MAGISTER MANAJEMEN-UNISSULA
SAMaJ
SULTAN AGUNG MANAGEMENT JOURNAL

Human Resource Performance Improvement Model

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Abstract. *This study aims to describe and analyze the effect of employee ability on professional competence, as well as the effect of professional competence on human resource (HR) performance. In addition, this research examines the moderating role of the Job Training (OJT) in strengthening the relationship between professional competence and HR performance. This research adopts an explanatory design, with the population consisting of all 203 employees of the Customs and Excise Supervision and Service Office (KPPBC) Type Madya Pabean Tanjung Emas. A total of 112 respondents were selected using a non-probability sampling approach with the convenience sampling method. Data were collected using a questionnaire with an interval scale of 1–5 and analyzed through Structural Equation Modeling (SEM) using the Partial Least Squares (PLS) approach. The results reveal that employee ability has a positive and significant effect on professional competence, and also positively and significantly affects HR performance. Furthermore, professional competence positively and significantly influences HR performance. OJT was found to significantly strengthen the relationship between professional competence and HR performance. These findings highlight the importance of enhancing employee ability, strengthening professional competence, and implementing effective OJT programs to optimize HR performance.*

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

1. introduction

Human Resource Management (HRM) is one of the key components that is very important in the context of modern business.(Kuchinke, 2023). Organizations that are able to implement HR management efficiently and effectively often have a greater competitive advantage compared to their competitors.(Madhani, 2009, 2010)This phenomenon can be explained by the fact that human resources are considered as one of the most valuable assets in an organization.(Kaur & Mehta, 2017)The ability to optimize employee potential, productivity, and commitment can have a significant positive impact on company performance, helping to create a strong foundation for long-term growth and sustainability.(David et al., 2019). Organizations must have the ability to understand that employees are not just resources, but

also key drivers of innovation and change.(Chang & Wang, 2013; Kobayashi, 2014; Porter, 2020).

The increasing need to employ qualified human resources is a consequence of an increasingly competitive global world.(Porter, 2020)In this case, the performance of quality human resources is one of the important factors in achieving the stated organizational goals in facing the current global challenges.(Agus Salim et al., 2022). Employee ability is an important factor in improving individual performance and overall organizational performance.(Anastasya Sinambela, 2021a). Employee ability is the ability and skills of employees to carry out their duties and responsibilities.(Choudhary et al., 2017).

Employee ability or employee ability is one of the important factors that companies need for individual performance and the ability to improve overall organizational performance.(Tracey et al., 2007)Employee ability is related to an employee's ability to complete his/her tasks and responsibilities effectively and efficiently.(Anastasya Sinambela, 2021). This term applies not only to the technical aspects of how a task is completed, but also to the interpersonal skills to do so, problem-solving skills, and the ability to adapt to change.(Anastasya Sinambela, 2021). An employee with high abilities is also more productive, able to achieve organizational goals and standards, and willing to play a role in achieving the company's strategic goals.(Choudhary et al., 2017). In addition, high employee skills can be seen in increased work quality, reduced errors, and accelerated task completion processes.(Anastasya Sinambela, 2021a)This capability has a positive impact on the overall performance of the organization, because employees who can operate optimally will increase the company's competitiveness and innovation.(Sarwat & Abbas, 2020).

On the other hand, professional competencies, which include knowledge, skills, and attitudes, also play an important role in the effectiveness of employee performance.(Sopandi, 2019). This competency development, whether through education or ongoing training, ensures that employees are always ready to face changes in job demands and can continue to make optimal contributions to the company's competitiveness and innovation.(Kristianty Wardany, 2020). Professional competence includes knowledge, skills, and attitudes.(Utami, 2017)which is a significant factor in the effectiveness of employee performance and productivity(Alfarizi & Haryadi, 2023; Mantik et al., 2023). Professional competence includes a number of skills, knowledge and characteristics required to carry out their duties effectively in customs and excise matters.(Hajiali et al., 2022)Professional competencies can evolve over time and with changes in job and societal demands. Continuing education and training are crucial factors in ensuring that human resources maintain current skills and knowledge.(Salman et al., 2020).

Previous research on the role of competence in performance remains controversial. This includes research showing that competence has no significant effect on performance.(Rahardjo, 2014). Competence influences employee performance(PT Nguyen et al., 2020). These differences in results indicate that there is an interesting area of research to explore. In this study, on-the-job training was offered as a control variable to address these differences.

HR skills and abilities can continue to develop through various forms of training and development, both formal and informal.(Tahir, 2023). Therefore, organizations need to create an environment that supports the development of employee capabilities, including through training programs designed to improve technical and non-technical skills.

One approach to training is on the Job Training (OJT) which ensures that HR receives direct guidance from superiors or mentors, as well as constructive feedback.(Wahjoedi & Sari, 2021)This approach accelerates the learning process and improves employees' ability to face challenges in the workplace.(Nababan et al., 2023)When employees undergo hands-on training on the job, they more easily apply the skills and knowledge they have learned.(C. Nguyen & Duong, 2020). OJT helps identify and improve weaknesses in employees' skills, while optimizing their potential.(Satrio Muntazeri & Adi Indrayanto, 2018).

Theoretically, the Resource Based View (RBV) theory states that companies consist of resources and capabilities that, when combined, can develop and maintain their competitive advantage, which ultimately improves company performance.(Bromiley & Rau, 2016). This can be further linked to human capital theory.(Luthans et al., 2004)which recognizes that individual skills, capabilities, and knowledge (both general and specific) are sources of competitive advantage(Hamadamin & Atan, 2019). RBV suggests that training can be thought of as an 'investment in human capital'.(Varadarajan, 2020)where individuals acquire knowledge, skills, and abilities that can be translated into positive outcomes at the organizational level(Namada, 2019).

Therefore, it has been argued that 'training can and should be a powerful agent of change, facilitating and enabling companies to grow, develop and expand their capabilities thereby increasing profitability'(Rivaldo & Nabella, 2023). Therefore, training is an important part of what organizations do, and is associated with increased worker productivity and superior organizational performance.(Korpi & Tåhlin, 2021).

2. Research Methods

This chapter describes the direction and method of conducting research, including the type of research, data sources, data collection methods, population and samples, variables and indicators, and analysis techniques. The purpose of this research is to test the hypothesis with the intention of validating or strengthening the hypothesis, with the hope of strengthening the theory that forms the basis of the research. In this regard, the type of research applied is "*Explanatory research*" or explanatory research. This means that this research focuses on the relationship between variables by testing hypotheses, where the description includes descriptions but the main focus is on the relationship between variables (Singarimbun, 1982). Primary data refers to information specifically collected directly from the source and directly related to the issue being researched (Cooper & Emory, 1998). Primary data sources include the views of respondents who are the research objects, such as written answers in questionnaires, observations of the research objects, and test results. The primary data to be collected includes the respondents' identities and their views on the variables that are the

focus of the research, namely human resource performance, employee ability, professional competence, and on-the-job training (OJT). Secondary data is information collected without a specific purpose, not only for research purposes but also for other purposes (Supomo, 2002). Secondary data sources include research journals, articles, magazines, and scientific books relevant to this research.

3. Results And Discussion

The respondents of this study were employees Tanjung Emas Customs and Excise Supervision and Service Office (KPPBC)The research was conducted by distributing research questionnaires from July 16 to 25, 2025. The distribution of the research questionnaires resulted in 112 questionnaires being completed and processed. The respondents' characteristics are presented as follows:

Table Description of Respondent Characteristics

No	Characteristics	Total Sample n = 112	
		Amount	Percentage (%)
1.	Gender		
	Man	64	57.1
	Woman	48	42.9
2.	Age		
	18 - 30 years old	39	34.8
	31-40 years old	50	44.6
	41 - 50 years old	17	15.2
	> 50 years	6	5.4
3.	Last education		
	Diploma	43	38.4
	Bachelor degree)	56	50.0
	Postgraduate (S2)	13	11.6
4.	Years of service		
	0 - 3 years	11	9.8
	>3 - 6 years	30	26.8
	>6 - 9 years	36	32.1
	> 9 years	35	31.3

Source: Results of research data processing (2025).

The data presented in Table above shows that of the 112 respondents, the majority were male (64 respondents) (57.1%), while 48 were female (42.9%). This composition indicates that male participation in the study was more dominant than female, which likely reflects the gender distribution in the respondents' work environment.

In terms of age, the majority of respondents were in the 31–40 years range, namely 50 people (44.6%), followed by the 18–30 years group with 39 people (34.8%), then the 41–50 years group with 17 people (15.2%), and the age group over 50 years with 6 people (5.4%). This distribution indicates that the majority of respondents are in the middle productive age group who generally have a sufficient level of work maturity and experience, but are still physically and mentally active.

Based on their most recent education, the majority of respondents had a Bachelor's degree (56 respondents) (50.0%), followed by Diploma graduates (43 respondents) (38.4%), and Postgraduate graduates (13 respondents) (11.6%). This indicates that the majority of respondents have relatively high formal educational qualifications, which can positively influence work competency and adaptability to job demands.

Based on length of service, the largest group was respondents with a work period of >6–9 years, totaling 36 people (32.1%), followed by the group with a work period of >9 years, totaling 35 people (31.3%), then the group with a work period of >3–6 years, totaling 30 people (26.8%), and the group with a work period of 0–3 years, totaling only 11 people (9.8%). This distribution indicates that the majority of respondents have had extensive work experience, so their assessment of the research variables is likely influenced by the knowledge and experience they have accumulated during their work.

In this section, a descriptive analysis is conducted to obtain an overview of respondents' responses to the research variables. This analysis is conducted to obtain perceptions about respondents' tendencies to respond to the indicator items used to measure these variables and to determine the status of the variables studied at the research site.

Reliability measurement can be done using 3 (three) methods, namely:

a. *Cronbach's alpha*

If the Cronbach alpha value > 0.70 then the construct can be said to have good reliability.

b. *Composite Reliability*.

Composite reliability shows the degree that indicates common latent (unobserved), so that it can show the block indicators that measure the internal consistency of the indicators that form the construct, the accepted limit value for the Composite reliability level is 0.7.(Ghozali & Latan, 2015)

c. *Average Variance Extracted*(AVE)

If the AVE value is > 0.5, then the indicator used in the study is reliable and can be used for research. Ideally, the AVE measurement value should be greater than 0.50.(Ghozali & Latan, 2015).

The results of composite reliability, Cronbach's Alpha, and AVE between constructs and their indicators can be seen in the following table:

Table Reliability Test Results

	Cronbach's alpha	***Composite reliability (rho_c)***	***Average variance extracted (AVE)***
Employee Ability	0.772	0.867	0.686

HR Performance	0.911	0.930	0.691
On-the-job training	0.931	0.949	0.790
Professional Competence	0.899	0.925	0.713

Source: Processed primary data (2025)

The results of the reliability test for each construct are shown in the table above. The findings indicate that the Cronbach's alpha value for each construct is greater than 0.7, the composite reliability value for each construct is greater than 0.7, and the AVE value for each construct is greater than 0.5. Based on the results of the reliability test, it can be concluded that the research instrument has high reliability.

Based on the results of the evaluation of convergent validity and discriminant validity as well as variable reliability, it can be concluded that the indicators as measures of each variable are valid and reliable measures.

Multicollinearity is a condition in which there is a correlation between independent variables or between independent variables that are not mutually independent. Before conducting a hypothesis test, a multicollinearity test is necessary. The multicollinearity test can be performed by looking at the Collinearity Statistics (VIF) values in the inner VIF Values. If the inner VIF <5 indicates no multicollinearity.(Hair et al., 2019).

Table Multicollinearity Test Results

	VIF
Employee Ability -> HR Performance	1,637
Employee Ability -> Professional Competence	1,000
On the job training -> HR performance	1,484
Professional Competence -> HR Performance	1,273
On the job training x Professional Competence -> HR Performance	1,237

Based on the results above, it can be seen that the VIF values of all variables are below 5. This means that there is no multicollinearity problem in the model formed.

PLS analysis is a variance-based SEM analysis aimed at testing model theory, emphasizing predictive studies. Several measures are used to indicate the acceptability of the proposed model, including R-square and Q-square.(Hair et al., 2019).

R square shows the magnitude of the variation in endogenous variables that can be explained by other exogenous or endogenous variables in the model. Interpretation of R square according to Chin (1998) quoted (Abdillah, W., & Hartono, 2015)is 0.19 (low influence), 0.33 (medium influence), and 0.67 (high influence). The following results of the coefficient of determination (R2) of the endogenous variables are presented in the following table:

Table R-Square Value

	R-square
HR Performance	0.644

Professional competence	0.207

The coefficient of determination (R-square) obtained from the model is 0.644. This means that the HR Performance variable can be explained 64.4% by the variables of Professional Competence, Employee Ability, and On-The-Job Training. While the remaining 35.6% is influenced by other variables outside the study. The R-square value (0.644) is in the range of 0.33 - 0.67, meaning that the variables of Professional Competence, Employee Ability, and On-The-Job Training have a significant influence on the HR Performance variable.

The coefficient of determination (R-square) obtained from the model was 0.207. This means that 20.7% of the professional competence variable can be explained by the Employee Ability variable. The remaining 79.3% is influenced by other variables outside the study. The R-square value (0.207) is in the range of 0.19–0.33, meaning that the Employee Ability variable has a relatively low influence on professional competence.

Structural model testing (inner model) examines the relationship between latent constructs by estimating the path parameter coefficients and their significance levels (Ghozali, 2011). This procedure is carried out as a step in testing the proposed research hypothesis. The test yields output from the structural model of the loading factor construct, which explains the influence of the Employee Ability construct on HR Performance through professional competence and the moderation of On-the-Job Training.

In this case, data processing was performed using the Smart PLS v4.1.0 software tool. The results of this data processing are shown in the following image:

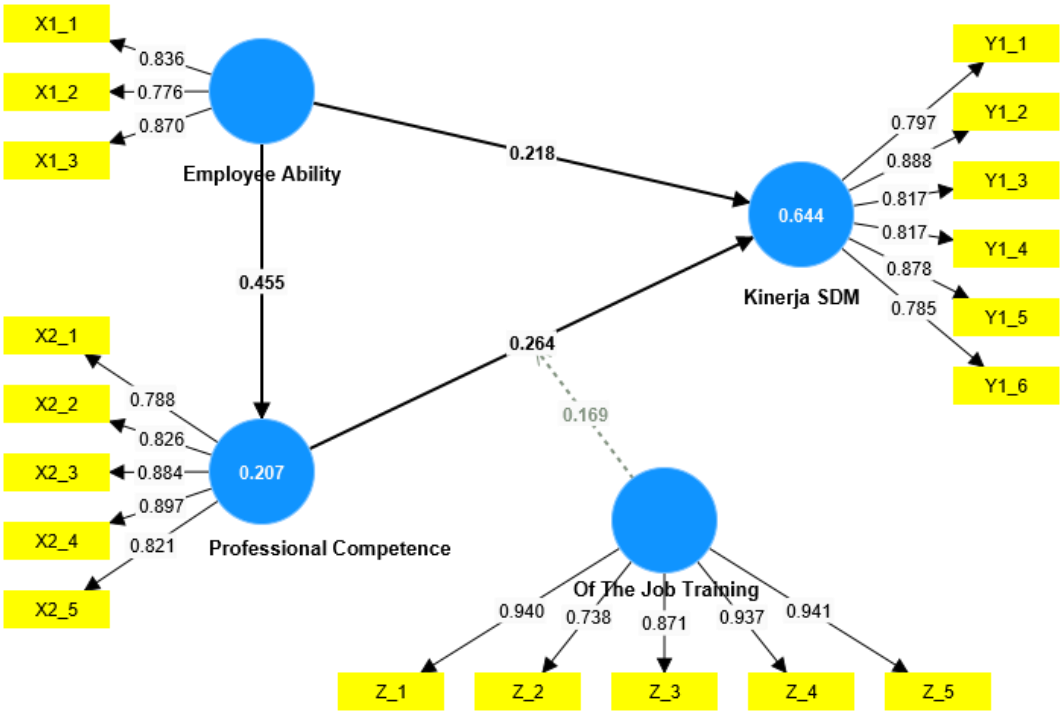

Figure Full Model SEM-PLS Moderation

Source: Results of research data processing with Smart PLS 4.1.0 (2025)

Research hypothesis testing is conducted to determine whether a hypothesis is accepted or not by comparing the calculated t with the t table, with the condition that if the calculated t > t table, then the hypothesis is accepted. The critical value used when the sample size is greater than 30 and the two-tailed test is 1.65 for a significance level of 10%, 1.96 for a significance level of 5% and 2.57 for a significance level of 1%(Marliana, 2019)In this case, to test the hypothesis, a significance level of 5% was used, where the t-table value was 1.96.(Ghozali & Latan, 2015)The results of testing the influence of each research variable can be presented in the following table:

Table Hypothesis Test Results

Hip		Original sample	T statistics	P values	Information
H1	Employee Ability -> HR Performance	0.218	3,144	0.002	Accepted
H2	Employee Ability -> Professional Competence	0.455	6,057	0.000	Accepted
H3	Professional Competence -> HR Performance	0.264	3,071	0.002	Accepted
H4	On the job training x Professional Competence -> HR Performance	0.169	2,203	0.028	Accepted

Source: Primary data processing with Smart PLS 4.1.0 (2025)

Decisions are made based on the calculated statistical test values and predetermined significance levels. Hypothesis testing is performed by comparing the predetermined t-table with the calculated t-value generated from the PLS calculation. Based on the data processing results table above, the results of each proposed hypothesis test can be identified as follows:

1) Influence *Employee ability* on HR performance

In testing hypothesis 1, the original sample estimate value of the influence of Employee Ability on professional Competence was obtained at 0.218. This value proves that Employee Ability has a positive effect on HR Performance, the results of which are also strengthened by the results of the t-test obtained with a calculated t value (3.144> ttable (1.96) and p (0.002) <0.05, so it can be said that there is a positive and significant influence of Employee Ability on professional Competence. Thus, the first hypothesis which states that "Employee ability has an effect on HR performance" can be accepted.

Employee ability significantly influences human resource (HR) performance at the Tanjung Emas Customs and Excise Supervision and Service Office (KPPBC) of the Middle Type Customs Office. This indicates that the higher the employee's ability, the better the performance of the agency's HR. This finding is supported by previous research.(Hanum et al., 2020; Hindle et al., 2010; PT Nguyen et al., 2020; Rahardjo, 2014; Sriekaningsih & Setyadi, 2015; Tracey et al.,

2007)states the same thing that the more a human resource has good work skills, the better their performance will be.

In this study, employee capability variables are measured based on three main indicators, namely the level of formal education held by employees, technical training that has been undertaken, and the ability to master the tasks and work that is their responsibility. Meanwhile, HR performance is measured using six indicators that reflect important aspects in carrying out tasks, namely the quality of work results (Quality), quantity or amount of output produced (Quantity), timeliness in completing work (Timeliness), cost effectiveness in carrying out tasks (Cost Effectiveness), the level of independence in working without requiring excessive supervision (Need for Supervision), and the level of work commitment that includes the ability to interact and collaborate with colleagues (Interpersonal Impact). Thus, improving employee capabilities directly contributes to the improvement of these aspects, so that HR performance can improve overall and support the achievement of organizational goals.

The analysis results show that for the Employee Ability variable, the indicator with the highest outer loading value is the ability to master work, while for the HR performance variable, the indicator with the highest outer loading value is the quantity of work output. This finding indicates that the higher the mastery of work possessed by HR, the greater the amount of output that can be produced, reflecting a positive relationship between technical expertise and productivity.

Conversely, the indicator with the lowest outer loading value for the Employee Ability variable is technical training, while for the HR performance variable, the lowest indicator is independence or low need for supervision. This correlation suggests that improving the quality and effectiveness of technical training will encourage HR to work more independently, reduce reliance on supervision, and improve overall work efficiency.

2) The influence of employee ability on professional competence.

In testing hypothesis 2, the original sample estimate value of the influence of Employee Ability on HR performance was obtained at 0.455. This value proves that Employee Ability has a positive effect on professional competence, the results of which are also strengthened by the results of the t-test which obtained a calculated t value (6.057) > t table (1.96) and p (0.000) < 0.05, so it can be said that there is a positive and significant influence of Employee Ability on professional competence. Thus, the second hypothesis which states that "Employee ability has an effect on professional competence" can be accepted.

Based on the research results, employee ability has been proven to influence the professional competence of human resources at the Tanjung Emas Customs and Excise Supervision and Service Office (KPPBC) Type Madya Pabean. In line with this view,(Diamantidis & Chatzoglou, 2019)states that an individual's abilities determine his or her competence.

Employee capability variables are measured through three main indicators: formal education level, technical training, and job mastery, which collectively reflect an individual's capacity to

perform tasks optimally. Meanwhile, professional competence is measured through five indicators: knowledge, skills, self-concept and values, personal characteristics, and motives. The positive relationship between these two variables indicates that improving employee capabilities, whether through education, training, or work experience, will directly strengthen professional competence, which in turn supports the effectiveness of overall organizational performance.

The analysis results show that for the Employee Ability variable, the indicator with the highest outer loading value is the ability to master work, while for the professional competency variable, the highest indicator is personal characteristics. This correlation indicates that the higher the level of job mastery possessed by human resources, the better the personal characteristics displayed, such as discipline, responsibility, and integrity. In other words, technical and procedural mastery in work directly contributes to the development of personal qualities that support professionalism.

Meanwhile, the indicator with the lowest outer loading value for the Employee Ability variable is technical training, and for the professional competence variable, knowledge. This relationship suggests that improving the quality and relevance of technical training will lead to increased knowledge in human resources. This means that well-targeted technical training programs not only enhance practical skills but also deepen conceptual understanding, thereby fostering the overall strengthening of professional competence.

3) The influence of professional competence on HR performance

In testing hypothesis 3, the original sample estimate value of the influence of professional competence on HR performance was obtained at 0.264. This value proves that professional competence has a positive effect on HR performance, the results of which are also strengthened by the results of the t-test obtained by the calculated t value (3.071) > t table (1.96) and p (0.002) < 0.05, so it can be said that there is a positive and significant influence of professional competence on HR performance. Thus, the third hypothesis which states that 'professional competence has an influence on HR performance' can be accepted. It can be concluded that professional competence has been proven to influence the performance of human resources (HR) at the Tanjung Emas Customs and Excise Supervision and Service Office (KPPBC) Type Madya Pabean Tanjung Emas.Study Mulang (2021)also confirmed the positive relationship between competence and performance.

Professional competence is measured through five main indicators: knowledge, skills, self-concept and values, personal characteristics, and motives. These five aspects synergistically form a comprehensive work capability, which ultimately contributes to improving human resource performance. In this study, human resource performance is represented by six indicators: quality, quantity, timeliness, cost-effectiveness, independence, and work commitment. The results show that optimizing all components of professional competence can encourage more effective, efficient, and service-quality-oriented performance.

The analysis results show that for the professional competency variable, the indicator with the highest outer loading value is personal characteristics, while for the HR performance variable, the highest indicator is the quantity of work output. This indicates that the better an individual's personal characteristics, the higher the quantity of work they can produce. In other words, positive personal qualities such as integrity, discipline, responsibility, and work ethic encourage individuals to work more productively and consistently in meeting performance targets.

Meanwhile, the indicator with the lowest outer loading value for the professional competency variable was knowledge, and for the HR performance variable, independence or need for supervision. This correlation indicates that increased knowledge will contribute to increased independence at work. This means that individuals with a deep understanding and adequate insight into their work will be better able to make decisions, complete tasks without a high dependence on supervision, and demonstrate initiative in problem-solving.

4) The influence of on the Job Training strengthens the relationship between professional competence and HR performance.

In testing hypothesis 4, the original sample estimate value of the influence of the moderating variable (On the job training x Professional Competence) on HR performance was obtained at 0.169. This finding was supported by the results of the t-test which obtained a calculated t value (2.203) > t table (1.96) and p (0.028) < 0.05, so it can be said that On the job training has a significant influence on the relationship between professional competence and HR performance. Thus, the fourth hypothesis which states that 'On*the Job Training* streng thening the relationship between professional competence and HR performance"acceptable.

On-the-Job Training (OJT) plays a crucial role in strengthening the link between professional competence and human resource performance. In the context of this study, OJT performance is measured through five key indicators reflecting the effectiveness of its implementation: training needs relevant to job demands, the appropriateness of training types to the field of work, the timeliness of training implementation, the adequate quantity or frequency of training, and the resulting skill improvement. These five indicators are used to assess the extent to which OJT is able to significantly contribute to the development of human resource capabilities and productivity, thereby supporting the optimal achievement of organizational goals. Research results by (Ramli et al., 2023)shows that education and training strengthen the influence and have a positive and significant direct influence on employee competence.

The analysis results show that in the On-the-Job Training Performance variable, the indicator with the highest outer loading value is skill improvement, which reflects the success of the training program in optimizing employees' technical and non-technical abilities. In the Professional Competence variable, the highest value is obtained by the personal characteristic indicator, which reflects individual qualities such as integrity, work ethic, and responsibility. Meanwhile, in the Human Resources Performance variable, the highest value is found in the quantity indicator, which shows the ability to produce output in optimal quantities. This

correlation indicates that skill improvement through OJT will strengthen employees' personal characteristics, thereby impacting the increase in the number of work results produced.

Conversely, the lowest outer loading value for the OJT Performance variable is found in the training type indicator, which refers to the suitability of materials and methods to job requirements. For the Professional Competence variable, the lowest value is found in the knowledge indicator, while for the Human Resource Performance variable, the lowest value is found in the independence or need for supervision indicator, which indicates the level of ability to work without direct supervision. This correlation indicates that selecting the right type of training can strengthen employee knowledge, thereby encouraging increased independence in work. Thus, adapting training materials to actual needs in the field is a strategic factor in developing competent, productive, and independent human resources.

4. Conclusion

Employee ability has a positive and significant effect on the professional competence of HR at the Tanjung Emas Customs and Excise Supervision and Service Office (KPPBC). Increasing the level of formal education, technical training, and mastery of tasks and work directly contribute to increasing Knowledge, Skills, Self-Concept and Values, Personal Characteristics, and Motives. *Employee ability* has a positive and significant impact on human resource performance at the Tanjung Emas Customs and Excise Supervision and Service Office (KPPBC). Increasing formal education levels, technical training, and mastery of tasks and work directly contribute to improving performance indicators, including quality, quantity, timeliness, cost-effectiveness, independence, and work commitment. Professional competencies that include knowledge, skills, self-concept and values, personal characteristics, and motives have been proven to have a positive influence on HR performance, indicating that these five aspects work synergistically in encouraging increased HR performance. *On-the-Job Training*(OJT) plays a significant role in strengthening the relationship between professional competence and human resource performance. The effectiveness of OJT, measured by training needs, appropriateness of training type, timeliness, frequency of training, and skill improvement, has been shown to strengthen the contribution of professional competence to achieving optimal performance.

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