

Human Resource Performance Model Based on Person–Job Fit and Training Mediated by Human Resource Competence at Dr. Gondo Suwarno Regional Hospital

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Abstract. *This study aims to analyze the effect of Person–Job Fit and Training on Employee Performance with Human Resource Competence as a mediating variable at RSUD dr. Gondo Suwarno. This research employed a quantitative approach using a survey method involving 133 respondents. The data were analyzed using Structural Equation Modeling based on Partial Least Squares (SEM-PLS). The results indicate that Person–Job Fit has a positive and significant effect on Human Resource Competence. Training also has a positive and significant effect on Human Resource Competence. Human Resource Competence has a highly significant effect on Employee Performance. However, Person–Job Fit does not directly affect Employee Performance but is fully mediated by Human Resource Competence. These findings suggest that improving employee performance in public hospitals is not solely determined by job suitability but primarily by competence developed through appropriate placement systems and training programs. Competence plays a key role in enhancing employee performance within regional public hospitals.*

Keywords: *Competence; Employee; Performance; Training.*

1. Introduction

Human resources (HR) are the most valuable asset for any organization, including hospitals. HR performance is a determining factor in the quality of services provided, especially in healthcare institutions like hospitals that provide direct services to the public. Therefore, improving HR performance is a priority that must be pursued through various strategic approaches.

The concept of Person–Job Fit refers to the match between an individual's characteristics (such as skills, values, and preferences) and the demands of the job he or she holds. (Kristof-Brown et al., 2005a) This theory emphasizes that individuals who have a high fit with the work they do tend to be more satisfied, motivated, and perform better. (Piasna, 2018). A common phenomenon is that many employees do not feel suited to the work they do, which causes job dissatisfaction, stress, and decreased performance. (Cable & DeRue, 2002) Despite

rigorous recruitment processes by organizations, job-person mismatches are still common. This impacts their effectiveness and productivity in providing optimal medical care to patients.

Training is an important instrument in human resource development to improve the skills and knowledge required for work. According to the Human Capital theory introduced by (Becker, 1964) Training is an investment that can improve the quality of human resources through the development of better competencies. Training can provide employees with the ability to adapt to job demands and improve their performance. Research conducted by (Wibowo & Syaiful, 2021) Studies show that focused and relevant training can improve individual and overall organizational performance. Training programs that do not align with employee job needs can lead to suboptimal achievement of organizational goals.

Human resource competency refers to the combination of knowledge, skills, attitudes, and values that employees possess to perform their jobs effectively. Competence is a key factor in improving performance. (Spencer & Spencer, 1993). Human resource competency is an important aspect that mediates the relationship between Person-Job Fit and Training on HR Performance. Employees who have good competency can apply the knowledge and skills gained from training and from their job fit to improve performance. (Cao, 2014) However, there is a gap in understanding between HR competencies and how they are implemented to improve daily hospital performance. This indicates the need for a more holistic approach to understanding and developing HR competencies to achieve organizational goals.

Some previous studies such as in the study (Rahayu, 2020), it was found that HR Competence plays a significant role as a mediator between Training and HR Performance. These results support the theory that effective training can improve competence, which in turn has a direct impact on improving employee performance. (Arifin, 2022b) examined the Influence of Person-Job Fit on Employee Performance with Competence as a Mediator and found that HR Competence mediates the relationship between Person-Job Fit and HR Performance. This finding confirms that the fit between an individual and a job not only directly influences performance, but also through increasing the individual's competencies. The research conducted by (Sari & Nugroho, 2023) Research shows that training can improve human resource competency, which in turn improves human resource performance. This research proves that well-structured training can improve employee skills and abilities, thus impacting their performance.

Of the several studies above that support it, there are several previous studies that contradict it, namely: (Prasetyo, 2021) In his research, he found that training had no direct impact on HR performance, but only increased employee work motivation. This research shows that training effectiveness cannot always be measured directly through improved performance, but rather through changes in attitudes and work motivation, which can impact performance in the long term. (Lestari, 2020) stated in their research that person-job fit had no significant effect on HR performance. Other factors, such as workload and work environment, were more

dominant in influencing performance. This research challenges the hypothesis that individual-job fit directly improves performance. (Dewi, 2022) revealed that HR Competence did not have a significant influence as a mediating variable between Training and HR Performance. This result contradicts the theory that states that competence is an important mediator in the relationship between training and performance, and suggests that other factors (such as experience and managerial support) may be more influential in improving performance. (Harahap, 2023) Research shows that employees who feel they are well-suited to their jobs (PJ Fit) do not necessarily possess high levels of competence due to a lack of appropriate training and competency development. This indicates that while job fit is important, training is a greater determinant of competence and performance improvement. (Yuliana, 2019) examined training and its impact on HR competencies, but the results showed that training that was not tailored to employee needs had no significant impact on HR competencies. This study highlights the importance of training design and relevance to job needs in order to positively influence performance.

Although numerous studies support a positive relationship between Person–Job Fit, Training, HR Competencies, and HR Performance, the results of some studies are still inconsistent and differ. One of the main differences is whether Training can directly improve HR Performance, or only influence it through improving HR Competencies. Similarly, the role of Person–Job Fit, which in some studies has not always been proven to have a direct effect on HR Performance, although theory supports that the fit of individuals with jobs will increase work productivity.

The existing research gap provides an important contribution to the development of the hypotheses in this thesis, namely: does HR competency mediate the relationship between Person–Job Fit and HR Performance? and does training have a direct effect on competency and performance, or is it more influenced by other factors?

A phenomenon that occurs at Dr. Gondo Suwarno Regional General Hospital is the gap between the organization's needs in terms of human resource performance and existing human resource management, particularly related to Person–Job Fit, Training, and Human Resource Competence. Although the hospital has provided various types of training, many training programs are not always on target or unable to meet the needs of employee competency development. As a result, many employees do not get the maximum benefit from the training provided, which in turn affects their performance. Another gap arises from a lack of in-depth understanding of the importance of Human Resource Competence as a mediator between Person–Job Fit and Training on Human Resource Performance.

2. Research Methods

This study uses a quantitative approach with an explanatory research approach. The quantitative approach was chosen because this study aims to test the relationship between predetermined variables and generate generalizations based on numerical data. (Sugiyono, 2019). Explanatory research is used because this research explains the causal relationship between the variables in the model: Person–Job Fit, Training, HR Competence, and HR

Performance. This study uses a quantitative approach with a causal design that aims to examine the influence of existing variables, namely Person–Job Fit, Training, HR Competence, and HR Performance, both directly and indirectly. This study also aims to determine how HR Competence can mediate the relationship between Person–Job Fit and Training on HR Performance. A quantitative approach was chosen because this study focuses on measuring and analyzing relationships between variables using numerical data obtained from questionnaires distributed to respondents. A causal design is used to test cause and effect between variables and to determine the extent of the influence of independent variables on dependent variables through mediating variables.

3. Results and Discussion

3.1. Data Collection Description

The subjects of this study were employees of Dr. Gondo Suwarno Regional General Hospital. Data collection was conducted through a questionnaire using Google Forms distributed online via WhatsApp. The results of the questionnaire distribution in this study are shown in the table below:

Table Data Distribution Results

Information	Amount
Questionnaires distributed	135
Returned questionnaires	135
Processed questionnaires	133

Based on the data distribution results, 133 respondents were obtained. This number meets the minimum sample size for this study, which is 133 respondents.

1) Description of Respondent Characteristics

Based on the number of samples obtained, namely 133 employees at Dr. Gondo Suwarno Regional General Hospital, the characteristics of the respondents related to gender, age and length of service can be seen in the tables below:

Table Respondent Characteristics

Characteristics	Frequency	Presentation
Gender:		
Man	45	33.83
Woman	88	66.17
Total	133	100.00
Age:		
20 - 30 Years	13	9.77
31 - 40 Years	38	28.57
41 - 50 Years	57	42.86

> 50 Years	25	18.80
Total	133	100.00
Education:		
Elementary School	1	0.75
JUNIOR HIGH SCHOOL	3	2.26
High School/Vocational School	23	17.29
D3	35	26.32
D4/S1	60	45.11
S2	11	8.27
Total	133	100.00
Length of working:		
15 years	19	14.29
6 - 10 Years	25	18.80
11 - 15 Years	19	14.29
16 - 20 Years	32	24.06
21 - 25 Years	17	12.78
> 25 Years	21	15.79
Total	133	100.00

Based on the data presented in Table, it can be concluded that the dominant results of this study are women with 88 respondents or 66.17% and men with 45 respondents or 33.83%. The characteristics of the age of respondents at the age of 20-30 years amounted to 13 respondents or 9.77%, aged 31-40 years amounted to 38 respondents or 28.57%, then at the age of 41-50 years amounted to 57 respondents or 42.86%, and finally the age > 50 years amounted to 25 respondents or 18.80%. Based on the data above, it can be shown that the majority of respondents are between the ages of 41-50 years with a percentage of 42.86%. Educational data according to the data above is mostly at the D4/S1 education level with 60 respondents or 45.11% followed by D3 with 35 respondents or 26.32%, high school/vocational school with 23 respondents or 17.29%, then S2 with 11 respondents or 8.27%, SMP with 3 respondents or 2.26% and finally SD with 1 respondent or 0.75%. The characteristics of length of service are quite balanced, namely length of service of 1-5 years as many as 19 respondents or (14.29), length of service of 6-10 years as many as 25 respondents or 18.80%, length of service of 11-15 years as many as 19 respondents or 14.29%, length of service of 16-20 years as many as 32 respondents or 24.06%, length of service of 21-25 years as many as 17 respondents or 12.78% and finally length of service >25 years as many as 21 respondents or 15.79%.

2) Variable Description

Variable description is part of descriptive statistical analysis which aims to provide a general description of the characteristics of research data based on respondents' perceptions of the

indicators studied.

According to (Sugiyono, 2019) Descriptive statistics are used to analyze data by describing or depicting the collected data as it is without the intention of making generalizations. Meanwhile, (Ghozali, 2021) explains that descriptive analysis can be seen from the average value (mean), standard deviation, and frequency distribution to determine the tendency of respondents' answers.

In this study, the description of the variables was measured using:

- 1) Total score
- 2) Mean value
- 3) Interval scale categories

The average value is calculated using the formula:

$$\bar{X} = \frac{\sum X}{n}$$

Meanwhile, the Likert scale interval category is determined using the formula:

$$Interval = \frac{Skor\ Tertinggi - Skor\ Terendah}{Jumlah\ Kategori}$$

With a scale of 1–5, an interval of 0.8 is obtained, so the assessment categories are:

Score Range Category

- | | |
|-----------|----------------------------|
| 1.00–1.80 | Strongly Disagree |
| 1.81–2.60 | Don't agree |
| 2.61–3.40 | Disagree Less |
| 3.41–4.20 | Agree (high) |
| 4.21–5.00 | Strongly Agree (very high) |

The variable description is intended to translate respondents' responses based on the results

obtained from the answers of 133 respondents to the indicators.measure of each variable.

Hypothesis testing was conducted through path coefficient analysis using a bootstrapping procedure. The relationship between variables was declared significant if the P-value was <0.05 (Hair et al., 2019).

Table Testing the Direct Effect Hypothesis (Path Coefficient)

Connection	Original sample (O)	T statistics (O/STDEV)	P values	Information
HR Competence (Z)→HR Performance (Y)	0.828	15,113	0.000	Significant
Training Performance (Y) (X2)→HR	0.158	2,561	0.005	Significant
PJ-Fit (X1)→HR Performance (Y)	-0.056	0.854	0.197	Not Significant
Training Competence (Z) (X2)→HR	0.265	1,826	0.034	Significant
PJ-Fit (X1)→HR Competence (Z)	0.480	3,496	0.000	Significant

Based on the data presented in table above, it can be seen that of the five hypotheses proposed in this study, as follows:

1) Person–Job Fit → HR Performance (not significant).

Although theoretically(Kristof-Brown et al., 2005)While it is stated that job fit improves performance, empirical results show that the direct effect is not significant. This suggests that job fit does not automatically improve performance without increased competence.

2) Person–Job Fit → HR Competencies (significant)

A coefficient of 0.480 indicates that individual-job fit can significantly improve competency. This means that when employees are placed according to their abilities and characteristics, their competencies develop optimally.

3) HR Competence → HR Performance (very significant)

A coefficient of 0.828 indicates a very strong influence. This confirms that competence is a major determinant in improving employee performance.

4) Training → Performance and Competence (significant)

Training has a direct impact on performance as well as an indirect impact through competency. This finding aligns with Human Capital Theory (Becker, 1964), which states that investment in training increases individual productivity.

Table Indirect Effect Hypothesis Test (Specific Indirect Effect)

	Original sample (O)	T (O/STDEV)	statistics	P values	Information
PJ-Fit (X1)→HR Competence (Z)→HR Performance (Y)	0.397	3,501		0.000	Significant
Training (X2)→HR Competence (Z)→HR Performance (Y)	0.219	1,777		0.038	Significant

Based on the data presented in table above, it can be seen that from the two hypotheses proposed in this study, the following is explained:

- 1) Person–Job Fit → Competence → Significant HR Performance
- 2) Training → Competence → Significant HR Performance

Because the direct influence of Person–Job Fit on HR Performance is not significant, but the indirect influence through Competence is significant, HR Competence acts as a full mediator (full mediation).

Meanwhile, training has a direct and indirect influence on HR performance, so that HR competency acts as a partial mediator.

These findings indicate that performance improvement does not only depend on job suitability or training alone, but is largely determined by the increased competency resulting from these two variables.

Overall, the results of the inner model evaluation show that:

- 1) HR competency is the most dominant variable in improving HR performance.
- 2) *Person–Job Fit* does not directly affect HR Performance, but works through HR Competence.
- 3) Training has a direct and indirect effect on HR performance.
- 4) The research model has a good level of suitability (good fit).

Thus, it can be concluded that HR Competence is the main mechanism that bridges the influence of Person–Job Fit and Training on HR Performance.

3.2. Discussion of Results Study

This discussion interprets the results of hypothesis testing by linking empirical findings, HR management theory, and previous research results relevant to the topic of the HR Performance Model based on Person–Job Fit and Training mediated by HR Competencies.

1) The Influence of Person–Job Fit on HR Performance

The results of the study indicate that Person–Job Fit does not directly influence HR Performance, with a negative coefficient value (-0.056) and a p-value > 0.05. This finding indicates that individual–job fit does not necessarily directly improve employee performance.

According to (Kristof-Brown et al., 2005), Person–Job Fit has a greater influence on work attitudes such as satisfaction, engagement, and commitment, which in turn indirectly influence performance. This explains why in this study, Person–Job Fit did not have a direct effect, but rather through competency variables.

This finding is in line (contra) with research (Prasetyo, 2021) and (Harahap, 2023) which states that Person–Job Fit has no direct influence on the performance of public sector employees. This is due to the dominance of bureaucratic work systems and operational standards that limit individual flexibility.

However, these results differ from previous studies such as (Arifin, 2022a) who found that Person–Job Fit had a significant effect on performance. This difference indicates that the influence of Person–Job Fit is highly dependent on the organizational context.

Although the research results indicate that Person–Job Fit does not have a significant direct effect on healthcare worker performance, it does have an indirect effect through competency. This finding can be theoretically explained through several complementary conceptual perspectives.

Conceptually, according to the Person–Environment Fit theory (Kristof-Brown et al., 2005a) Person–job fit describes the degree of compatibility between an individual's abilities and job demands, as well as the compatibility of individual needs with job characteristics. However, this compatibility can be latent or potential. In the context of healthcare workers, a person may feel well-suited to their profession, but without adequate competency, performance will be suboptimal. Thus, person–job fit creates psychological readiness for development rather than automatically producing performance.

This explanation is reinforced by the Competency-Based Performance theory (McClelland, 1973) which asserts that competence is a fundamental characteristic that directly predicts superior performance. In this framework, competence acts as a proximal predictor of performance, while person–job fit is a distal predictor. This means that person–job fit drives motivation and readiness to learn, which then increases competence, and ultimately, competence determines performance. This explains why the direct path of person–job fit to performance is insignificant, while the mediating path through competence is significant.

From the perspective of Ability–Motivation–Opportunity (AMO) which was developed (Purcell et al., 2003) Performance is a function of ability (competence), motivation, and opportunity. Person–job fit tends to influence motivation and opportunity, but in the hospital context, performance is largely determined by standardized, highly precise clinical skills. Without

improved technical competence, high motivation alone is insufficient to produce optimal performance, especially in a work environment with stringent patient safety standards.

Furthermore, from the perspective of Human Capital Theory (Becker, 1964) Performance is the result of investment in human capital. Person-job fit only determines an individual's direction and willingness to invest in self-development. However, the actual process of human capital formation occurs through training, learning, and work experience, which shape competencies. Therefore, competencies serve as a natural intermediary that converts psychological fit into measurable work performance.

In the context of a regional general hospital (RSUD) as a healthcare institution, there is a potential for a homogeneity effect (restriction of range effect). The respondent profile, dominated by women (80%), with a bachelor's or master's degree, and 60% having worked for over 10 years, indicates a relatively stable and mature professional population. Under these conditions, most healthcare workers likely have a relatively high and consistent level of person-job fit. Individuals who do not have a good fit have typically left the system or changed professions. Consequently, variation in person-job fit is limited, making its direct impact on performance difficult to detect statistically.

Furthermore, at the senior career stage (maintenance or mastery stage), the issue of "fit or misfit" is no longer dominant. The professional focus shifts to competency mastery, clinical knowledge updating, and procedural accuracy. In this situation, performance variation is explained more by competency expenditures than by differences in employee suitability.

In the context of a relatively homogeneous and professional healthcare workforce, person-job fit functions as an enabler that creates readiness to develop, but does not directly determine performance. Its influence on performance is indirect through competency enhancement as the primary conversion mechanism. Competence acts as a direct determinant of performance, while training acts as a catalyst for competency development.

2) The Influence of Training on HR Performance

The analysis results show that training has a positive and significant effect on HR performance, with a coefficient value of 0.158 and a p-value <0.05. This indicates that the training program provided by the organization is able to improve employee performance, although its direct effect is relatively smaller compared to competency.

According to the Human Capital theory put forward by (Becker, 1964), which states that training is a form of organizational investment to improve the quality of human capital. Through training, employees acquire new knowledge and skills, which impacts increased work productivity.

In addition, these results can also be explained through the Social Learning theory of (Bandura, 1977), which emphasizes that individuals learn through experience, observation, and

practice. Training provides a learning environment that allows employees to imitate, practice, and internalize effective work behaviors.

Empirically, these findings support research (Rahayu, 2020) and (Sari & Nugroho, 2023) which states that training has a positive effect on employee performance, especially if the training is designed based on job needs.

However, these results differ (contrary) to research (Prasetyo, 2021) and (Lestari, 2020) who found that training had no significant effect on performance. This difference suggests that training does not always have a direct impact on performance, especially if the training is formal, not ongoing, and not relevant to job competency requirements.

Thus, the results of this study confirm that training will be effective in improving performance if it is able to improve employees' actual competencies.

3) The Influence of HR Competence on HR Performance

The results of the study indicate that HR Competence has a positive and significant effect on HR Performance, with a coefficient value of 0.828 and a t-statistic value of 15.113. This finding proves that the higher the competency an employee possesses, the higher their level of performance.

Theoretically, this finding supports the concept of competence put forward by (Spencer & Spencer, 1993), that state Competence is a basic individual characteristic—including knowledge, skills, and attitudes—that is directly related to superior performance. Employees with high competence will be able to complete work effectively and consistently.

The results of this study also support the performance model proposed by (JP Campbell et al., 1990) which states that performance is a function of ability (competence), motivation, and opportunity. In this context, competence serves as the primary foundation that enables employees to achieve optimal performance.

Empirically, this finding is consistent with research by Rahayu (2020), Arifin (2022), and Sari (2023), which found that HR competency significantly influences employee performance in the public and healthcare sectors. These studies confirm that improving competency will directly impact productivity, work quality, and service effectiveness.

However, the results of this study contradict the findings of Yuliana (2019) and Dewi (2020), who stated that competency had no significant effect on performance. This difference can be explained by the organizational context. In organizations with rigid bureaucratic systems and non-competency-based performance appraisal systems, individual competencies are often not fully reflected in formal performance outcomes.

Thus, the results of this study strengthen the view that HR competencies will have a significant impact on performance if the organization is able to provide a work system that supports the application of these competencies.

4) The Influence of Training on HR Competence

The research results show that training has a positive and significant effect on HR competency, with a coefficient of 0.265. This finding demonstrates that training is a primary means of developing employee competency.

According to Human Capital (Becker, 1964) and reinforced by research by Rahayu (2020) and Sari (2023) which states that training improves employee knowledge, skills, and work attitudes.

However, these results do not entirely align (contradict) with Lestari's (2020) findings, which stated that training had no effect on competency. This discrepancy is likely due to differences in training quality and minimal post-training evaluation.

5) The Influence of Person–Job Fit on HR Competence

The results of the study indicate that Person–Job Fit has a positive and significant effect on HR Competence, with a coefficient of 0.480. This indicates that the fit between an individual and their job encourages individuals to develop and optimize their competencies.

According to Person–Environment Fit by Kristof-Brown et al. (2005), individuals who feel suited to their jobs will find it easier to develop their abilities and skills.

However, these results contradict Yuliana's (2019) research, which found that Person–Job Fit had no effect on competence. This difference suggests that organizational support and development opportunities significantly influence this relationship.

6) The Mediation Role of HR Competence

The results of the mediation test indicate that HR Competence significantly mediates the influence of Person–Job Fit and Training on HR Performance. This indicates that improvements in HR performance do not occur directly, but through improvements in competency.

This finding aligns with research by Rahayu (2020) and Sari (2023), but differs from Dewi (2020), who found no mediating role for competency. This difference suggests that the effectiveness of mediation is highly dependent on an organization's HR management system.

Theoretically, these findings strengthen Campbell et al.'s (1990) performance model and the Resource-Based View perspective, which positions HR competencies as strategic organizational resources.

Thus, HR competency plays a role as a strategic variable that bridges Person–Job Fit-based recruitment policies and the implementation of training to improve HR performance.

4. Conclusion

Based on the results of data analysis and discussion that have been carried out using the Structural Equation Modeling–Partial Least Square (SEM-PLS) method, the following conclusions can be drawn: Person–Job Fit does not have a significant direct effect on HR Performance. However, Person–Job Fit has an indirect effect on Performance through HR Competence. In other words, HR Competence fully mediates the relationship between Person–Job Fit and Performance. Training has a positive and significant impact on HR competency. This indicates that the training programs provided by the organization are capable of improving employee knowledge, skills, and abilities. Training has a positive and significant impact on HR performance. Effective training programs directly contribute to improved employee performance. Human resource competency has the most dominant influence on human resource performance. This indicates that hospital employee performance is largely determined by their level of knowledge, skills, and professional attitude. Competence is a key factor in creating effective and high-quality services and improving performance. This finding is in line with John Purcell's AMO model which emphasizes that performance is largely determined by ability (competence), in addition to motivation and opportunity. Human resource competency is proven to significantly mediate the influence of Person–Job Fit and Training on Human Resource Performance. Thus, Human resource competency acts as a full mediator in the relationship between Person–Job Fit and Human Resource Performance and as a partial mediator in the relationship between Training and Human Resource Performance. Based on the research results, it can be confirmed that improving employee performance at Dr. Gondo Suwarno Regional General Hospital is largely determined by their competency. Therefore, human resource management strategies must be directed at strengthening competency through an appropriate recruitment system and ongoing training programs. Competence is not merely a supporting factor but is central to achieving hospital organizational performance.

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