

TRAINING, COMPETENCE, WORK DISCIPLINE, AND EMPLOYEE PERFORMANCE AT BALI PROVINCIAL HEALTH OFFICE

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ABSTRACT

This study examines the effects of training, competence, and work discipline on employee performance at the Bali Provincial Health Office. A quantitative survey was conducted with 100 respondents selected from a population of 152 employees through proportional random sampling. Data were collected using observation, interviews, documentation, and questionnaires. The analysis comprised validity and reliability tests, classical assumption tests, multiple linear regression, multiple correlation, the F-test, the t-test, and the coefficient of determination. Training had a positive and significant effect on employee performance ($B=0.431$; $t=3.824$; $p<0.001$), competence had a positive and significant effect ($B=0.418$; $t=2.767$; $p=0.007$), and work discipline had a positive and significant effect ($B=0.412$; $t=2.966$; $p=0.004$). Simultaneously, the three predictors significantly explained employee performance ($F=35.607$; $p<0.001$), with $R=0.716$ and $R^2=0.512$. The findings underline the importance of job-relevant training, competence development, and consistent work discipline in strengthening public-service performance.

Keywords: competence, employee performance, training, work discipline

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1. INTRODUCTION

Employee performance is central to the effectiveness of public organizations because it determines how well programs, administrative processes, and public services are delivered. At the Bali Provincial Health Office, employee performance is directly related to the implementation of health programs, service accuracy, institutional integrity, and the achievement of governmental targets. Consequently, human resource management must ensure that employees possess the capabilities and work behavior required to perform their responsibilities effectively and efficiently (Nasution & Priangkatara, 2022). Performance itself reflects the degree to which employees complete tasks according to predetermined quality, quantity, timeliness, attendance, and cooperation standards (Bangun, 2021; Tanujaya, 2021).

Training, competence, and work discipline are three interrelated human resource factors that can strengthen employee performance. Training provides structured opportunities to improve knowledge, skills, and work attitudes (Baroin & Byrne, 2020; Prasetyo & Sari, 2021), while competence enables employees to apply knowledge and skills appropriately in performing their duties (Ahmadi & Hardiyanto, 2021; Rahman & Sari, 2023). Work discipline supports the consistent application of those capabilities through punctuality, compliance with procedures, and accountability (Kurniawan & Dewi, 2022; Suryani, 2024). In the perspective of goal-setting theory, clear work targets will be more likely to improve performance when employees have the capacity, feedback, and behavioral commitment required to pursue those targets (Locke, 1968; Heintalu et al., 2025).

Previous studies generally report that training, competence, and work discipline improve employee performance. Evidence from organizations in Bali also shows that training and work discipline are relevant performance drivers (Salain, 2022; Wiriyastini et al., 2022; Ardiyani et al., 2023; Parwita et al., 2024; Dana et al., 2025, Widhiantari et al., 2025), while competence contributes to employee

performance in public-service settings (Milayani et al., 2023). However, the empirical evidence is not entirely uniform. Smith and Jones (2023) reported that poorly aligned training may reduce performance, Khasanah and Nurbaiti (2023) found a negative competence effect in a particular organizational context, and Aisyah et al. (2021) reported a negative effect of work discipline. These mixed findings indicate that the relationships should be re-examined in a specific public health administration context.

The organizational phenomenon also warrants investigation. Attendance records for 2024 show monthly fluctuations in employee absence. Based on the recorded 135 absent employee-days out of 35,112 expected employee-days, the annual absence rate was approximately 0.38%. Although the aggregate rate was low, the office still identified practical issues involving punctuality, participation in job-relevant training, uneven mastery of work standards, and inconsistent compliance with workplace rules. In addition, some employees had not received training aligned with their duties, and some experienced difficulty completing tasks according to established standards. These conditions may delay task completion and reduce service effectiveness.

Table 1. Employee Absenteeism at the Bali Provincial Health Office in 2024

Month	Employees	Workdays	Expected employee-days	Absent employee-days	Actual employee-days	Absence rate (%)
January	152	20	3,040	11	3,029	0.36
February	152	16	2,432	13	2,419	0.53
March	152	19	2,888	12	2,876	0.41
April	152	21	3,192	9	3,183	0.28
May	152	17	2,584	14	2,570	0.54
June	152	21	3,192	9	3,183	0.28
July	152	21	3,192	10	3,182	0.31
August	152	18	2,736	13	2,723	0.47
September	152	18	2,736	12	2,724	0.43
October	152	19	2,888	12	2,876	0.41
November	152	21	3,192	9	3,183	0.28
December	152	20	3,040	11	3,029	0.36
Total	1,824	231	35,112	135	34,977	0.38
Monthly average	152	19.25	2,926.00	11.25	2,914.75	0.39

Source: Bali Provincial Health Office (2024), processed data.

Table 1 indicates that the highest monthly absence rate occurred in May (0.54%), while the lowest rates occurred in April, June, and November (0.28%). The overall annual absence rate was 0.38%. Attendance is only one dimension of discipline; punctuality, compliance with procedures, and responsibility in completing assignments also remain relevant to performance evaluation (Flipppo, 2022; Wibowo, 2023). Therefore, this study examines work discipline as a broader pattern of work behavior rather than relying solely on aggregate absence.

Against this background, the study addresses a contextual and empirical gap by jointly testing training, competence, and work discipline among employees of the Bali Provincial Health Office. The study aims to determine the partial and simultaneous effects of these three variables on employee performance and to identify the proportion of performance variation explained by the proposed model.

2. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Goal-Setting Theory

Goal-setting theory explains that specific and challenging goals direct attention, mobilize effort, increase persistence, and encourage the use of task-relevant strategies (Locke, 1968). In an

organizational setting, goals influence performance more effectively when employees understand expected outcomes, possess the required competence, receive feedback, and show commitment to achieving the target (Heintalu et al., 2025). This study uses the theory to explain that training and competence provide the capacity to achieve work goals, while discipline supports consistent goal-directed behavior.

Training

Training is a planned and systematic process designed to improve employees' knowledge, skills, and attitudes so they can perform current duties more effectively (Prasetyo & Sari, 2021). Its value depends on the relevance of the material, the characteristics of participants, the difficulty of the job, and the transfer of learning to the workplace (Sudaryo et al., 2020). Training also strengthens self-confidence and adaptability when employees face new procedures, technologies, or service demands (Pulungan & Riva, 2021; Hendrawan, 2022). In this study, training is represented by four questionnaire items derived from the dimensions of participants, training material, job difficulty, and knowledge transfer.

Competence

Competence refers to the integrated knowledge, skills, and work attitudes needed to perform a job according to established standards (Rahman & Sari, 2023). Competent employees are more capable of understanding procedures, solving work problems, making appropriate decisions, and delivering services accurately. Competence includes technical mastery as well as behavioral attributes such as communication, collaboration, and responsibility (Hendrawan, 2022). This study measures competence through knowledge, skills, and attitudes, consistent with the indicators proposed by Rahman and Sari (2022).

Work Discipline

Work discipline is employees' willingness and consistency in complying with organizational rules, work procedures, schedules, and responsibilities (Suryani, 2024). Discipline is reflected in attendance, punctuality, compliance with rules, efficient use of work time, and accountability for task completion (Kurniawan & Dewi, 2022; Wibowo, 2023). In public organizations, discipline is important because service delays or procedural non-compliance can directly affect citizens and organizational targets. This study measures work discipline through attendance, punctuality, and compliance with rules.

Employee Performance

Employee performance is the measurable result of carrying out assigned duties within a specified period and according to organizational standards (Bangun, 2021). It reflects not only the volume and quality of work but also timeliness, attendance, initiative, communication, and the ability to cooperate with colleagues (Tanujaya, 2021). Performance is influenced by individual capacity and organizational support, including training opportunities, competence development, and consistent management practices (Keitner & Kinicki, 2021; Hendrawan, 2022). Five questionnaire items were used to measure work volume, work quality, timeliness, attendance, and teamwork.

Effect of Training on Employee Performance

Relevant training expands task knowledge, improves work techniques, and reduces errors, thereby enabling employees to meet performance standards more efficiently. Empirical studies by Dewi et al. (2022), Rini and Widodo (2023), and Wulandari (2023) found positive and significant training effects. Similar evidence is reported in models that combine training with discipline and competence (Silaban, 2023; Dana et al., 2025). However, Smith and Jones (2023) suggest that training may be ineffective or even counterproductive when its content is poorly aligned with employee needs. Thus, the expected effect depends on relevance and transfer.

H1: Training has a positive effect on employee performance at the Bali Provincial Health Office.

Effect of Competence on Employee Performance

Employees with strong competence can apply knowledge and skills accurately, respond to work problems, and complete tasks with less supervision. Positive competence effects have been reported by Pramudita and Sari (2021), Fitriani and Nugroho (2022), Lestari et al. (2023), and Tumanggor and Girsang (2021). Rejeki et al. (2020) also found that competence and discipline contribute to performance. In contrast, Khasanah and Nurbaiti (2023) found a negative effect in a context where the competence applied had not optimally supported work processes. This inconsistency supports further testing in a public health office.

H2: Competence has a positive effect on employee performance at the Bali Provincial Health Office.

Effect of Work Discipline on Employee Performance

Work discipline promotes punctuality, procedural compliance, and responsibility, which help employees complete tasks consistently and on time. Putri and Ramadhan (2021), Kurniawan and Dewi (2022), Andika and Farhan (2024), and Rejeki et al. (2020) reported positive discipline effects. Evidence from Bali-based organizations also supports the role of work discipline in employee performance (Salain, 2022; Wiriyastini et al., 2022; Ardiyani et al., 2023; Parwita et al., 2024; Widhiantari et al., 2025). Conversely, Aisyah et al. (2021) found a negative effect, indicating that discipline may not automatically translate into performance when it is merely administrative or is not accompanied by adequate capacity and support.

H3: Work discipline has a positive effect on employee performance at the Bali Provincial Health Office.

3. RESEARCH METHODS

This study used a quantitative explanatory survey design to examine the relationships between training, competence, work discipline, and employee performance. The study was conducted at the Bali Provincial Health Office, Jl. Melati No. 20, Dangin Puri Kangin, North Denpasar, Denpasar City, Bali. The population comprised 152 employees, and 100 respondents were selected through proportional random sampling.

Primary and supporting data were collected through observation, interviews, documentation, and questionnaires. The research instrument contained 15 statement items: four items for training, three for competence, three for work discipline, and five for employee performance. Instrument quality was evaluated using item-total correlation for validity and Cronbach's alpha for reliability. An item was considered valid when its correlation exceeded 0.30, and a construct was considered reliable when Cronbach's alpha exceeded 0.60.

The analytical procedure consisted of the normality, multicollinearity, and heteroscedasticity tests, followed by multiple linear regression. Model interpretation included multiple correlation analysis, the F-test for simultaneous model significance, the t-test for partial effects, and the coefficient of determination. The regression model was specified as $Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$, where Y denotes employee performance, X1 training, X2 competence, and X3 work discipline.

4. RESULTS AND DISCUSSION

Research Instrument Testing

a. Validity Test

Table 2. Instrument Validity Test Results

Variable	Item	Item-total correlation	Cut-off	Decision
Training (X1)	X1.1	0.931	0.30	Valid
	X1.2	0.911	0.30	Valid
	X1.3	0.935	0.30	Valid
	X1.4	0.824	0.30	Valid

Competence (X2)	X2.1	0.915	0.30	Valid
	X2.2	0.901	0.30	Valid
	X2.3	0.874	0.30	Valid
Work discipline (X3)	X3.1	0.893	0.30	Valid
	X3.2	0.937	0.30	Valid
	X3.3	0.885	0.30	Valid
Employee performance (Y)	Y.1	0.884	0.30	Valid
	Y.2	0.820	0.30	Valid
	Y.3	0.940	0.30	Valid
	Y.4	0.877	0.30	Valid
	Y.5	0.915	0.30	Valid

Source: Processed data (2025)

All item-total correlation coefficients ranged from 0.820 to 0.940 and exceeded the 0.30 cut-off. Therefore, every questionnaire item was valid and retained for subsequent analysis.

b. Reliability Test

Table 3. Instrument Reliability Test Results

Variable	Items	Cronbach's alpha	Standard	Decision
Training (X1)	4	0.923	0.60	Reliable
Competence (X2)	3	0.827	0.60	Reliable
Work discipline (X3)	3	0.889	0.60	Reliable
Employee performance (Y)	5	0.932	0.60	Reliable

Source: Processed data (2025)

Cronbach's alpha values ranged from 0.827 to 0.932, all above 0.60. The four constructs therefore demonstrated acceptable internal consistency.

Classical Assumption Tests

a. Normality Test

Table 4. Normality Test Result

Statistic	Value
N	100
Kolmogorov-Smirnov test statistic	0.078
Asymp. Sig. (2-tailed)	0.136

Source: Processed data (2025)

The asymptotic significance value was 0.136, which exceeded 0.05. Thus, the regression residuals met the normality assumption.

b. Multicollinearity Test

Table 5. Multicollinearity Test Results

Predictor	Tolerance	VIF	Decision
Training (X1)	0.583	1.717	No multicollinearity
Competence (X2)	0.600	1.668	No multicollinearity
Work discipline (X3)	0.636	1.572	No multicollinearity

Source: Processed data (2025)

All tolerance values exceeded 0.10 and all VIF values were below 10, indicating that the independent variables did not present a multicollinearity problem.

c. Heteroscedasticity Test

Table 6. Heteroscedasticity Test Results

Predictor	Significance	Decision
Training (X1)	0.086	No heteroscedasticity
Competence (X2)	0.524	No heteroscedasticity
Work discipline (X3)	0.947	No heteroscedasticity

Source: Processed data (2025)

The significance values for the relationships between the predictors and the absolute residuals were all greater than 0.05. The model therefore met the homoscedasticity assumption.

Data Analysis

Table 7. Summary of Multiple Regression and Model Test Results

Predictor	B	Std. error	Beta	t	Sig.
Constant	2.128	1.460		1.457	0.148
Training (X1)	0.431	0.113	0.352	3.824	0.000
Competence (X2)	0.418	0.151	0.251	2.767	0.007
Work discipline (X3)	0.412	0.139	0.261	2.966	0.004
Multiple correlation (R)					0.716
Coefficient of determination (R^2)					0.512
F-statistic					35.607
Model significance					0.000
N					100

Source: Processed data (2025); R was calculated as $\sqrt{R^2}$.**Multiple Linear Regression Analysis**

The estimated regression equation is $Y = 2.128 + 0.431X_1 + 0.418X_2 + 0.412X_3$. Holding the other predictors constant, a one-unit increase in training is associated with a 0.431-unit increase in employee performance, a one-unit increase in competence with a 0.418-unit increase, and a one-unit increase in work discipline with a 0.412-unit increase. All three unstandardized coefficients are positive. Based on the standardized coefficients, training provides the strongest relative contribution ($\beta=0.352$), followed by work discipline ($\beta=0.261$) and competence ($\beta=0.251$).

Multiple Correlation Analysis

The multiple correlation coefficient was $R=0.716$, obtained from the square root of $R^2=0.512$. This value indicates a relatively strong combined association between training, competence, work discipline, and employee performance.

F-Test

The model produced $F(3,96)=35.607$ with $p<0.001$. Therefore, training, competence, and work discipline jointly had a statistically significant relationship with employee performance, and the regression model was appropriate for interpreting the partial effects.

t-Test

Training had a positive and significant effect on employee performance ($B=0.431$; $t=3.824$; $p<0.001$), so H1 was supported. Competence also had a positive and significant effect ($B=0.418$; $t=2.767$; $p=0.007$), supporting H2. Work discipline had a positive and significant effect ($B=0.412$; $t=2.966$; $p=0.004$), supporting H3.

Coefficient of Determination

The coefficient of determination was $R^2=0.512$. Thus, training, competence, and work discipline explained 51.2% of the variation in employee performance, while the remaining 48.8% was associated with factors outside the model.

Discussion

Training and Employee Performance

The positive training effect indicates that employees perform better when training is relevant to their duties and can be transferred to daily work. Training enhances procedural understanding, technical and non-technical skills, confidence, and adaptability to changes in systems and technology. The finding is consistent with Dewi et al. (2022), Rini and Widodo (2023), Wulandari (2023), and Silaban (2023), and also supports Bali-based evidence reported by Salain (2022), Wiriastini et al. (2022), and Dana et al. (2025). In goal-setting terms, training equips employees with the task strategies required to pursue performance targets. The result differs from Smith and Jones (2023), suggesting that the training experienced by these respondents was sufficiently aligned with their work needs.

Competence and Employee Performance

The positive competence effect shows that knowledge, skills, and attitudes enable employees to complete public-service tasks more accurately and efficiently. Competent employees can understand procedures, make appropriate decisions, adapt to new regulations, and coordinate with colleagues. The result supports Pramudita and Sari (2021), Fitriani and Nugroho (2022), Lestari et al. (2023), Tumanggor and Girsang (2021), and the local public-sector evidence of Milayani et al. (2023). It contrasts with Khasanah and Nurbaiti (2023), implying that competence at the Bali Provincial Health Office is translated into performance rather than remaining a formal qualification without practical application.

Work Discipline and Employee Performance

The positive discipline effect indicates that punctuality, compliance with procedures, responsible use of work time, and completion of duties support consistent performance. In a health administration context, disciplined work behavior reduces delays and improves coordination and service reliability. The finding is aligned with Putri and Ramadhan (2021), Kurniawan and Dewi (2022), Andika and Farhan (2024), Rejeki et al. (2020), Ardiyani et al. (2023), Widhiantari et al. (2025) and Parwita et al. (2024). It differs from Aisyah et al. (2021), indicating that discipline in this setting functions as productive work behavior rather than merely formal compliance. The attendance data further show that discipline should be assessed broadly and not inferred solely from aggregate absence figures.

5. CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS

Training, competence, and work discipline each had a positive and significant effect on employee performance at the Bali Provincial Health Office. Together, the three variables formed a significant model and explained 51.2% of performance variation. Training showed the largest standardized contribution, indicating that job-relevant development should be prioritized while competence strengthening and consistent discipline remain integral to performance improvement.

The study was limited to one provincial government agency and used a cross-sectional questionnaire design, so the findings should not be generalized without considering organizational context. Future research should involve multiple public agencies, use longitudinal or mixed-method designs, and examine additional predictors such as work motivation, organizational culture, compensation, organizational commitment, leadership, and the work environment. Managerially, the office should conduct periodic training-needs analysis, align training with job standards, map competence gaps, and apply discipline policies consistently and developmentally.

Declarations

Author Contributions: The authors contributed collaboratively to the development of this study. The first author was responsible for the research implementation, including data collection, data processing, and

initial manuscript preparation. The second author contributed to the development of the research framework, methodological direction, and refinement of the manuscript. The third author provided academic supervision, critical evaluation of the analysis, and final review of the manuscript. All authors approved the final version of the article for publication.

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Conflict of Interest: The authors declare that there are no financial, professional, or personal relationships that could influence the objectivity, interpretation, or publication of this research.

Data Availability: The dataset generated and analyzed during this study is not publicly available due to research confidentiality considerations. However, data may be provided by the corresponding author upon reasonable request and subject to applicable conditions.

Generative AI Disclosure: The authors declare that generative artificial intelligence was not used to generate research data, conduct statistical analysis, interpret research findings, or produce scientific arguments in this manuscript.

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