

The effect of competence on job satisfaction and its impact on employee performance at the culture and tourism office of east Belitung Regency

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Using the use of work satisfaction as a mediator, this study seeks to compare the direct and indirect effects of competency characteristics on employee performance because to improve employee performance the steps taken must be effective and efficient with strong evidence. According to Usman (2012), competence is defined as anything that both qualitatively and quantitatively represents a person's qualities or talents. Many researches have shown that competence has an impact on both employee performance and job satisfaction. Employee performance is influenced by job satisfaction as well, and it is considered that job satisfaction may be able to mediate the impact of competence on employee performance. There are 70 employees in total, and path analysis techniques are being used to determine which path, considering both direct and indirect affects, is the most effective. The study's findings also demonstrate that every variable falls within the "high" category. The study's findings indicate that all regression lines have positive values, demonstrating the existence of both a direct and indirect effect. Based on the comparison of the regression values, it was determined that competence had a direct effect on employee performance at the East Belitung Regency Culture and Tourism Office, with the direct effect value being higher than the indirect effect.

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1. Introduction

Discovering out each employee's level of performance is necessary through employee performance appraisal (Hasibuan, 2016). The outcomes of performance reviews can demonstrate whether employees meet the organization's requirements for both quality and quantity (Zainal et al., 2015). Evaluation of an employee's performance in the present and/or in the past in light of their performance criteria is known as performance appraisal (Dessler, 2015). Performance is the outcome of the quality and amount of work that an employee completes while performing his or her obligations in accordance with the tasks assigned to them (Mangkunegara, 2017). Employee performance, which encompasses product quality, price, service, punctuality, aesthetics, and other quality aspects that are constantly evolving to continue to satisfy customers, is a crucial factor in an organization's ability to compete successfully in the global market (Zainal et al., 2015).

Competence has been linked to better performance, according to several research. Competence is one means to raise employee performance (Farida et al., 2020). It is further emphasized that human resources' competences can raise employee performance in their work. Competence is the capability of human resources to do activities or jobs involving abilities, skills, and behavior (Sedarmayanti, 2017). The

enhancement of employee performance in an organization will be impacted by the high competence of the workforce (Aima et al., 2017). A company's ability to improve employee performance is influenced by the skills of its human resources department (Yusrisal & Heryanto, 2019). High performance can be achieved by ensuring that each employee is highly competent (Farida et al., 2020).

In the above empirical studies on how competence affects performance, diverse findings from various studies are presented. Sutton and Watson's (2013) investigation of the relationship between competence and performance revealed that there was no discernible connection between the two. Competence can enhance performance, according to research published (Aima et al., 2017; Farida et al., 2020; Yusrisal & Heryanto, 2019). Some of the study's findings indicate that performance is influenced by competence, but not just competence. Other factors, such as job satisfaction, have a big impact and are highly important.

Mangkunegara (2017) defines job satisfaction as a state that motivates workers to complete their tasks. These emotions touch on matters of pay, money earned, prospects for professional growth, interactions with coworkers, job placement, nature of work, and organizational structure of the company. According to several studies, job satisfaction can significantly improve performance; the more satisfied an employee is at work, the more productive they are (Hendri, 2019; Sembiring et al., 2020; Soomro & Shah, 2019).

According to other studies, competence influences job happiness in addition to performance (Arafat & Darmawati, 2022; Gorenak et al., 2019). Job satisfaction is positively correlated with competence; as competence rises, so does job satisfaction. According to additional study, job happiness may operate as a mediator between competence and performance (Zulkifli et al., 2022). This is what drives academics to study these three variables because of their significance and individuality, which prompts them to consider whether competency has a greater impact on performance when it directly influences it or when it is mediated by job satisfaction.

Employees of the East Belitung Regency Culture and Tourism Office were the focus of this study. Managing regional government affairs in accordance with the concepts of autonomy and co-administration in the sphere of culture and tourism is the responsibility of the department of culture and tourism. The East Belitung Regency's Culture and Tourism Office performs a variety of tasks in the course of its primary responsibilities, such as developing policies for carrying out government affairs in the cultural and tourism sectors, putting those policies into practice, evaluating those policies, and reporting on those outcomes, as well as implementing those policies.

It is a written responsibility for the 2019 East Belitung Regency Culture and Tourism Office's good governance, based on research on the performance of East Belitung Regency personnel that is related to the performance report (LKJ) of the 2019 Culture and Tourism Office. This LKJ is created by gathering data and information from fields that specifically deal with programs, activities, and performance goals to be met in 2019. However, efforts to address these shortcomings and constraints have been made to the greatest extent possible by maximizing the resources at the East Belitung Regency Culture and Tourism Office as well as partnerships with potential external resources as stakeholders in the tourism and tourism sector. Of course, implementation still has flaws and obstacles to overcome. According to the East Belitung Regency Culture and Tourism Office's 2018 LKJ, the office's performance in 2018 was evaluated in terms of activity performance, target performance, and reported performance analysis that reflected success and failure. It also included information on how well the office performed overall. Based on the 2016–2021 Strategy Transformation Plan, the Culture and Tourism Office of East Belitung Regency has set 2 (Two) targets with 14 (Fourteen) performance indicators for 2019.

Employees appear to be content with their positions, according to information from the head of the East Belitung Regency Tourism and Cultural Office. Yet, that doesn't mean it can't be made better. Basically, if these workers are content with their work, their performance will improve. There are signs that some employees' job satisfaction is low since their roles don't match their educational background. The difference in person's educational background with what the office needs is a sign that their skills don't match the type of work they are doing. The fact that employee motivation is still erratic is another sign. This is seen in the employees' excitement during particular tasks, such as those with tight deadlines, which demotivates them. This is another factor contributing to subpar employee performance.

The main focus of this study is initiatives to enhance employee performance through the influencing factors, specifically competence and job satisfaction, in light of the challenges that have been described. In

order for these efforts to be more successful and efficient, it is vital to establish in advance whether or not job satisfaction actually mediates the impact of competence on performance. The findings of this study should be able to shed more light on satisfaction's role as a mediating factor in the relationship between competence and employee performance.

2. Research Method

Competence

The basic definition of competence is "ability or skill" (Muhibbin, 2012). "competence means something that describes a person's qualifications or abilities, both qualitatively and quantitatively" (Usman, 2012). In this case competence is defined as the knowledge, skills and abilities possessed by someone who has become part of himself, so that he can carry out cognitive, affective and psychomotor behaviors as well as possible. Therefore, Finch and Crunkilton describe competence as "mastery of a task, skills, attitudes, and appreciation essential to promote achievement," as cited by Mulyasa (2010). Competence is not merely a mixture or summation of information and skills. The outcome of growing information and skills is only but gradually. In math, multiplication will yield far larger values than simple addition. According to (2016), competence is the capacity of a person to perform a task successfully and has benefits depending on issues connected to knowledge, expertise, and attitude.

Lyle Spencer and Signe Spencer divided the competencies into some groups, each of which comprised a certain number of competencies to bring the total number of competence in each group to six. According to some of the following competencies (Kusumastuti, 2014).

Achievement and action is a mindset that entails the following competencies: (1) achievement oriented; (2) attention to order, quality, and precision; (3) initiative; and (4) searching and information gathering. a) The degree to which a person strives to do well or above the norm at work is referred to as orientation to achievement. This ability is demonstrated by a focus on outcomes, efficiency, standards, improvement, entrepreneurship, and resource optimization. An individual is encouraged to eliminate ambiguity in the workplace, particularly with relation to the availability and correctness of data and information, by paying attention to cleanliness, quality, and accuracy. These abilities include decreasing uncertainty, monitoring, and clarity. b) Initiative is the desire or level of effort to go above and beyond what is required by the job and to take action without first waiting for orders. The action is made to proactively develop new opportunities and enhance work results. When referring to the extent of one's efforts to seek out and gather information in order to improve the quality of decisions and actions based on accurate information and experience of environmental conditions, the phrase "searching and gathering information" can also be interpreted as the capacity to understand something in more detail.

A service capacity that emphasizes client satisfaction and empathetic skills. Empathy is the capacity to hear and understand what is not being stated as well as to comprehend the emotions and ideas of another. An orientation toward customer satisfaction is a readiness to assist and fulfill the demands of clients or other people.

The capacity for influencing others, which comprises the skills of organizational awareness, support and influence, and building relationships. Competence (1) is the capacity to persuade, convince, influence, or make a favorable first impression on others in order to gain their support for one's beliefs. Competency (2) is the capacity to comprehend the interrelationships of power or position within an organization, to recognize those who contribute to or have influence over decisions, and to forecast the impact of a situation or condition on the outcomes of particular people or groups within an organization.

Management skills with the following competency scope: (1) capacity for support; (2) bravery in issuing commands and making use of positional power; (3) teamwork and cooperation; and (4) group leadership. Competence (1) refers to the capacity to promote others' growth or learning. Competence (2) is the capacity to order and guide people in conformity with the objectives of the organization, either through one's own abilities or by the authority of one's position. Competence (3) is the capacity and readiness to participate in or cooperate with a work group of others. Competence (4) is the capacity and readiness to take on the role of a group leader, typically displayed in a formal authority position.

Thinking ability, which involves the following skills: (1) conceptual thinking; (2) analytical thinking; and (3) technical expertise. Competence (1) is the capacity to dissect a scenario or difficulty into smaller, more manageable components or to recognize the significance of a situation step by step using prior

information and understanding. Competency (2) is the capacity to comprehend situations or issues by taking a holistic view of them, including the capacity to spot hidden patterns of relationships between issues or the capacity to spot basic issues in difficult circumstances. Competence (3) refers to the ability to master explicit knowledge in the form of expertise or skills to execute a task, as well as the drive to acquire, apply, and share knowledge and abilities with others.

Job Satisfaction

According to Robbins (2017), job satisfaction refers to one's overall attitude toward their work and the discrepancy between the benefits they receive and the rewards they feel they should receive. According to Hasibuan (2016), having a positive emotional attitude toward one's work and loving it contribute to one's sense of job satisfaction. This satisfaction is also experienced when one meets expectations. The attitude of employees in the workplace, including work settings and collaboration between leaders and coworkers, is intimately related to job satisfaction.

Kreitner and Kinicki (2001) identified five characteristics that can affect job satisfaction, including the following: a) Need fulfillment, the level of job features that give people the chance to meet their requirements determines satisfaction. b) Discrepancies, meeting expectations is what leads to satisfaction. The extent to which expectations are met shows how much the employee actually receives from his or her position. People will not be pleased if their expectations are higher than their actual experience. Individuals, on the other hand, will be content if they receive benefits that exceed their expectations. c) Value attainment, in order to feel satisfied, one must believe that their work satisfies significant personal work values. d) Equity, the amount to which a person is treated honestly at work determines how satisfied they are. e) Genetic components, personal characteristics and hereditary factors play a role in job happiness. This suggests that, in addition to the features of the workplace, individual differences have a significant role to play in explaining job happiness.

In addition to the causes of job satisfaction, there are also determinants of job satisfaction (Luthans, 2011). Are as follows : a) Work it self, according to their particular disciplines, each profession calls for a specific set of skills. Whether a task is difficult or not, and if a person feels that his skills are required to complete it, will affect how satisfied they are with their work. b) Supervision, consideration is given to consistent leadership in relation to job satisfaction. Functional relationships show the degree to which managers support employees in upholding important workplace ideals. The foundation of the relationship is mutual attraction that reflects shared fundamental attitudes and beliefs, such as a similar outlook on life. When both sorts of relationships are healthy, there is the highest level of job satisfaction with superiors. Employees will become more motivated and satisfied with their jobs under managers who exhibit transformational leadership qualities. c) Co-workers, colleagues have a role in how well employees get along with one other, their supervisors, and other workers who do similar and unrelated jobs. d) Promotion, if there is a chance for career advancement while working is influenced by promotion. e) Pay, it is a determinant in determining whether the needs of employees are met or not.

Job satisfaction, as previously stated, is a person's attitude toward their employment (Rivai & Sagala, 2014). The way a person approaches their work determines the behaviors they exhibit while doing their jobs. Despite being one of the causes, according to Handoko (2008), job satisfaction has an impact on absenteeism and employee turnover rates. Employee turnover and absenteeism reduce as job satisfaction rises, and vice versa; a low level of job satisfaction can lead to a high level of both. Workers that are unhappy at work tend to be absent more frequently and frequently quit their employment.

Finding sources of job satisfaction can, according to As'ad (2013), generate certain conditions that allow workers to be more passionate and feel happy at work. Hasibuan (2016), on the other hand, claims that he likes his job and that job satisfaction is a good emotional attitude. Workplace morale, orderliness, and productivity all reflect this mentality. According to Kartono (1994), one of the genuine satisfactions attained in the workplace is pride, satisfaction, and happiness brought on by success in completing work assignments (responsibility for work), also known as the satisfaction of the skill or skill instinct.

From the numerous viewpoints expressed above, it can be inferred that the following traits are present in persons who are content with their jobs: (1) Feeling comfortable with his job (2) Enjoy and love work (3) Passionate and happy with work (4) Responsible for his work.

Job satisfaction among employees is a crucial factor to investigate. This is because job happiness affects other factors including productivity and performance (Embuldeniya, 2017; Khan et al., 2012; Ndulue

& Ekechukwu, 2016). Job satisfaction is investigated as the dependent variable because of the many factors that can affect it.

Employee Performance

Anwar Prabu Mangkunegara (2017) stated: "performance (work achievement) is "the consequence of work in quality and quantity obtained by an employee in carrying out his duties in accordance with the obligations provided to him". Performance, on the other hand, is defined by Arif Ramdhani in Mangkunegara (2017) as the willingness of an individual or group of individuals to carry out tasks and perfect them in line with their responsibilities with the desired outcomes.

Moreover, job performance, work implementation, and performance outcomes can be used to define performance (Suwatno, 2008). Performance, according to August W. Smith, "is output originates from processes, human otherwise," which indicates that performance is the outcome of a process completed by humans. Also, according to Mangkunegara (2017), employee performance is the outcome of the quality and quantity of work that an employee completes while doing his or her obligations in accordance with the tasks assigned to them. The writers draw the conclusion that performance is the outcome of work completed by an employee in line with defined standards and criteria within a specific amount of time from some of these meanings. Mangkunegara (2017) asserts that the following traits are present in those who perform well: (1) Have high personal responsibility (2) Dare to take and bear the risks faced (3) Have realistic goals (4) Have a thorough work plan and strive to realize its goals (5) Utilize concrete feedback in all work activities it does (6) Look for opportunities to realize the plans that have been programmed.

Mathis and Jackson (2016) suggest the following five major metrics for gauging performance: a) Quantity of output, the quantity of output is the amount of work that a person produces while working, whether it meets the given aim, exceeds the target, or even falls short of the target. b) Quality of output, the degree to which the process or outcomes of implementing activities are almost flawless or nearly in line with the anticipated aims is known as the quality of output. How well and accurately the work that employees did was reflected in the results. c) Timeliness of output, the results of his work being finished on time, more quickly than expected, or even frequently late are all indicators of his output's timeliness. d) Presence at work, the degree to which a person is disciplined and always present at work is known as presence. Never be late by being on time. Never leave for home before the scheduled time; in other terms, always leave at the scheduled hour. e) Cooperativeness, the level of a worker's ability to work cooperatively with coworkers, bosses, and subordinates to accomplish organizational goals is known as cooperativeness. There are typically some tasks that must be completed in groups inside an organization. Because of this, the capacity for collaboration is crucial to ensuring the success of his work.

Hypothesis

The HRM theory is the overarching theory that serves as the foundation for resolving this research issue. Human resource management, according to Hasibuan (2016), is the science and art of managing relationships and the workforce's function in a way that contributes to the achievement of organizational, employee, and community goals. In light of this knowledge, HRM describes the current workforce in order to achieve corporate or organizational objectives. In actuality, organizational behavior, which is the Main theory in this study, and human resource management are inseparable concepts.

Individual behavior, group behavior, and organizational features are the three main focuses of organizational behavior, according to Robbins and Judge (2017). Gibson (2012) made the similar claim that organizational behavior may be analyzed at three different levels: individual, group, and organizational. Two fundamental aspects, namely linked individual qualities and the surrounding environment, have an impact on each person's conduct. The subsequent behavior, both positive and negative, will be determined by these variables. Individual behavior will undoubtedly influence how an organization will function in the long run. If the behavior is as intended, it will undoubtedly help the organization achieve its objectives.

The idea of organizational behavior, which controls one's personal behavior, is the basis for the position of competence. According to Boulter (2003), competence is a person's capacity to meet organizational objectives. The dimensions indicated by Wibowo (2014) , where these competences are separated into three items, namely Knowledge, Skill, and Attitude, would later be disclosed as indicators to measure competence.

Because it can affect performance both directly and indirectly, job happiness is a factor that cannot be undervalued. Being an expression of a job's effectiveness and efficiency, performance is the objective of HRM, making it a very popular and significant characteristic to research.

Job happiness will depend on competence. According to various researchers, job happiness is influenced by first competence to a lesser extent (Gorenak et al., 2019; Pradnyana et al., 2018; Prameswari & Sridadi, 2019). Second, the limited impact of job satisfaction on performance (Carvalho et al., 2020; Gunawan, 2019; Palar, 2016). Finally, a number of research indicate that job satisfaction can operate as a mediator between competence and performance improvement (Deswarta, 2017; Hilmi Hilmi, 2015; Purnomo, 2016; Suristya & Adi, 2021).

Research methodology

This study used a descriptive and verification methodology. This study makes an effort to describe the circumstances surrounding each variable and confirm the suggested ideas. The population of this study consisted of all 70 staff members of the East Belitung Regency Culture and Tourism Office. They processed and evaluated the questionnaire data using the Amos Graphic tool because all of the surveys that had been tested earlier were valid and reliable. Data analysis use path analysis to estimate the strength of each independent variable's direct and indirect impact on the dependent variable

3. Results And Discussions

The researcher gathered a summary of the responses to this study from the 70 questionnaires that were delivered. The first finding was that 43% of respondents were female and 57% were men. Second, according to their level of education, 62% of respondents only had a high school or vocational education, 30% had a bachelor's degree or a D4 degree, 5% had a D3 education, and 3% had a master's degree. Third, 59% of respondents have worked for 6–10 years, and 41% have worked for 1–5 years, according to the category of service length. Fourth, according to age groups, 26% of respondents were between the ages of 25 and 35, 21% were between the ages of 46 and 55, 12% were under the age of 25, and 1% were over the age of 56.

Tabel 1. Questionnaire Recapitulation Results

Variable	Percentage	Information
Competence	69,88	High
Job satisfaction	89,53	High
Employee performance	86,15	High

Table 1 shows that the personnel of the Kab. East Belitung Culture and Tourism Office have a high degree of expertise. This demonstrates that workers are highly capable. Moreover, the Department of Culture and Tourism Kab. East Belitung staff have exceptionally high levels of job satisfaction. This demonstrates that what is received is consistent with what was anticipated or how the employee perceived his job to be. Lastly, the District Culture and Tourism Office staff members' performance level. East Belitung is ranked extremely high. This demonstrates that the quality and quantity of the work produced by the personnel of the Regency's Culture and Tourism Office. For the time being, East Belitung unity's performance of its job tasks is consistent with the obligations placed upon it.

Researchers utilized the following models with the assistance of the Amos Graphic software to determine the outcomes of path analysis:



Figure 1. Research Model

The impact of each independent variable on the dependent variable is depicted in Figure 1. It can be concluded that all independent factors have a positive influence on the dependent variable because all regression lines have positive numbers. The author includes a table of regression weights so that readers can determine the size of the regression that takes place.

Table 2. Regression Weight

Regression Weights		Estimate	S.E.	C.R.	P
Job Satisfaction	<--- Competence	0,579	0,115	5,054	***
Employee Performance	<--- Competence	0,537	0,132	4,061	***
Employee Performance	<--- Job Satisfaction	0,84	0,119	7,074	***

Table 2 demonstrates that each independent variable has a varying degree of influence over the dependent variable. With a crucial ratio value of 5.054 and a p-value symbol (***), which indicates that H_1 is accepted and that competence has a partial effect on job satisfaction, competence factors have a partial impact on job satisfaction. The findings of this study support the findings of other studies by other academics who hypothesized that job happiness is somewhat influenced by competence (Gorenak et al., 2019; Pradnyana et al., 2018; Prameswari & Sridadi, 2019).

With a critical ratio value of 4.061 and a p-value symbol (***), which indicates that H_2 is accepted and that competence has a partial effect on employee performance, competency variables have a partial impact on worker performance. The findings of this study are consistent with those of several studies carried out by researchers who maintained that employee performance is somewhat influenced by competence (Carvalho et al., 2020; Gunawan, 2019; Palar, 2016).

With a critical ratio value of 5.054 and a p-value symbol (***), the Job Satisfaction variable has a partial effect on Employee Performance, indicating that Competence has a partial effect on Job Satisfaction. The results of this study are the same as research conducted by several researchers who argued that Job Satisfaction partially has a positive effect on Employee Performance (Deswarta, 2017; Hilmi Hilmi, 2015; Purnomo, 2016; Suristya & Adi, 2021).

Table 3. Standardized Direct Effect

Standardized Direct Effects	Competence	Job Satisfaction
Job Satisfaction	0,52	0
Employee Performance	0,335	0,584

Table 4. Standardized Indirect Effect

Standardized Indirect Effects	Competence	Job Satisfaction
Job Satisfaction	0	0
Employee Performance	0,304	0

Tables 3 and 4 show a comparison of the direct and indirect effects that take place. Competence has a 0.335 direct impact on employee performance. The indirect impact of competence on employee performance is 0.304, and it is mediated by job satisfaction. The comparison's findings demonstrate that the Direct Effect has a higher regression value than the Indirect Effect ($0.335 > 0.304$), making the Direct Effect Path, where Competency Directly Influences Job Satisfaction, the most effective approach. Several studies have found that Job Satisfaction mediates the relationship between competence and performance (Deswarta, 2017; Purnomo, 2016; Suristya & Adi, 2021; Suroto et al., 2018), and this result is consistent with that finding. However, there is a difference when the path taken is the Direct Effect because the Direct Effect's value is higher than the Indirect Effect's.

4. Conclusion

From the results of the study it was found that Competence, Job satisfaction and Employee performance are at the high level. Separately, Competence and employee Job Satisfaction have an effect on Employee Performance with each influence percentage 11.22% and 34.1%. Job Satisfaction mediates the effect of Competence on Employee Performance, but the more effective path is the Direct Effect of Competence on Employee Performance because the Direct Effect value is greater than the Indirect Effect value.

There are limitations in this study. First, the research conducted on limited number of population, maybe if the study was done in more abroad location, maybe there will be clearer result than this. Second, the research model used in this study is path analysis model which have a limit to which indicator that explain each variables. The next research could use the Structural Equation Model which explain not only the path or regression that happen, also the indicator which explain each variables.

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