

Enhancing Employee Performance in The Public Sector: The Role of Human Resource Competence and Organizational Communication with Evidence from Selayar Islands Regency

Muh. Alim ^{1*}, Muhammad Rusydi ², Muchriady Muchran ³

^{1*,2,3} Master of Management Study Program, Graduate Faculty, Universitas Muhammadiyah Makassar, Makassar City, South Sulawesi Province, Indonesia

Email: m.alimselayar@gmail.com ^{1*}, rusydi@unismuh.ac.id ², muchriady@unismuh.ac.id ³

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Abstract

This study aims to examine the influence of technical guidance, human resource (HR) competence, and organizational communication on employee performance at the Secretariat of the Regional House of Representatives (DPRD) of the Selayar Islands Regency using a quantitative survey approach with 80 respondents; data were collected through questionnaires and analyzed using multiple linear regression with prior validity, reliability, and classical assumption tests to ensure model accuracy. The findings reveal that HR competence and organizational communication have a positive and significant effect on employee performance, while technical guidance does not show a significant influence; moreover, organizational communication is identified as the most dominant variable. The model demonstrates strong explanatory power with an R^2 value of 0.871, indicating that 87.1% of performance variation is explained by the independent variables. These results emphasize the critical role of effective communication and competent human resources in improving organizational performance, while highlighting the need to redesign training programs to better align with job-specific demands in the public sector.

Keywords:

Employee Performance; Human Resource Competence; Organizational Communication; Technical Guidance; Public Sector.

1. INTRODUCTION

The Regional House of Representatives (DPRD) plays a strategic role in the implementation of regional governance in Indonesia, particularly in carrying out legislative, budgeting, and oversight functions. The effectiveness of these functions is not solely determined by the capacity of elected representatives but also by the performance of administrative staff within the DPRD secretariat. These employees are responsible for providing technical and administrative support, including documentation, financial administration, and facilitation of legislative activities. In public sector organizations, employee performance is a critical factor in ensuring accountability, transparency, and service quality (Busro, 2018).

Despite its strategic role, the performance of DPRD employees is often constrained by several challenges. These include limited understanding of evolving regulations, disparities in competencies among employees, increasing job complexity, and ineffective organizational communication. Such issues may result in reduced work effectiveness, delays in task completion, and suboptimal service delivery. In the context of public administration, employee performance is evaluated not only in terms of productivity but also through accountability and responsiveness in delivering public services, which are essential for achieving effective public governance (Han & Robertson, 2021; Muhtar et al., 2021; Murti et al., 2021).

One of the important factors that can improve employee performance is technical guidance. Technical guidance is a structured learning process aimed at enhancing employees' knowledge, skills, and competencies relevant to their job responsibilities. Training programs are considered essential tools for improving organizational effectiveness. Recent studies suggest that effective training and development enhance employees' competencies, strengthen organizational capabilities, and improve organizational performance

when training is systematically designed and aligned with organizational needs (Garavan et al., 2021). According to (Busro, 2018), training is a systematic effort to improve employees' knowledge, skills, attitudes, and work behavior in order to achieve organizational goals. Likewise, (Sung & Choi, 2018) argue that training contributes to employee performance by enhancing employees' competence and commitment.

In the context of DPRD institutions, technical guidance becomes increasingly important due to the dynamic nature of government regulations and the complexity of legislative functions. Employees are required to understand legal frameworks, administrative systems, and policy mechanisms. Without adequate technical guidance, employees may encounter difficulties in carrying out their duties effectively. Previous studies confirm that training programs significantly contribute to improving employee competence and performance, particularly in public sector organizations (Busro, 2018).

Another important factor influencing employee performance is human resource competence. Competence includes knowledge, skills, and attitudes that enable individuals to perform tasks effectively. According to (Böhm et al., 2023), a competency is an underlying characteristic of a person which results in effective and/or superior performance in a job, while (Blömeke et al., 2022) emphasize that competence has a causal relationship with superior job performance (Busro, 2018). Employees with higher competence levels are more likely to demonstrate professionalism, adaptability, and initiative in performing their duties.

However, previous studies have shown inconsistent findings regarding the relationship between competence and employee performance. Some studies report that competence has a positive and significant effect on performance (Shin & Kim, 2021), while others indicate that competence does not significantly influence performance (Hambali et al., 2025). These contradictory findings highlight the existence of a research gap that needs further investigation, particularly in the public sector context (Alsobaey & Alkhateeb, 2025).

In addition to competence, organizational communication is another factor that plays a significant role in influencing employee performance. Organizational communication refers to the process of exchanging information within an organization, both vertically and horizontally. Effective communication enhances coordination, promotes mutual understanding, and strengthens teamwork, whereas ineffective communication may lead to misunderstandings and conflicts. Rogers defines communication as a process of sharing information to achieve mutual understanding, while Anderson emphasizes the importance of understanding and being understood in organizational interactions (Dantas et al., 2022; Gomes et al., 2021).

Empirical studies on organizational communication also show mixed results. Several studies indicate that communication has a positive and significant effect on employee performance (Gomes et al., 2021; Rizaly, et al, 2025). However, other studies have reported that organizational communication does not always exert a significant direct effect on employee performance, and its influence may depend on organizational context or be mediated by other variables (Neves & Eisenberger, 2012). These inconsistencies further highlight the need for additional research to clarify the role of organizational communication in improving employee performance across different organizational contexts and mechanisms (Gomes et al., 2021; Rizaly, et al, 2025).

In the DPRD environment, organizational communication is particularly important due to the involvement of multiple stakeholders, including administrative staff, legislative members, and external parties. Effective communication is essential to ensure coordination, transparency, accountability, and efficiency in organizational processes. Furthermore, increasing public expectations for transparent and accountable governance require DPRD institutions to strengthen both internal and external communication systems to support effective public service delivery and institutional performance (Castanha et al., 2020; Gomes et al., 2021)

Based on preliminary observations at the DPRD Secretariat of Kepulauan Selayar Regency, employee performance remains a critical issue. As an archipelagic region, Selayar has unique geographical and administrative characteristics that require employees to demonstrate high adaptability and coordination skills. In this context, technical guidance, human resource competence, and organizational communication are considered strategic factors influencing employee performance (Astarina et al., 2022; Busro, 2018).

Despite numerous studies examining these variables, inconsistencies in previous research findings indicate a significant research gap. Therefore, this study aims to analyze the influence of technical guidance, human resource competence, and organizational communication on employee performance at the DPRD Secretariat of Kepulauan Selayar Regency. This study is expected to contribute both theoretically to the development of human resource management in the public sector and practically as a reference for policymakers in improving employee performance (Daswati et al., 2022; Rizaly, et al, 2025).

1.1. Technical Guidance

As a structured learning and development process, technical guidance aims to enhance employees' knowledge, skills, and competencies required to perform their job responsibilities effectively. It plays a vital role in strengthening employee capabilities, supporting professional development, and improving overall organizational effectiveness. According to (Simamora, 2006), training is a systematic process of changing employee behavior to achieve organizational goals, while (Bernardin & Russel, 2013) define it as an effort to improve performance in current or future job roles (Busro, 2018). Recent studies further emphasize that well-designed training and development programs enhance employees' knowledge and skills, thereby contributing to improved individual and organizational performance (Garavan et al., 2021; Sung & Choi, 2018)

In public sector organizations, technical guidance is particularly important due to the dynamic nature of policies and administrative procedures. Continuous training programs enable employees to adapt to regulatory changes and improve their professional skills. Empirical studies indicate that technical guidance has a significant positive effect on employee performance, as it enhances both technical competence and managerial capability (Busro, 2018). Therefore, the successful implementation of technical guidance is expected to improve employee performance by facilitating the acquisition and application of knowledge, skills, and competencies relevant to employees' job responsibilities (Garavan et al., 2021).

Despite the recognized importance of technical guidance, empirical evidence regarding its effect on employee performance remains inconsistent. While several studies have reported significant positive effects, others have found that training does not necessarily improve performance when it is not aligned with employees' job requirements or lacks opportunities for effective transfer to the workplace (Blume et al., 2010; Garavan et al., 2021). These inconsistencies indicate the need for further investigation, particularly in public sector organizations.

1.2. Human Resource Competence

Employees' ability to perform their duties effectively depends largely on the knowledge, skills, and abilities they possess. Human resource competence therefore represents an integrated set of individual capabilities that enables employees to accomplish their job responsibilities efficiently and contribute to organizational objectives. Competence is widely recognized as a strategic resource that enhances individual and organizational performance. Recent studies have shown that employee competencies play a significant role in improving organizational performance by strengthening employees' capability to perform work-related tasks effectively (Salman et al., 2020). Consistent with the competency theory proposed (Spencer & Spencer, 1993), competence reflects the underlying characteristics that have a causal relationship with superior job performance, indicating that employees with higher levels of competence are more likely to achieve better work outcomes.

Employees with high competence tend to demonstrate better adaptability, professionalism, and responsibility in completing their tasks. However, previous studies have reported inconsistent findings regarding the influence of competence on performance. Some studies have found that competence positively and significantly affects employee performance (Salman et al., 2020), whereas others reported that the relationship is not consistently significant, particularly in public sector organizations (Meilifa et al., 2021). These inconsistencies highlight the need for further investigation, particularly in the context of public sector organizations.

1.3. Organization Communication

The effective exchange of information, ideas, and messages among organizational members through both vertical and horizontal communication channels is fundamental to achieving organizational communication. Effective organizational communication facilitates coordination, collaboration, and mutual understanding, thereby improving organizational effectiveness and employee performance. Recent studies have highlighted that organizational communication serves as a strategic mechanism for promoting information sharing, strengthening employee engagement, facilitating collaboration, and aligning employees with organizational goals, ultimately contributing to improved individual and organizational performance (Gomes et al., 2021; Men & Yue, 2019).

Effective communication can improve teamwork, reduce misunderstandings, and enhance organizational performance. Conversely, ineffective communication may lead to coordination problems, interpersonal conflicts, and reduced organizational effectiveness. Empirical studies have reported mixed findings regarding the relationship between organizational communication and employee performance. Several studies found that organizational communication has a positive and significant effect on employee performance (Gomes et al., 2021; Rizaly, et al, 2025), whereas other studies reported that its direct effect is not statistically significant and may depend on organizational context or mediating variables. These findings suggest that the effectiveness of organizational communication varies across organizational settings and implementation practices.

1.4. Employee Performance

The degree to which employees successfully perform their assigned duties and fulfill their responsibilities in line with organizational objectives represents their level of job performance. In public sector organizations, employee performance is evaluated not only in terms of productivity but also based on accountability, transparency, responsiveness, and the quality of public services. As a multidimensional construct, employee performance reflects an employee's ability to achieve expected work outcomes while contributing to organizational effectiveness and the delivery of high-quality public services. Employee performance is influenced by various organizational and individual factors, including training, human resource competence, and organizational communication, all of which play a crucial role in enhancing employees' capability to perform their duties effectively (Busro, 2018; Gomes et al., 2021; Salman et al., 2020).

High employee performance reflects employees' ability to accomplish organizational objectives effectively and efficiently while maintaining accountability and service quality. Within DPRD institutions,

employee performance plays a critical role in supporting legislative functions, policy formulation, and the delivery of public services. Achieving high levels of performance therefore requires a comprehensive human resource development approach that integrates continuous technical guidance, competency development, and effective organizational communication to enhance both individual and organizational effectiveness (Busro, 2018; Gomes et al., 2021; Salman et al., 2020).

1.5. Conceptual framework and hypotheses

Based on the theoretical review, employee performance is influenced by several key factors, including technical guidance, human resource competence, and organizational communication. Technical guidance improves knowledge and skills, competence strengthens individual capability, and communication enhances coordination and collaboration within the organization. These factors are expected to have a significant effect on employee performance both individually and collectively (Busro, 2018; Rizaly, et al, 2025). Given the inconsistencies found in previous studies, this research proposes the following hypotheses:

H1: Technical guidance has a positive and significant effect on employee performance.

H2: Human resource competence has a positive and significant effect on employee performance.

H3: Organizational communication has a positive and significant effect on employee performance.

H4: Technical guidance, competence, and communication simultaneously affect employee performance (Rizaly, et al, 2025)

2. RESEARCH METHOD

This study employs a quantitative approach with an explanatory survey design to examine the causal relationships between technical guidance, human resource competence, organizational communication, and employee performance. Quantitative research is used to test hypotheses and analyze relationships among variables using statistical methods (Creswell, 2017; Sugiyono, 2018). The research was conducted at the Secretariat of the Regional House of Representatives of Kepulauan Selayar Regency, South Sulawesi, Indonesia, over a period of two months, from January to March 2026.

The population of this study consisted of 80 employees of the Secretariat of the Regional House of Representatives (DPRD) of Kepulauan Selayar Regency, including civil servants (ASN), government employees with work agreements (PPPK), and expert staff. Given the relatively small population size, a census technique was employed, whereby all members of the population were included as research respondents (Sekaran & Roger, 2016; Sugiyono, 2018). Primary data were collected through a structured questionnaire distributed to all respondents. The questionnaire utilized a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) to measure respondents' perceptions of each research variable. To enrich the analysis and provide a comprehensive understanding of the research context, supporting data were also collected through observation and documentation (Sugiyono, 2018).

This study includes one dependent variable, namely employee performance (Y), and three independent variables: technical guidance (X1), human resource competence (X2), and organizational communication (X3). Technical guidance was measured using indicators including participant readiness, trainer competence, training materials, and learning outcomes, which represent essential dimensions of effective training implementation and learning transfer (Garavan et al., 2021; Noe, 2020). Human resource competence was measured based on knowledge, understanding, values, abilities, attitudes, and interests (Busro, 2018). Organizational communication was measured using indicators of communication clarity, communication channels, feedback, openness, and timeliness (Downs & Hazen, 2024). Employee performance was measured using indicators of work quality, work quantity, timeliness, and work effectiveness, which are widely used to evaluate individual performance in organizational settings (Laura et al., 2026).

The validity test was conducted using Pearson product-moment correlation to determine whether each questionnaire item accurately measured the intended construct. An item was considered valid when the correlation coefficient exceeded the critical value (r -table). Reliability was assessed using Cronbach's Alpha to examine the internal consistency of the measurement instrument, with a coefficient greater than 0.60 indicating acceptable reliability (Ghozali, 2018; Hair & Alamer, 2022). Data were analyzed using both descriptive and inferential statistical techniques with the assistance of SPSS software. Descriptive statistics were employed to summarize respondents' characteristics and the distribution of research variables, whereas inferential statistical analyses were performed to examine the proposed research hypotheses (Hair & Alamer, 2022; Sugiyono, 2018).

Prior to hypothesis testing, classical assumption tests were conducted, including normality, multicollinearity, and heteroscedasticity tests to ensure the validity of the regression model. Multiple linear regression analysis was used to examine the effect of independent variables on employee performance, with the regression model formulated as: $Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$. Hypothesis testing was conducted using t -tests to examine partial effects, the F -test to examine simultaneous effects, and the coefficient of determination (R^2) to measure the explanatory power of the model (Ghozali, 2018; Hair & Alamer, 2022; Sugiyono, 2018).

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1. Research Context and Respondent Profile

This study was conducted at the Secretariat of the Regional House of Representatives (DPRD) of Kepulauan Selayar Regency, an institution that plays a strategic role in supporting legislative functions. The Secretariat operates under a dual accountability system: administratively responsible to the regional government and functionally accountable to the legislative body. This unique structure requires strong coordination, competent human resources, and effective communication to ensure optimal organizational performance.

The respondents in this study consisted of 80 employees, representing the entire population of the Secretariat. The demographic profile indicates that female employees slightly dominate (53.75%), while male employees account for 46.25%. In terms of age distribution, the majority of respondents fall within the productive age range of 34–45 years (47.50%), followed by those aged 26–33 years (28.75%). Most respondents are married (83.75%), which may reflect a stable workforce. Regarding educational background, the largest proportion holds a bachelor's degree (48.75%), followed by senior high school graduates (40.00%). In addition, a significant proportion of respondents (37.50%) have more than 12 years of work experience, indicating a relatively experienced workforce. These characteristics suggest that respondents have sufficient knowledge and experience to provide reliable insights into organizational practices.

3.1.2. Descriptive Statistics of Research Variables

Descriptive analysis was conducted to examine respondents' perceptions of the study variables. The interpretation of mean scores follows the classification proposed by (Sugiyono, 2018), where scores above 4.21 are categorized as "very high."

Table 1. Descriptive Statistics of Variables

Variable	Mean	Category
Technical Guidance (X1)	4.42	Very High
Human Resource Competence (X2)	4.44	Very High
Organizational Communication (X3)	4.33	Very High
Employee Performance (Y)	4.33	Very High

The results indicate that all variables are perceived at a very high level. Human Resource Competence (4.44) shows the highest mean value, followed by Technical Guidance (4.42), Organizational Communication (4.33), and Employee Performance (4.33). These findings suggest that the organization has a strong internal capacity in terms of competence and communication, which are essential for achieving high performance.

3.1.3. Instrument Testing

3.1.3.1. Reliability Test

Reliability testing was conducted using Cronbach's Alpha to measure the internal consistency of the instruments. The results are presented in Table 2.

Table 2. Reliability Test Results

Variable	Cronbach's Alpha	Description
Technical Guidance (X1)	0.855	Reliable
Human Resource Competence (X2)	0.918	Highly Reliable
Organizational Communication (X3)	0.925	Highly Reliable
Employee Performance (Y)	0.890	Highly Reliable

All variables have Cronbach's Alpha values above 0.60, indicating that the research instruments are reliable (Ghozali, 2018).

3.1.3.2. Validity Test

The validity test results indicate that all questionnaire items have significance values below 0.05, confirming that all indicators are valid and capable of measuring the intended constructs accurately.

3.1.3.3. Classical Assumption Tests

The regression model was tested to ensure it meets classical assumptions. The normality test using the Normal P–P Plot shows that residuals are normally distributed. The multicollinearity test indicates that all tolerance values are above 0.10 and VIF values are below 10, suggesting no multicollinearity. The heteroscedasticity test using a scatterplot shows a random distribution of residuals, indicating homoscedasticity. Therefore, the regression model is appropriate for further analysis.

3.1.4. Multiple Linear Regression Analysis

Multiple regression analysis was conducted to examine the effect of Technical Guidance, Human Resource Competence, and Organizational Communication on Employee Performance.

Table 3. Regression Analysis Results

Variable	B	Beta	t-value	Sig.
Technical Guidance (X1)	-0.047	-0.042	-0.514	0.609
Human Resource Competence (X2)	0.305	0.418	4.063	0.001
Organizational Communication (X3)	0.478	0.579	6.387	0.001

R = 0.933

R Square = 0.871

F = 170.870 (Sig. < 0.001)

The regression equation is:

$Y = -0.405 - 0.047X_1 + 0.305X_2 + 0.478X_3$

The model explains 87.1% of the variance in employee performance, indicating strong explanatory power. The F-test result confirms that the model is statistically significant.

3.2. Discussion

3.2.1. The Effect of Technical Guidance on Employee Performance

The findings indicate that technical guidance does not have a significant effect on employee performance. This suggests that existing training programs are not effectively aligned with employees' actual job demands. Although respondents perceive technical guidance positively at a descriptive level, it does not translate into measurable performance outcomes. From a theoretical perspective, this result highlights the issue of training relevance and transferability. According to (Noe, 2020), training will only impact performance when it is closely linked to job tasks and supported by continuous application in the workplace. In this study, technical guidance appears to be implemented in a general and infrequent manner, limiting its practical contribution.

This finding is consistent with recent training transfer literature, which suggests that training does not necessarily improve employee performance unless employees are able to effectively transfer and apply the knowledge and skills acquired during training in their workplace (Yang & Watson, 2022). However, it contrasts with (Garavan et al., 2021), whose meta-analysis found that well-designed and effectively implemented training programs generally have a positive impact on organizational performance. These contrasting findings indicate that the effectiveness of technical guidance depends on factors such as training relevance, organizational support, and opportunities for training transfer.

3.2.2. The Effect of Human Resource Competence on Employee Performance

Human resource competence has a positive and significant effect on employee performance. This confirms that competence is a key determinant of individual effectiveness. Employees with strong knowledge, skills, and attitudes are better able to perform tasks efficiently and meet organizational expectations. This finding supports the competency theory proposed by (Spencer & Spencer, 1993), which argues that superior job performance is driven by underlying individual characteristics, including knowledge, skills, self-concept, traits, and motives. In this context, competence functions as a strategic internal resource that enables employees to effectively perform complex administrative and technical responsibilities. Recent empirical evidence also confirms that higher levels of employee competence significantly enhance individual performance by improving employees' capability to accomplish work tasks efficiently and adapt to organizational demands (Salman et al., 2020).

The present finding is consistent with previous empirical studies reporting that employee competence has a positive and significant effect on employee performance (Salman et al., 2020). However, other studies have reported that the effect of competence may be insignificant or indirect depending on organizational conditions, leadership support, and organizational culture. These differences suggest that the relationship between competence and employee performance is highly context-dependent and influenced by the organizational environment in which employees apply their competencies.

3.2.3. The Effect of Organizational Communication on Employee Performance

Organizational communication was found to be the most dominant factor influencing employee performance. This finding highlights the critical role of communication in facilitating coordination, clarifying work responsibilities, and aligning employees with organizational goals. From a theoretical perspective, this result is consistent with recent studies suggesting that effective organizational communication enhances information sharing, collaboration, employee engagement, and overall organizational performance (Gomes et al., 2021; Men & Yue, 2019). In the context of the DPRD Secretariat, where employees operate under dual accountability to both administrative and legislative authorities, effective communication becomes particularly

important for minimizing role ambiguity, strengthening interdepartmental coordination, and ensuring the efficient implementation of organizational responsibilities.

This finding is also consistent with (Gomes et al., 2021), who reported that effective internal communication positively influences individual performance by improving information sharing, coordination, and perceived organizational support. However, previous studies have also suggested that the strength of this relationship may vary depending on organizational structure, leadership practices, and communication systems. These differences indicate that the effectiveness of organizational communication is highly dependent on organizational context and implementation.

4. CONCLUSION

This study concludes that human resource competence and organizational communication have a positive and significant influence on employee performance at the Secretariat of the Regional House of Representatives (DPRD) of the Selayar Islands Regency. Organizational communication emerges as the most dominant factor, indicating that effective information flow, clarity of instructions, and feedback mechanisms play a crucial role in ensuring optimal work outcomes. Meanwhile, HR competence contributes substantially by strengthening employees' knowledge, skills, and attitudes, which directly support task completion and service quality. On the other hand, technical guidance does not show a significant effect on performance. This finding suggests that existing training programs have not been fully aligned with employees' practical needs or have not been implemented consistently. Overall, the regression model demonstrates strong explanatory power, implying that the combination of competence and communication variables forms a solid foundation for improving organizational performance, while training strategies require further refinement to become more impactful.

Based on the findings, the following recommendations and practical suggestions are proposed:

- a. Redesign of training programs. Technical guidance should be transformed into a more targeted and performance-oriented system. Organizations are advised to implement job-specific training modules, such as legislative drafting, meeting documentation, and financial administration. In addition, training should be conducted continuously rather than sporadically, and followed by evaluation of its impact on performance.
- b. Strengthening human resource competence. Organizations should develop a structured competency framework for each position. Practical steps include conducting regular competency assessments, implementing mentoring systems between senior and junior staff, and encouraging participation in professional certification programs. This will ensure continuous improvement of employee capabilities.
- c. Enhancing organizational communication. Given its dominant role, communication systems should be strengthened through both structural and technological approaches. The organization should optimize the use of internal information systems, establish clear communication protocols, and promote a culture of openness and feedback. Regular coordination meetings and digital communication platforms can help improve efficiency.
- d. Alignment of organizational systems. To support competence and communication, organizational systems such as performance appraisal, workload distribution, and leadership practices must be aligned. Performance evaluation should be based on measurable indicators and linked to competency development to ensure consistency between individual performance and organizational goals.
- e. Suggestions for future research. Future studies are recommended to include additional variables such as leadership style, organizational culture, and work motivation to provide a more comprehensive understanding of factors influencing performance. Expanding the research scope to other public sector institutions may also improve the generalizability of findings

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