that refers to the standards, targets, and criteria that have been set by the organization (Rivai, 2015).

Based on theoretical studies, previous research results, and existing phenomena, this study establishes education and training as independent variables, competence as intervening variables, and employee performance as bound variables. This study aims to examine the direct influence of education and training on employee performance, as well as the indirect influence that occurs through competence. In addition, this study also aims to analyze the role of competence in mediating the relationship between education and training and employee performance at the Water Resources Management Office (PSDA) of South Sumatra Province.

B. THEORETICAL STUDY

Education

Mangkunegara (2016: 50) stated that education is a teaching and learning activity that is designed and implemented in a planned, systematic, and structured manner, by utilizing various learning techniques and methods to channel knowledge from individuals to other individuals over a relatively long period of time in order to improve the ability and quality of human resources as a whole.

Deming, DJ (2020:75) states that there are several educational indicators as follows:

- a. Social Skills Development (*Soft Skills*)
- b. Higher Education with a Practical Focus
- c. Continuous Learning and Adaptation

Training

Dessler (2020:260) explained that training is the process of teaching basic skills, both new and existing employees, so that they can carry out their duties optimally.

Armstrong (2023:377) states that effective training needs to be tailored to job needs and competencies, so that it can produce real and impactful changes in work behavior in order to advance performance both at the individual and organizational levels.

Aulia Rahmi Ma'rifah et al. (2023), stated that training indicators are measured through several main indicators, including:

- a. Instructor
- b. Participant motivation
- c. Training methods
- d. Training

Competencies

Candra & Rahmat (2021:115) said that competence is the capacity needed to carry out work, which is based on knowledge, skills, and work attitudes.

Armstrong (2023:160) added that competence is a behavioral dimension that is the basis for individual performance and development standards.

Wibowo (2023:70), said competence is an element that allows individuals to achieve superior performance in job tasks. The competency indicators presented include:

- a. Knowledge
- b. Skills
- c. *Self-concept/Attitude*
- d. Sifat (*Traits*)
- e. Pattern

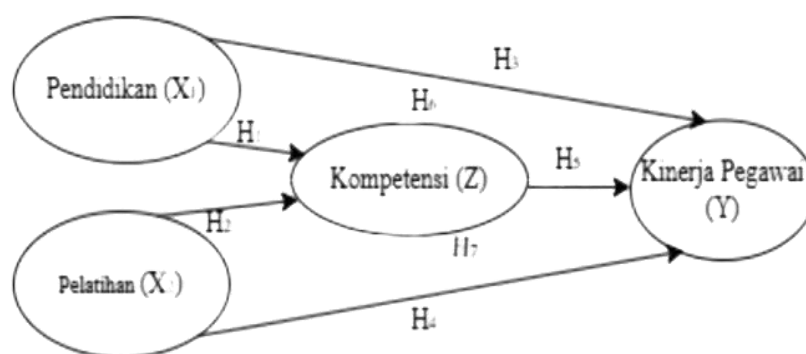
Employee Performance

Putri & Astuti (2022) explained that employee performance is a measure of individual success in carrying out duties and obligations according to the operational procedures that have been set by the organization.

Dassler (2020:300), mentioned several employee performance indicators that are commonly used in assessments, including:

- a. Quality of work
- b. Working quantity
- c. Punctuality
- d. Attendance/Work Discipline
- e. Initiatives

Frame of Mind



The frame of thought described above puts forward the empirical idea that education (X_1) has a causal influence on employee performance (Y), either directly or indirectly through competence (Z). Similarly, training (X_2) is also suspected to contribute to improving employee performance, either partially or through improving competence as a mediating variable. In addition, this framework proposes the simultaneous or collective influence of education and training that together affect employee performance. This indicates a complex multivariate relationship, where competency improvement which includes aspects of knowledge, skills, and work attitudes is a key factor in strengthening the relationship between education, training, and employee performance at the South Sumatra Provincial PSDA Office.

Research Hypothesis

- a. H1: Education has a positive and significant effect on competence at the South Sumatra Water Resources Management Office (PSDA).
- b. H2: Training has a positive and significant effect on competence at the South Sumatra Water Resources Management Office (PSDA).
- c. H3: Competence has a positive and significant effect on the performance of employees at the South Sumatra Water Resources Management Office (PSDA).
- d. H4: Education has a positive and significant effect on the performance of employees at the South Sumatra Water Resources Management Office (PSDA).
- e. H5: Training has a positive and significant effect on the performance of employees at the South Sumatra Water Resources Management Office (PSDA).
- f. H6: Competency mediates the influence of education on employee performance at the South Sumatra Water Resources Management Office (PSDA).
- g. H7: Competency mediates the effect of training on employee performance at the South Sumatra Water Resources Management Office (PSDA).

C. RESEARCH METHODS

The object of this research is the Water Resources Management Office (PSDA) of South Sumatra Province which is located in Sungai Pangeran, Ilir Timur I District, Palembang City 30121, South Sumatra. This research uses a quantitative approach, which is a research method based on the positivism paradigm, which is used to research certain populations or



samples through the processing and analysis of statistical data to test the hypothesis that has been established (Sugiyono, 2024:7).

The population in this study is all Civil Servants (PNS) at the Water Resources Management Office (PSDA) of South Sumatra Province which totals 83 people. Because all members of the population were used as samples, this study used saturated sampling techniques. The types of data used in this study include primary data and secondary data.

The data collection techniques in this study include interviews, questionnaire distribution, literature studies, and documentation. Data analysis was carried out using statistical methods to process research data, which included normality tests, multicollinearity tests, heteroscedasticity tests, multiple linear regression analysis, mediation significance tests (Sobel tests), correlation coefficient analysis, determination coefficient analysis, partial tests (t tests), and simultaneous tests (F tests).

D. RESULTS AND DISCUSSION

Validity Test

Results of the Validity Test of Education Variables (X_1)

Questionnaire Items	Adjusted item correlation with total	Sig & It; a	Validity Results
1	0,000	0,05	Valid
2	0,000	0,05	Valid
3	0,000	0,05	Valid
4	0,000	0,05	Valid
5	0,000	0,05	Valid
6	0,000	0,05	Valid

Data processing in this study was carried out using *SPSS for Windows version 26*. The test results showed that all indicators on the X_1 variable were declared valid, because they had a significance value below 0.05.

Results of the Validity Test of Training Variables (X_2)

Questionnaire Items	Adjusted item correlation with total	Sig & It; a	Validity Results
1	0,000	0,05	Valid
2	0,000	0,05	Valid
3	0,000	0,05	Valid
4	0,000	0,05	Valid
5	0,000	0,05	Valid
6	0,000	0,05	Valid
7	0,000	0,05	Valid
8	0,000	0,05	Valid

Data processing in this study was carried out using the Statistical Package for the Social Sciences (SPSS) for Windows version 26. Based on the validity test results, all indicators on variable X_2 met the established criteria. This can be seen from the significance values of each indicator being below 0.05, so all indicators on variable X_2 are considered valid and can be used as research instruments.

Results of the Validity Test of Competency Variables (Z)

Questionnaire Items	Adjusted item correlation with total	Sig & It; a	Validity Results
1	0,000	0,05	Valid

2	0,000	0,05	Valid
3	0,000	0,05	Valid
4	0,000	0,05	Valid
5	0,000	0,05	Valid
6	0,000	0,05	Valid
7	0,000	0,05	Valid
8	0,000	0,05	Valid
9	0,000	0,05	Valid
10	0,000	0,05	Valid

The research data were analyzed with the help of Statistical Package for the Social Sciences (SPSS) for Windows version 26. The validity test results showed that all indicators in variable Z met the validity requirements. This was proven by the significance values obtained for each indicator being below 0.05, so all indicators of variable Z are considered valid and can be used as measurement tools in the study.

Results of the Validity Test of Employee Performance Variables (Y)

Questionnaire Items	Adjusted item correlation with total	Sig & It; a	Validity Results
1	0,000	0,05	Valid
2	0,000	0,05	Valid
3	0,000	0,05	Valid
4	0,000	0,05	Valid
5	0,000	0,05	Valid
6	0,000	0,05	Valid
7	0,000	0,05	Valid
8	0,000	0,05	Valid
9	0,000	0,05	Valid
10	0,000	0,05	Valid

Data analysis in this study was carried out using the Statistical Package for the Social Sciences (SPSS) for Windows version 26. Based on the validity test results, all indicators in variable Y have met the established criteria. The significance value for each indicator was recorded as less than 0.05, so all indicators of variable Y can be considered valid and suitable for use in the research process.

Reliability Test

Reliability Test Results

No.	Information	Cronbach's Alpha	Alpha Value	Reliability Results
1.	Education (X_1)	0,798	0,70	Reliabel
2.	Training (X_2)	0,781	0,70	Reliabel
3.	Competencies (Z)	0,774	0,70	Reliabel
4.	Employee Performance (Y)	0,770	0,70	Reliabel

Based on the reliability test results, all the answers given by the respondents show a good level of consistency. This can be seen from the Cronbach's Alpha values for each variable being greater than 0.70. Therefore, the research instrument used can be considered reliable and has a level of dependability that meets the testing criteria.



Normality Test**Normality Test Results**
One-Sample Kolmogorov-Smirnov Test

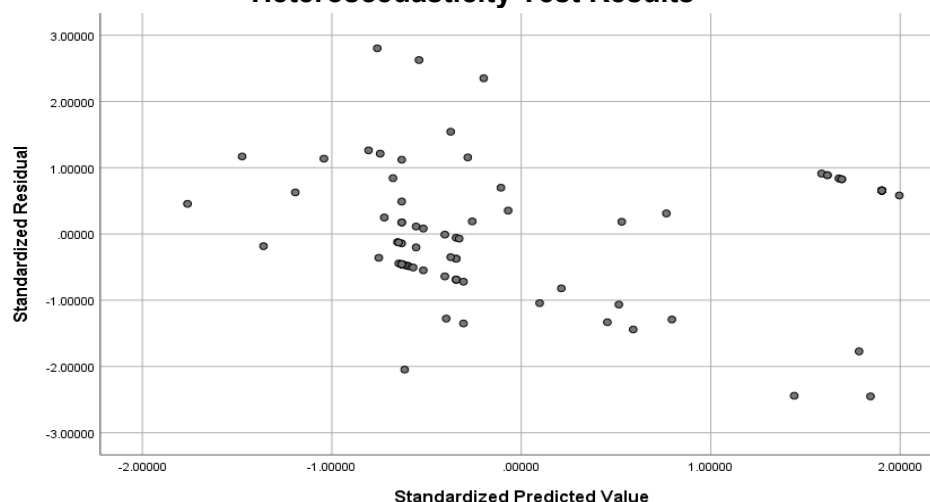
		Unstandardized Residual
N		83
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.11066009
Most Extreme Differences	Absolute	.087
	Positive	.085
	Negative	-.087
Test Statistic		.087
Asymp. Sig. (2-tailed)		.179c

Based on the normality test results in table, the significance value of the residual obtained was 0.179. This value is greater than 0.05, so it can be concluded that the residuals of variables X_1 (Education), X_2 (Training), and Z (Competence) on variable Y (Employee Performance) are normally distributed.

Multicollinearity Test**Multicollinearity Test Results**

		Coefficients ^a				Collinearity Statistics	
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
		B	Std. Error	Beta			Tolerance LIVE
1	(Constant)	15.551	4.656		3.340	.001	
	Education	-.039	.146	-.027	-.268	.789	.766 1.305
	Training	.718	.110	.604	6.542	.000	.887 1.128
	Competencies	.097	.099	.099	.975	.332	.735 1.361

Based on the results of the multicollinearity test, variable X_1 has a tolerance value of 0.766 with a VIF of 1.305. Variable X_2 has a tolerance value of 0.887 and a VIF of 1.128, while variable Z has a tolerance value of 0.735 with a VIF of 1.361. All variables show a tolerance value greater than 0.10 and a VIF less than 10. Therefore, it can be said that the regression model used does not show any signs of multicollinearity.

Heteroscedasticity Test**Heteroscedasticity Test Results**

Based on the scatterplot above, it can be seen that the residual points are randomly scattered around the 0 line on the Y-axis, both above and below. There doesn't seem to be any particular pattern, like a fan-shaped widening and narrowing pattern or a wavy pattern. Although there are a few points that appear slightly clustered or more tightly spread, this condition does not show a systematic and consistent pattern across all predicted values. Therefore, it can be concluded that the regression model does not exhibit signs of heteroscedasticity.

Multiple Linear Regression Analysis

Multiple Linear Regression Analysis X_1, X_2 To Z

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	18.171	4.830		.000
	Education	.630	.149	.419	.000
	Training	.258	.120	.213	.034

Based on the results of multiple linear regression analysis, the following regression equation is obtained:

$$Z = 18.171 + 0.630X_1 + 0.258X_2$$

The constant value of 18.171 represents the amount of competence when the variables of education and training are equal to zero. The coefficient of education variables in the amount of 0.630 means that each addition of one unit in relation to education will increase competence by 0.630. A significance value of 0.000 (< 0.05) shows that education has a positive and significant effect on competence.

Based on the results of the analysis, the value of the training variable coefficient of 0.258 indicates that every increase in one training unit will increase competence by 0.258. With a significance value of 0.034 (< 0.05), it can be concluded that training has a positive and significant influence on competence. The results of the analysis show that both education and training partially have a positive and significant effect on competence.

Multiple Linear Regression Analysis X_1, X_2, Z , Y

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	15.551	4.656		.001
	Education	-.039	.146	-.027	.789
	Training	.718	.110	.604	.000
	Competencies	.097	.099	.099	.332

Based on the output results of multiple linear regression analysis, the regression equation can be explained as follows:

$$Y = 15,551 - 0,039X_1 + 0,718X_2 + 0,097Z$$

The constant value of 15.551 shows that if the variables of education, training, and competence are considered unchanged or zero, then the employee performance is estimated to be at 15.551.



Based on the data processing results, the education variable has a regression coefficient of -0.039. This value indicates a negative relationship between education and employee performance. However, the significance value obtained is 0.789, which is greater than 0.05, so education is not proven to have a significant effect on employee performance.

For the training variable, the regression coefficient is 0.718. This means that every one-unit increase in training is estimated to increase employee performance by 0.718 units. This result is supported by a significance value of 0.000, which is less than 0.05. Therefore, training is proven to have a positive and significant effect on employee performance.

Meanwhile, the competency variable has a regression coefficient value of 0.097, which indicates that the relationship between competency and employee performance is positive. However, the significance value of 0.332 is greater than 0.05. This shows that competency does not yet have a statistically significant effect on employee performance.

Partially, the research results show that out of the three variables analyzed, only training has been proven to significantly affect employee performance. As for education and competency, they do not show a significant effect on employee performance.

Direct Influence On Y

Based on the results of the multiple linear regression analysis, the regression equation obtained is as follows:

$$Y = 17.311 + 0.022X_1 + 0.743X_2$$

The constant value of 17.311 indicates that if the education and training variables are considered to be zero, then the employee performance is estimated to be 17.311.

The education variable has a regression coefficient of 0.022. This value indicates that a one-unit increase in education would theoretically be followed by a 0.022-unit increase in employee performance. However, the significance value of 0.869, which is greater than 0.05, shows that education does not have a significant effect on employee performance.

Next, the training variable has a regression coefficient of 0.743. This means that every one-unit increase in training will be followed by a 0.743-unit increase in employee performance. The significance value of 0.000, which is less than 0.05, indicates that training has a positive and significant effect on employee performance.

Indirect Influence

1) Indirect Influence of Education X_1 on Employee Performance Y, through Competence Z

$$0,419 \times 0,099 = 0,041$$

This means that education has an indirect influence on employee performance through a competency of 0.041.

2) Indirect Effect of X_2 Training on Employee Performance Y, through Competence Z

$$0,213 \times 0,099 = 0,021$$

This means that training has an indirect influence on employee performance through competence with an amount of 0.021.

Referring to the results of previous tests, the competency variable did not have a significant influence on employee performance (significance value $0.332 > 0.05$). Thus, it can be stated that competence cannot function as a mediating variable in the relationship between education and training to employee performance.

Mediation Significance Test (Sobel Test)

Sobel X_1 Test (Education → Competency → Employee Performance)

$$Z = \frac{ab}{\sqrt{b^2 S_a^2 + a^2 S_b^2}}$$

:

$$Z = \frac{0,630 \times 0,097}{\sqrt{(0,097^2 \times 0,149^2) + (0,630^2 \times 0,099^2)}}$$

$$Z = \frac{0,06111}{\sqrt{(0,009409 \times 0,022201) + (0,3969 \times 0,009801)}}$$

$$Z = \frac{0,06111}{\sqrt{0,000209 + 0,003889}}$$

$$Z = \frac{0,06111}{\sqrt{0,004098}}$$

$$Z = \frac{0,06111}{0,064} = 0,95$$

Based on the results of the Sobel test calculation used to test the indirect influence of the educational variable (X_1) on employee performance (Y) through competence (Z), a Z value of 0.95 was obtained. This value is lower than the critical value of 1.96 at a significance level of < 0.05 . This shows that the indirect influence of education on employee performance through competence is not significant. Therefore, it can be concluded that competence does not play a role as a mediating variable in the relationship between education and employee performance. In other words, education does not have a significant influence on employee performance through competence.

Sobel X_2 Test (Training → Competency → Employee Performance)

$$Z = \frac{ab}{\sqrt{b^2 S_a^2 + a^2 S_b^2}}$$

$$Z = \frac{0,258 \times 0,097}{\sqrt{(0,097^2 \times 0,120^2) + (0,258^2 \times 0,099^2)}}$$

$$Z = \frac{0,02503}{\sqrt{(0,009409 \times 0,0144) + (0,066564 \times 0,009801)}}$$

$$Z = \frac{0,02503}{\sqrt{0,000135 + 0,000652}}$$

$$Z = \frac{0,02503}{\sqrt{0,000787}}$$

$$Z = \frac{0,02503}{0,028} = 0,89$$

Based on the results of the Sobel test to see the indirect influence of the training variable (X_2) on employee performance (Y) through competence (Z), a calculated Z value of 0.89 was obtained. This value is below the table Z-value of 1.96 at a significance level < 0.05 . This condition shows that the indirect influence of training on employee performance through competencies has not been proven to be statistically significant. Thus, it can be stated that competence is not able to be an intermediate variable in the relationship between training and employee performance. This means that training does not have a significant impact on employee performance through competence.

Correlation Coefficient Analysis**Results of Correlation Coefficient Analysis**

		Correlations			
		X1	X2	Z	Y
Education	Pearson Correlation	1	.249*	.472**	.171
	Sig. (2-tailed)		.023	.000	.123
	N	83	83	83	83
Training	Pearson Correlation	.249*	1	.317**	.629**
	Sig. (2-tailed)	.023		.003	.000
	N	83	83	83	83
Competencies	Pearson Correlation	.472**	.317**	1	.278*
	Sig. (2-tailed)	.000	.003		.011
	N	83	83	83	83
Employee Performance	Pearson Correlation	.171	.629**	.278*	1
	Sig. (2-tailed)	.123	.000	.011	
	N	83	83	83	83

The results of the correlation analysis showed that training had a positive and significant relationship with employee performance, with a strong level of relationship. Education is not directly correlated significantly with employee performance. However, education is significantly correlated with competence, and competence is significantly correlated with employee performance. This indicates that competence as a mediator variable influences education on employee performance.

Coefficient Determination Analysis**Results of Determination Coefficient Analysis**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.635a	.403	.380	3.169

An R-Square value of 0.403 indicates that education, training, and competency are able to explain employee performance by 40.3%, while the other 59.7% are explained by variables that were not studied. Meanwhile, the adjusted R Square value of 0.380 indicates that after adjustment, the contribution of independent variables is 38%.

T test (Partial)**Results of the t Test (Partial)**

		Coefficientsa				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	15.551	4.656		3.340	.001
	Education	-.039	.146	-.027	-.268	.789
	Training	.718	.110	.604	6.542	.000
	Competencies	.097	.099	.099	.975	.332

From the results of the partial test (t-test) in the Table above, it can be seen that the education variable does not have a significant effect on the Y variable, with a significance value of 0.789 (> 0.05) and t calculated -0.268. In contrast, the training variable showed a significant influence on performance, indicated by a significance value of 0.000 (< 0.05) and t count 6.542. Meanwhile, the competency variable also did not have a significant influence because the significance value was 0.332 (> 0.05) with t calculated 0.975. Thus, only training has been shown to have a significant effect on performance partially.

F Test (Simultaneous)

Test F Results (Simultaneous)						
ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	535.250	3	178.417	17.764	.000b
	Residual	793.449	79	10.044		
	Total	1328.699	82			

The F value obtained from the analysis in table is 17.764 with a significance of 0.000. Since the significance of 0.000 is less than 0.05, the independent variables X_1 , X_2 , and the variable Z together have been shown to have a significant effect on the dependent variable (Y), indicating that the regression model is feasible and can be continued to the next analysis.

The Effect of Education (X_1) on Employee Performance (Y)

Education level (X_1) reflects the employee's capacity for knowledge, insight, and theoretical ability at work. Although higher education is expected to improve performance, the results of the analysis show that this variable does not have a significant effect on employee performance. This can be seen from the correlation value of 0.171 with a significance of 0.123 which exceeds 0.05.

The Effect of Training (X_2) on Employee Performance (Y)

Training variables based on the results of the analysis showed a significant and strong influence on employee performance. This can be seen from the correlation value of 0.629 with a significance of 0.000. The relationship is positive, so that improving the quality of training will be in line with improving employee performance. In addition, training also plays a role in developing skills, technical capabilities, and work efficiency that support performance improvement.

The Influence of Competency (Z) on Employee Performance (Y)

The competency variable based on the results of the study had a positive relationship with employee performance, with a correlation value of 0.278 and a significance of 0.011 which showed a significant relationship. However, the results of the regression test showed a significance value of 0.332 (> 0.05), so competence was not proven to have a significant direct influence on performance in this research model. This means that the existing relationships are not strong enough to have a direct impact on performance changes.

The Role of Competency (Z) as a Mediation Variable

Based on Sobel's test, it can be seen that competence does not have a role as a mediator in the relationship between education and training to employee performance. This is shown by the calculated Z value of 0.95 on the education track and 0.89 on the training track, both of which are lower than the Z value of the table 1.96. In addition, the value of the indirect influence of training through competency of 0.021 is very small and insignificant, so competence is not able to mediate the relationship.



Educational Mediation (X1), Competency (Z) on Employee Performance (Y)

From the results of the path analysis, it can be seen that education has a positive and significant influence on competence (sig. 0.000 < 0.05). However, competence did not have a significant effect on employee performance (sig. 0.332 > 0.05), and education also did not show a direct effect on performance (sig. 0.869 > 0.05). This condition shows that the mediation path is not statistically fulfilled. Thus, although competence can conceptually play a role as a mediator between education and performance, in this study this role was not proven. This means that improving education only has an impact on competence, but has not been able to improve performance directly.

Training Mediation (X2), Competence (Z) on Employee Performance (Y)

The results of the Sobel test showed that the Z value was calculated as 0.89, which was below the Z value of table 1.96 at a significance level of 0.05. These findings indicate that the indirect influence of training on employee performance through competencies is not significant. Therefore, it can be concluded that competence does not play a role as a mediating variable in the relationship between training and employee performance.

The Influence of Education (X1), Training (X2), and Competence (Z) on Employee Performance (Y)

The R Square value of 0.403 or 40.3% obtained from the determination coefficient analysis shows that education, training, and competency together contribute to employee performance by 40.3%. The other 59.7% were explained by other factors that were not included in this study. These results also show that training is the most dominant variable in influencing performance, while education and competence do not have a significant direct influence on the model used

E. CONCLUSION AND SUGGESTIONS**Conclusion**

Based on the results of the study, it is known that education does not have a significant direct influence on employee performance, but has a significant influence on competence, so it can be interpreted that the role of education is more dominant in improving employees' abilities, knowledge, and skills than in improving performance directly. Meanwhile, training has been proven to have a positive and significant influence on employee performance, so it is the most dominant factor in encouraging performance improvement, because training is able to increase practical skills, effectiveness, and efficiency at work. Simultaneously, education, training, and competency were able to explain the variation in employee performance in this research model, although there were still other factors outside the study that also affected employee performance.

Suggestions

It is recommended that agencies improve the quality of training in a targeted and sustainable manner and build a work environment that supports competency development. This research can also be used as a reference for academics in the field of human resource management. For further research, it is recommended to add variables such as motivation, leadership, or organizational culture, as well as expand the research object so that the results are more comprehensive

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