

COMPETENCE, WORK ENVIRONMENT, AND JOB SATISFACTION AS DRIVERS OF EMPLOYEE PERFORMANCE IN A PROVINCIAL EDUCATION AGENCY

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ABSTRACT

This study examines the effects of competence, work environment, and job satisfaction on employee performance at the Bali Provincial Office of Education, Youth, and Sports. The population comprised 189 civil servants, from which 127 respondents were selected using proportionate random sampling. Data were collected through questionnaires and analyzed using multiple linear regression. The results show that competence has a positive but insignificant effect on employee performance. The work environment also has a positive but insignificant effect on employee performance, whereas job satisfaction has a positive and significant effect on employee performance. The adjusted R-squared value of 0.226 indicates that competence, work environment, and job satisfaction explain 22.6% of the variation in employee performance. These findings demonstrate that job satisfaction is the most influential variable in improving employee performance within the agency. Management should therefore strengthen transparent career development, recognition, and promotion practices to improve employee satisfaction and performance.

Keywords: competence, work environment, job satisfaction, employee performance

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1. INTRODUCTION

In the era of globalization and increasing competition among institutions, every government agency is required to be the best in providing public services. This situation demands that every organization have competent human resources—that is, individuals possessing the knowledge, skills, and abilities to support optimal performance and the achievement of organizational goals. The success of an organization is measured by how many employees perform their duties effectively and align with organizational goals (Zuliani et al., 2023). If an organization aims to grow further, it must have high-quality human resources to effectively carry out organizational activities, thereby ensuring organizational goals are achieved optimally (Harwina, 2022). In this context, employee performance serves as a key indicator for assessing the effectiveness and efficiency of an organization. According to Kasmir (2019), performance refers to the work outcomes and work behavior achieved in fulfilling assigned tasks and responsibilities over a specific period.

Every organization and company strives to improve its performance to achieve predetermined organizational goals, one of which is by enhancing employee competencies (Sulantara, et al., 2020). Competency refers to inherent and developing abilities within an individual, encompassing knowledge, skills, and behavioral traits, which enable them to perform professional tasks in accordance with established job requirements (Wulandari & Hasanah, 2025). Competence relates to human capabilities that can tangibly distinguish between those who are successful and those who are merely average in the workplace (Sukamdani, 2023). According to Sarumaha (2022), adequate competence is required to complete work in a specific field.

Another factor influencing employee performance is the work environment. The work environment encompasses all the facilities and infrastructure surrounding employees as they perform their duties, which can impact task execution (Thania, et al., 2024). Wulandari and Hasanah (2025) noted that an

inefficient work environment has the potential to dampen employees' enthusiasm and motivation in performing their duties. According to Mangkunegara (2017), the work environment encompasses all the tools and materials encountered, the surrounding environment where an individual works, their work methods, and their work arrangements—whether as an individual or as part of a group.

Performance improvement can also be achieved by focusing on job satisfaction. According to Ganyang (2018), job satisfaction is the feeling an individual has toward their work, whether pleasant or unpleasant. Someone who feels satisfied—or the opposite—will naturally exhibit different responses and attitudes toward their work. An individual with a high level of job satisfaction demonstrates a positive attitude toward their work (Kuncorowati, et al., 2022). Job satisfaction is a psychological state encompassing feelings of contentment and joy derived from achievements or recognition received in the workplace, which can influence one's performance (Saputra, et al., 2025). Fundamentally, job satisfaction is an individual matter; each individual will have varying levels of satisfaction depending on the value systems that apply to them.

The Bali Provincial Department of Education, Youth, and Sports is a government agency that plays a crucial role in managing and developing the education, youth, and sports sectors in Bali. The Bali Provincial Department of Education, Youth, and Sports is committed to improving the quality of education through the provision of adequate facilities, the development of relevant curricula, and training for educators. Additionally, the Department plays a role in facilitating programs that support the character and skill development of the younger generation, enabling them to contribute positively to society. Through various programs, the Bali Provincial Department of Education, Youth, and Sports has contributed to fostering a generation that is healthy, high-achieving, and competitive. The Bali Provincial Government, through the Department of Education, Youth, and Sports, continues to strive to improve the quality of inclusive and sustainable educational services. One tangible manifestation of these efforts is the implementation of the Education Management Program, which is evaluated based on a number of indicators. The performance indicator data for the education management program at the Bali Provincial Department of Education, Youth, and Sports is presented in Table 1, as follows:

Table 1. Performance Indicators of the Education Management Program

No	Program Indicator	Achievement 2023	2024		
			Target	Actual	Achievement (%)
1	School Enrollment Rate (SER) for the Population Aged 16–18	84.73	100%	85.17	85.17
2	Percentage of Vocational High School Graduates Hired by the Business/Industrial Sector	82.49	50.25	92.30	183.68
3	School Enrollment Rate (SER) for People with Disabilities Aged 4–18	-	100%	54.60	54.60

Source: Bali Provincial Department of Education, Youth, and Sports (2024)

Data on achievements for 2024 indicate that not all program targets were fully met. As shown in Table 1, one indicator where there was a discrepancy between the target and actual results is the School Participation Rate (SPR) for people with disabilities aged 4–18. Although the target was set at 100%, the actual rate reached only 54.60%. The gap between the target and actual achievement indicates the need for a comprehensive evaluation of program implementation, including accessibility, public awareness, institutional coordination, and internal employee performance. Effective employee performance is required to ensure that program planning, implementation, monitoring, and evaluation are conducted consistently.

Employee performance is one of the key factors in achieving organizational goals, particularly in the public sector, which focuses on public service. Efforts to improve employee performance at the Bali Provincial Office of Education, Youth, and Sports are influenced by various factors, such as competence, work environment, and job satisfaction. Competence, work environment, and job satisfaction tend to influence one another. There are issues regarding competence, namely that employees feel their competencies do not align with the demands of their tasks; some of them have educational backgrounds that do not match the positions they currently hold. There are also issues within the work environment, specifically a work environment that tends to be bureaucratic and rigid; work patterns that are overly tied to formal procedures make communication among employees inflexible and less open. This situation has led to a decline in employees' comfort in voicing opinions or expressing new ideas. Employee job satisfaction is also a significant issue within the organization, including limited career development opportunities, a lack of recognition for performance, minimal employee involvement in decision-making, and monotonous, unchallenging work that fails to provide personal satisfaction. This situation causes some employees to work merely to fulfill formal obligations, rather than out of an inner drive to contribute more to the organization. This can influence employee behavior, potentially leading to reduced effectiveness in their work.

Previous studies have reported inconsistent findings regarding the effects of competence, work environment, and job satisfaction on employee performance. Several studies found positive and significant effects, whereas other studies reported insignificant relationships. Empirical evidence from provincial public education agencies also remains limited. Therefore, this study examines these relationships within the Bali Provincial Office of Education, Youth, and Sports. The study contributes empirical evidence regarding the factors associated with employee performance in a provincial government agency responsible for public education services.

2. LITERATURE AND HYPOTHESES

Competence

According to Sulantara et al. (2020), competencies are a set of knowledge, skills, and behaviors that employees must possess, value, master, and apply in performing their duties professionally. Competency refers to formally acquired skills that support an individual's work activities in performing tasks and duties, manifested as knowledge and expertise (Marnisah et al., 2022). According to Sedarmayanti (2017), there are three indicators of competency: Knowledge; Skills; and Attitude.

Work Environment

The work environment encompasses all facilities and infrastructure surrounding employees as they perform their work, which can influence the execution of their tasks (Thania et al., 2024). According to Kusmiyatun and Sonny (2021), the work environment comprises everything in the vicinity of workers that can influence them in carrying out the tasks assigned to them. According to Budiasa (2021), indicators of the work environment consist of: work atmosphere; relationships with coworkers; and work facilities.

Job Satisfaction

According to Saputra et al. (2025), job satisfaction is a psychological state encompassing feelings of contentment and joy derived from achievements or recognition received in the workplace, which can influence employee performance. The job satisfaction experienced by an employee impacts the outcomes of their work (Subiyanti & Trisnadi, 2022). Irfan et al. (2022) argue that job satisfaction is a state of happiness or positivity resulting from an individual's evaluation of their work. According to Luthans (2019), there are six indicators of job satisfaction: the work itself; salary/wages; promotions; supervisors; work groups; and working conditions.

Employee Performance

Performance is the outcome of work in terms of quality and quantity achieved by an employee in carrying out their duties in accordance with the responsibilities assigned to them (Agustian, et al., 2025). According to Saputra, et al., (2025), performance is an individual's ability to carry out tasks effectively and is closely related to the concept of person-job fit. According to Hasibuan (2019), the indicators used to measure performance are: Loyalty; Work performance; Honesty; Discipline; Creativity; Competence; Responsibility.

Hypothesis

The Effect of Competence on Employee Performance

According to Mariana (2025), competencies are the foundational skills required to perform work in accordance with the requirements of one's assigned duties. Adequate competencies serve as a key element in fostering employees' ability to improve their overall work performance (Wulandari & Hasanah, 2025). Hutabarat et al. (2023) argue that competencies represent how an individual is expected to behave to perform their job effectively. Research conducted by Harwina (2022), Sulantara et al. (2020), and Wulandari and Hasanah (2025) indicates that competencies have a positive and significant impact on employee performance, meaning that if employees possess adequate competencies, this will also enhance their performance. In contrast, research conducted by Setiyowati et al. (2022) and Ningsih et al. (2024) found that competencies do not have a significant effect on employee performance, suggesting that improvements in individual abilities do not necessarily result in tangible changes in work outcomes. Based on previous research, the following hypotheses can be formulated:

H1: Competence has a positive effect on employee performance at the Bali Provincial Education, Youth, and Sports Office.

The Influence of the Work Environment on Employee Performance

The work environment refers to the physical, social, and psychological conditions at a person's workplace (Rachmawati et al., 2025). According to Mangkunegara (2017), the work environment encompasses all the tools and materials a person encounters, the surrounding environment where they work, their work methods, and their work arrangements—whether as an individual or as part of a group. Siawati et al. (2025) state that the work environment consists of both physical and non-physical aspects that must be balanced to create a conducive work atmosphere. Therefore, fostering a conducive, reassuring, and supportive work atmosphere is of utmost importance (Wulandari & Hasanah, 2025). Research conducted by Kirana et al. (2024), Siawati et al. (2025), and Wulandari and Hasanah (2025) indicates that the work environment has a positive and significant impact on employee performance; that is, the better the work environment created, the higher the performance demonstrated by employees. Meanwhile, research conducted by Zulher et al. (2022) and Sabani and Nuraeni (2025) states that the work environment does not have a significant effect on employee performance; according to them, the work environment is not the primary factor determining performance. Based on the previous research, the following hypotheses can be concluded:

H2: The work environment has a positive effect on employee performance at the Bali Provincial Office of Education, Youth, and Sports.

The Effect of Job Satisfaction on Employee Performance

According to Tiong (2023), job satisfaction is a generalization of attitudes toward one's work; an individual's various attitudes toward their job reflect both pleasant and unpleasant experiences at work, as well as their expectations regarding future experiences. The satisfaction felt can foster loyalty to the company, which encourages an individual to be committed, thereby enabling them to contribute to the fullest extent (Atmaja, 2022). Job satisfaction is the overall result of an employee's level of liking or disliking various aspects of their work (Agustian, et al., 2025). If employees are satisfied with their work, it will generate motivation to perform their best; conversely, if employees are dissatisfied with their work, their motivation to perform tasks will be low, resulting in low productivity as well (Ganyang, 2018). Research conducted by Permadi et al. (2023), Saputra et al. (2025), Agustian et al. (2025), and Junejo et

al. (2025) indicates that job satisfaction has a positive and significant effect on employee performance, meaning that the higher an employee's job satisfaction, the higher their performance will be. Meanwhile, studies conducted by Irfan et al. (2022) and Asmini et al. (2022) state that job satisfaction has a negative and insignificant effect on employee performance, meaning that an increase in job satisfaction is not always accompanied by an increase in employee performance. Based on the previous studies, the following hypotheses can be formulated:

H3: Job satisfaction has a positive effect on employee performance at the Bali Provincial Office of Education, Youth, and Sports.

3. RESEARCH METHODS

This study was conducted at the Bali Provincial Office of Education, Youth, and Sports. The respondents were civil servants employed by the agency, whereas the research variables consisted of competence, work environment, job satisfaction, and employee performance. The population comprised 189 civil servants. A sample of 127 employees was determined using the Isaac and Michael (1981) formula and selected through proportionate random sampling based on job-function categories.

$$s = \frac{\lambda^2 \cdot N \cdot P \cdot Q}{d^2(N - 1) + \lambda^2 \cdot P \cdot Q}$$

$$s = \frac{3.841 \cdot 189 \cdot 0.5 \cdot 0.5}{0.05^2(189 - 1) + 3.841 \cdot 0.5 \cdot 0.5}$$

$$s = \frac{241983}{1907}$$

$$s = 126.89198$$

$$s = 127 \text{ (rounded)}$$

Thus, the sample size used is 127 people. The sampling method used is proportionate random sampling, where the sample is categorized according to their job functions. Preliminary information was collected through document analysis and interviews, while questionnaire data were used to measure the research variables and test the hypotheses. Data analysis consisted of validity and reliability tests, descriptive statistical analysis, classical assumption tests, multiple linear regression, multiple correlation analysis, adjusted coefficient of determination, and partial hypothesis testing using the t-test.

4. RESULTS AND DISCUSSION

Research Instrument Validation

a. Validity Test

Table 2. Results of the Instrument Validity Test

Variable	Statement Items	Pearson Correlation	Standard	Description
Competence (X_1)	$X_{1.1}$	0.902	0.30	Valid
	$X_{1.2}$	0.881		Valid
	$X_{1.3}$	0.882		Valid
Work Environment (X_2)	$X_{2.1}$	0.882	0.30	Valid
	$X_{2.2}$	0.896		Valid
	$X_{2.3}$	0.868		Valid
	$X_{3.1}$	0.853		Valid
	$X_{3.2}$	0.901		Valid
Job Satisfaction (X_3)	$X_{3.3}$	0.917	0.30	Valid
	$X_{3.4}$	0.881		Valid
	$X_{3.5}$	0.881		Valid
	$X_{3.6}$	0.821		Valid
Employee Performance (Y)	$Y_{1.1}$	0.775	0.30	Valid
	$Y_{1.2}$	0.782		Valid
	$Y_{1.3}$	0.824		Valid

Y _{1.4}	0.803	Valid
Y _{1.5}	0.773	Valid
Y _{1.6}	0.834	Valid
Y _{1.7}	0.775	Valid

Source: Processed data, 2025

Table 2 shows that all the items used in this study are valid. This is evident from the fact that each item has a Pearson correlation coefficient greater than 0.30.

b. Reliability Test

Table 3. Results of the Instrument Reliability Test

Variable	Number of Instruments	Cronbach's Alpha	Standard	Description
Competence (X ₁)	3	0.866	0.60	Reliable
Work Environment (X ₂)	3	0.857		Reliable
Job Satisfaction (X ₃)	6	0.938		Reliable
Employee Performance (Y)	7	0.902		Reliable

Source: Processed data, 2025

Based on Table 3, it is shown that the Cronbach's Alpha values for each variable are greater than 0.60. This indicates that each measurement instrument used for the respective variables is reliable.

Classical Assumption Test

a. Normality Test

Table 4. Normality Test Results

	Unstandardized Residual
N	127
Asymp. Sig. (2-tailed)	0.200

Source: Processed data, 2025

The results in Table 4 show that the Asymp. Sig. (2-tailed) value is 0.200. This value is greater than 0.05, which means that the variable in question can be said to be normally distributed.

b. Multicollinearity Test

Table 5. Multicollinearity Test Results

Independent Variables	Tolerance	VIF Value
Competence (X ₁)	0.737	1.357
Work Environment (X ₂)	0.863	1.158
Job Satisfaction (X ₃)	0.730	1.370

Source: Processed data, 2025

Based on the results in Table 5, the value is greater than 0.10 and the VIF value is less than 10. This indicates that there is no multicollinearity issue in the regression model used.

c. Heteroscedasticity Test

Table 6. Heteroscedasticity Test Results

Independent Variables	Sig.
Competence (X ₁)	0.912
Work Environment (X ₂)	0.796
Job Satisfaction (X ₃)	0.120

Source: Processed data, 2025

Based on the results in Table 6, it can be seen that the significance value between the independent variables and the absolute residual value (ABS_RES) is greater than 0.05. This indicates that there is no heteroscedasticity in the data, so the assumption of heteroscedasticity is met.

Data Analysis Results

Table 7. Summary of Multiple Linear Regression Analysis Results

Variables	Regression Coefficient	Beta	t	Sig.
Constant	16.106		6.587	0.000
Competence (X_1)	0.214	0.117	1.284	0.201
Work Environment (X_2)	0.306	0.165	1.959	0.052
Job Satisfaction (X_3)	0.310	0.340	3.705	0.000
R				0.494 ^a
R-Square				0.244
Adjusted R-squared				0.226
N				127

Source: Processed data, 2025

a. Results of Multiple Linear Regression Analysis

Based on the values in Table 7, the multiple linear regression equation will be:

$$Y = 16.106 + 0.214X_1 + 0.306X_2 + 0.310X_3$$

Based on the multiple linear regression equation above, the regression line equation that:

- 1) The regression coefficient for competence (b1) of 0.214 implies that an increase in competence (X_1) will be followed by an increase in employee performance (Y), assuming all other variables remain constant. This means that competence has a positive effect on employee performance.
- 2) The regression coefficient for work environment (b2) of 0.306 implies that an increase in work environment (X_2) will be followed by an increase in employee performance (Y), assuming all other variables remain constant. This means that work environment has a positive effect on employee performance.
- 3) The regression coefficient for job satisfaction (b3) of 0.310 indicates that an increase in job satisfaction (X_3) will be followed by an increase in employee performance (Y), assuming all other variables remain constant. This means that job satisfaction has a positive effect on employee performance.

Positive regression coefficients indicate a direct relationship, where if competence, work environment, and job satisfaction increase, this will be followed by an increase in employee performance at the Bali Provincial Education, Youth, and Sports Office

b. Multiple Correlation

Based on Table 7, it can be seen that the correlation coefficient (R) is 0.494. This value of R (0.494) falls between 0.400 and 0.599, indicating a moderate correlation between competence, work environment, and job satisfaction and employee performance at the Bali Provincial Education, Youth, and Sports Office.

c. Multiple Determination Analysis

Base on the results analysis in Table 7, the adjusted R-squared value of 0.226 indicates that competence, work environment, and job satisfaction explain 22.6% of the variation in employee performance. The remaining 77.4% is explained by other variables not included in the research model.

d. t-Test

Based on the analysis results in Table 7 above, the following conclusions can be drawn:

1) The effect of competence on employee performance

The competence variable has a t-value of 1.284 and a significance value of 0.201, which is greater than 0.05. Therefore, H1 is rejected, indicating that competence has a positive but insignificant effect on employee performance.

2) The effect of the work environment on employee performance

The work environment variable has a t-value of 1.959 and a significance value of 0.052, which is greater than 0.05. Therefore, H2 is rejected, indicating that the work environment has a positive but insignificant effect on employee performance.

3) The Effect of Organizational Climate on Employee Performance

The job satisfaction variable has a t-value of 3.705 and a significance value of 0.000, which is less than 0.05. Therefore, H3 is accepted, indicating that job satisfaction has a positive and significant effect on employee performance.

Discussion

The Effect of Competence on Employee Performance

The results indicate that competence has a positive but statistically insignificant effect on employee performance at the Bali Provincial Office of Education, Youth, and Sports. The positive regression coefficient indicates that improvements in employee knowledge, skills, and attitudes tend to be followed by improvements in performance. However, the significance value of 0.201, which exceeds 0.05, demonstrates that the effect is not statistically sufficient to support the proposed hypothesis. Thus, competence alone has not been shown to produce a meaningful change in employee performance within the context of this study. This finding is consistent with Setiyowati et al. (2022) and Ningsih et al. (2024), who found that competence did not significantly affect employee performance.

The insignificant effect may indicate that employee performance in a government institution is not determined solely by individual capabilities. Performance may also be influenced by standardized work procedures, formal job descriptions, supervisory mechanisms, resource availability, and the alignment between employee competencies and assigned positions. Employees may possess adequate knowledge and skills, but these capabilities will not necessarily improve performance when they are not supported by appropriate job placement, relevant training, sufficient authority, and opportunities to apply their competencies. Therefore, the agency should not limit competency development to general training activities but should align training programs with job requirements, evaluate competency gaps, and ensure that employees are assigned duties that correspond to their educational backgrounds and professional capabilities.

The Effect of the Work Environment on Employee Performance

The results demonstrate that the work environment has a positive but statistically insignificant effect on employee performance. The regression coefficient of 0.306 indicates that improvements in work atmosphere, relationships among coworkers, and workplace facilities tend to be associated with higher employee performance. Nevertheless, the significance value of 0.052 remains slightly above the 0.05 threshold, meaning that the relationship cannot be considered statistically significant at the five-percent significance level. Accordingly, the second hypothesis is rejected. This finding is consistent with Zulher et al. (2022) and Sabani and Nuraeni (2025), who reported that the work environment did not significantly affect employee performance.

The result suggests that employees may continue to perform their duties according to formal responsibilities and established performance standards even when workplace conditions vary. In a government institution, employee activities are generally regulated through administrative procedures, performance targets, and hierarchical supervision, which may reduce the direct influence of the work environment on individual performance. However, the positive coefficient indicates that improvements in workplace conditions remain relevant and should not be disregarded. The agency should therefore

maintain adequate work facilities, strengthen open communication, encourage cooperation among employees, and create a supportive work atmosphere. These improvements may have a stronger effect when combined with appropriate leadership, motivation, workload management, and employee involvement in organizational decision-making..

The Effect of Job Satisfaction on Employee Performance

The results show that job satisfaction has a positive and statistically significant effect on employee performance at the Bali Provincial Office of Education, Youth, and Sports. The regression coefficient of 0.310 and significance value of 0.000 indicate that higher levels of job satisfaction are associated with meaningful improvements in employee performance. Therefore, the third hypothesis is accepted. Employees who have positive perceptions of their work, compensation, promotion opportunities, supervision, coworker relationships, and working conditions are more likely to perform their duties effectively and contribute to organizational objectives. This result is consistent with Permadi et al. (2023), Saputra et al. (2025), Agustian et al. (2025), and Junejo et al. (2025), who found that job satisfaction positively and significantly affects employee performance.

The significant relationship indicates that job satisfaction represents an important psychological mechanism through which employees develop motivation, commitment, and willingness to provide better work outcomes. Employees who feel valued and treated fairly tend to demonstrate stronger responsibility, focus, and persistence in completing their duties. Conversely, limited promotion opportunities, insufficient recognition, and minimal involvement in decision-making may reduce employees' enthusiasm and willingness to contribute beyond formal obligations. The agency should therefore establish transparent promotion criteria, provide fair career development opportunities, recognize employee contributions, strengthen supportive supervision, and involve employees in relevant decisions. Such measures can enhance employees' positive attitudes toward their work and support sustainable improvements in performance.

5. CONCLUSIONS AND LIMITATIONS

The study concludes that competence and work environment have positive but insignificant effects on employee performance, whereas job satisfaction has a positive and significant effect. These findings indicate that job satisfaction is the most relevant variable in explaining employee performance within the Bali Provincial Office of Education, Youth, and Sports. Agency management should prioritize transparent promotion systems, recognition of employee contributions, supportive supervision, and fair career development opportunities. Competency development and workplace improvements should remain integrated with job satisfaction initiatives to produce stronger performance outcomes.

This study has several limitations that should be considered in future research. First, the sample was drawn from only one location, so the findings may not be fully generalizable to other organizations, sectors, or employee groups with different characteristics. Second, the data were collected through questionnaires, which may create the possibility of response bias, as respondents might not provide entirely honest answers or may answer in ways they believe are expected by the researcher. Therefore, future studies are encouraged to examine additional variables such as training, organizational culture, and compensation, while also involving a larger sample size and different research locations to provide a broader and more comprehensive understanding of the factors influencing employee performance.

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