

## The Effect of Educational Competencies and Qualifications on the Performance of UPBU D.C. Saudale Office Employees with Organizational Commitment as an Intervening Variable

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**Keywords:**

*Competence;  
Educational  
Qualification;  
Employee  
Performance;  
Organizational  
Commitment*

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**Abstract**

Employee performance is a crucial factor in supporting the success of public sector organizations, including the Airport Operating Unit (UPBU), which plays a vital role in ensuring aviation safety, security, and service efficiency. Although the average performance achievement of the UPBU D.C. Saudale Office reached 97.01% based on the 2024 LAKIP report, significant challenges remain—particularly in the realization of Non-Tax State Revenue (PNBP), which fluctuated and achieved only 39.73% of the 2024 target. This gap indicates the need to examine factors influencing employee performance more comprehensively. This study applies a quantitative approach with an explanatory design to analyze the relationships among variables. The research involved 77 employees of the UPBU D.C. Saudale Office as respondents. The independent variables are competence and educational qualifications, the dependent variable is employee performance, and organizational commitment serves as a mediating variable. Data were analyzed using Structural Equation Modeling (SEM) to statistically test the proposed hypotheses. The findings reveal that competence and educational qualifications both have a positive and significant direct effect on employee performance. Competence also positively and significantly influences organizational commitment, while educational qualifications do not significantly affect organizational commitment. Organizational commitment has a positive and significant impact on employee performance and mediates the relationship between competence and performance; however, it does not mediate the relationship between educational qualifications and performance. Therefore, the organization should prioritize competency development programs, integrate education with practical training, and strengthen organizational commitment to enhance overall performance.

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### INTRODUCTION

Employee performance is one of the key factors in supporting the success of public sector organizations, including the Airport Operating Unit (UPBU), which has a vital role in ensuring safety, security, and smooth flight services. The optimal level of performance greatly determines the quality of service to service users, especially in archipelagic areas such as UPBU D.C. Saudale, which has more complex geographical and operational challenges (Arifin et al., 2019; Martini et al., 2020). Improving employee performance is a strategic issue because every mistake in airport operations can have a major impact on flight safety and passenger satisfaction (Rivaldo & Nabella, 2022).

The 2024 Government Agency Performance Accountability Report (LAKIP) shows the average performance achievement of UPBU D.C. Saudale at 97.01%. The data reflect the level of success of the organization in carrying out its main tasks and functions; however, there are still strategic indicators that have not been achieved. The achievement of operational indicators has not been fully met, where the number of aircraft movements only reached 698 from the

target of 719, the number of passengers was 4,790 people from the target of 4,910, and the number of goods and baggage was 18,707 kg from the target of 18,980 kg. The Community Satisfaction Index (IKM) actually exceeded the target with a score of 94.84 out of 90, which shows that the quality of public services is still appreciated by service users. The non-tax state revenue (PNBP) indicator was only realized at 39.73% of the target, with a realization value of IDR 235,017,990 from the target of IDR 581,561,000. To show the trend of achievement of the PNBP indicator in the last five years,

The data show fluctuations in performance achievements, where in 2023 and 2024 the realization rate decreased significantly compared to previous years. The failure to achieve the target is influenced by several factors, including the very high increase in air ticket prices, causing service users to prefer sea transportation services, the inconsistency of Wings Air flights, and the fact that the flight route most demanded by service users is the Sabu–Rote–Sabu route, where the schedule is only twice a week. This condition confirms that there are serious challenges in optimizing non-tax state revenues at UPBU D.C. Saudale (Ditjen Hubud, 2024). This condition is not only caused by external factors such as market dynamics and flight schedule limitations but is also related to internal organizational factors that play a role in the effectiveness of task execution. One of the internal factors that has the potential to affect the decline in performance achievement is the aspect of human resource competence.

The decline in performance achievement is also influenced by internal aspects of the organization, especially employee competence. According to Turner (2022), competence is an ability built from knowledge and skills supported by a work attitude. Research by Rohman et al. (2025) shows that competence significantly affects employee performance. Santoso et al. (2023) also found that competence has a positive influence on employee performance in studies on sharia business units.

Employee competence is an important foundation for supporting performance, which is measured through abilities, skills, and knowledge that must be proven by official certification according to applicable standards (Maizar et al., 2023). Given the demands of international aviation safety standards, every airport personnel is required to have a certificate of competency through education and training (diklat) in order to work according to procedures (Hajjali et al., 2022; Hartati, 2020). However, in the field, a contradictory phenomenon was found: not all employees have competencies that are in accordance with the positions they hold. In addition, there are cases where employees with high-level competencies have low educational qualifications or, conversely, have higher education qualifications but their competencies remain at a basic level.

The phenomenon of incompatibility between the competencies and educational qualifications of employees is one of the fundamental problems at UPBU D.C. Saudale. For example, there are employees with Aviation Security competence at the Senior level who only have a high school education, while employees with D3 or S1 education are still at the Basic competency level. This condition creates an imbalance between the expected professional standards and the reality in the field. This is also exacerbated by the presence of employees with irrelevant educational backgrounds, such as graduates of a Marine Vocational School attending firefighting training, or high school graduates who take the competence of airport electricians

(Pariasi et al., 2022).

Managerial and operational issues have also been identified at UPBU D.C. Saudale, characterized by weak internal oversight and unstandardized work procedures. This condition is exacerbated by inaccuracies in the appointment of Aviation Security (Avsec) staff, as evidenced by the fact that 4 out of 12 Avsec officers (out of a total of 61 employees) have not met the certification criteria (Internal Data, 2024). As a strategic response, it is necessary to prepare a Standard Operating Procedure (SOP) and review staff appointments to ensure that the implementation of organizational functions runs professionally and accountably (Internal Data, 2025).

Based on the results of the initial pre-survey of UPBU D.C. Saudale employees, four actual problems affecting effectiveness were identified: mismatches between formal education and the field of work, interpersonal competencies that are not optimal, situational organizational commitment when workload increases, and performance appraisals that tend to be subjective. Collectively, these findings show the need to strengthen the suitability of qualifications, competencies, and commitment stability to improve employee performance in a sustainable manner.

This condition is in line with the research of Serikbayeva & Abdulla (2022) and Abdulla (2025), which showed that mismatches between education and work decrease work effectiveness. The communication and coordination aspects of teams have also been shown to have a positive effect on performance according to Xinyu (2023). In addition, Lontoh et al. (2022) explain that work pressure lowers employee affective commitment, while Denisi & Murphy (2017) emphasize the importance of an objective performance appraisal system to avoid bias. Thus, improving employee performance requires the suitability of educational qualifications, strengthening interpersonal competencies, stable commitment, and a transparent evaluation system.

The policy of appointing honorary employees to P3K and placing official school graduates at various airports, including UPBU D.C. Saudale, has created new challenges related to mismatches between competencies, educational qualifications, and job placement. Some appointed employees do not possess relevant competency certifications, while several formal graduates experience difficulties in mastering job substance due to misalignment between their interests and assigned duties. This condition contributes to low work effectiveness, decreased motivation, limited career development opportunities, and inadequate interpersonal skills in serving passengers. In addition, new employees often face challenges in adapting to the regional work environment, which ultimately hinders efforts to enhance organizational competence and overall performance.

Theoretically, competence and educational qualifications are essential dimensions of ability that significantly influence employee performance; however, imbalances between these factors and job placement may lead to workload disharmony. Organizational commitment, on the other hand, functions as a motivational factor that strengthens the relationship between ability and performance, as employees with high commitment tend to remain loyal, adaptive, and proactive in self-development despite limitations or educational mismatches. Moreover, inconsistencies in previous empirical findings—particularly within the air transportation sector,

which operates under high safety standards and strict regulations—indicate a research gap, as most studies have focused on banking, education, and manufacturing sectors. Therefore, this study aims to re-validate the relationship among competencies, educational qualifications, and employee performance with organizational commitment as an intervening variable based on the Ability–Motivation–Opportunity (AMO) framework, in order to provide both theoretical contributions and practical recommendations for human resource management in the airport sector.

This research is expected to provide both theoretical and practical benefits. Theoretically, this study contributes to the development of human resource management literature, particularly regarding the influence of competence and educational qualifications on employee performance with organizational commitment as an intervening variable in the context of the airport sector, which has been rarely studied. The findings enrich the understanding of the Ability–Motivation–Opportunity (AMO) framework and provide empirical evidence on the mediating role of organizational commitment in the relationship between individual capabilities and performance. Practically, this research offers valuable insights for the management of UPBU D.C. Saudale Office in formulating human resource development policies, including prioritizing competency development programs, integrating formal education with practical training, and strengthening organizational commitment through a conducive work environment, effective leadership, and fair management systems to enhance overall employee performance and support the achievement of organizational targets, particularly in optimizing non-tax state revenue and improving aviation service quality.

## **RESEARCH METHOD**

This study employs a quantitative approach with an explanatory design to objectively measure numerical data and test hypotheses regarding the causal relationships between competence, educational qualifications, employee performance, and organizational commitment as an intervening variable. The population consists of all 77 employees of the UPBU D.C. Saudale Office, including ASN, CPNS, P3K, and PPNPN, selected through total sampling due to the population size being less than 100. Data were collected via a structured online questionnaire using a five-point Likert scale, adapted from previously validated instruments and adjusted to the air transportation context, while adhering to ethical principles such as confidentiality and voluntary participation. Data analysis comprises descriptive analysis to present respondent characteristics and variable distributions, and inferential analysis using Structural Equation Modeling-Partial Least Square (SEM-PLS) to test hypotheses. The SEM-PLS evaluation includes outer model assessment through convergent validity, discriminant validity, composite reliability, and Cronbach's Alpha, as well as inner model assessment using bootstrapping at a 5% significance level ( $T\text{-Value} > 1.65$ ;  $P\text{-Value} < 0.05$ ), with model quality further evaluated through R-square, effect size ( $F^2$ ), and predictive relevance ( $Q^2$ ) to comprehensively analyze both direct and indirect relationships.

## RESULTS AND DISCUSSION

### Inferential Analysis

Inferential analysis is used to generalize sample results to the population, test hypotheses, and estimate parameters, as in this study which examines the influence of educational competencies and qualifications on performance with organizational commitment as an intervening variable (Sugiyono, 2025). For this reason, this study applied Structural Equation Modeling Partial Least Square (SEM-PLS), a suitable method to measure the relationship between latent variables and test the mediation relationship, through two stages of evaluation, namely the measurement model (outer model) and the structural model (inner model) (Hair et al., 2021).

#### 1. Evaluation of the Outer Model (Measurement Model).

External model evaluation is carried out to assess the quality of the measurement model, especially in measuring the relationship between indicators and the latent constructs formed. This evaluation aims to ensure that each indicator used in the study is able to represent the construct validly and reliably before testing the relationship between variables in the inner model.

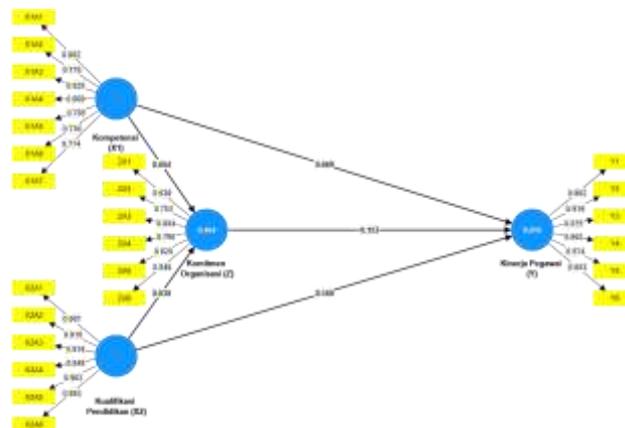


Figure 1. Outer Loading

Source: Data Processing Results, 2026

In the evaluation of the outer model using the Partial Least Square (PLS) method, the first step is to assess the validity and reliability of the construct. The three main aspects assessed were convergent validity, discriminat validity, and composite reliability

- a. Convergent Validity Test: Measures the extent to which the indicators in a construct are positively correlated with each other. Convergent validity is assessed through the loading factor and the Average Variance Extracted (AVE) value. The indicator is considered valid if it has a loading factor  $\geq 0.7$ , although in exploratory research the value of 0.5–0.6 is still acceptable. The standard of a good AVE value is above 0.5, which signifies the contribution of the indicator to the construct is adequate (Hair et al., 2021).

Based on the results, the outer loading value for all indicators in the Competency (X1) and Education Qualification (X2) constructs is above the threshold of 0.70, showing that each indicator strongly and significantly represents its latent construct. Similarly, the indicators in the Organizational Commitment (Z) construct all have a loading value above 0.70. For the Employee Performance (Y) construct, the majority of indicators (Y1, Y2, Y3) have excellent loading ( $>0.85$ ), while three indicators (Y4, Y5, Y6) show values below 0.70. However, in the

context of exploratory social research, loading values in the range of 0.574 to 0.662 in all three indicators can still be considered to be maintained due to their contribution to constructs, provided that there is a strong theoretical justification and the overall reliability value of the construct (such as Composite Reliability) is qualified.

The results of the Average Variance Extracted (AVE) test were presented to assess the convergent validity of each construct in the research model. The AVE value indicates the magnitude of the indicator variance that can be explained by the latent construct compared to the variance caused by measurement errors. A construct is declared to have good convergent validity if the AVE value obtained meets or exceeds the minimum recommended limit. The results of the calculation of the AVE value for each construct in this study are presented in the following table:

**Table 1. Average Variance Extraced (AVE) Result**

Variabel	Average Variance Extracted (AVE)
<b>Employee Performance (Y)</b>	0.59
<b>Organizational Commitment (Z)</b>	0.605
<b>Competencies (X1)</b>	0.649
<b>Educational Qualification (X2)</b>	0.807

Source: Data Processing, 2026

Based on the AVE results, all constructs have met the convergent validity with values above the threshold of 0.5. The construct of Educational Qualifications (0.807) shows very strong validity, while Employee Performance (0.59), Organizational Commitment (0.605), and Competency (0.649) meet the minimum acceptable criteria.

b. Discriminant Validity: Assesses whether each construct in a model is uniquely different from the others. Discriminant validity can be tested using Cross-Loadings. In cross-loadings, the loading value of the indicator against the construct itself needs to be higher than loading with other constructs (Hair et al., 2021).

Based on the criteria of discriminant validity with cross-loadings (Hair et al., 2021), the results of the analysis show that this research model has qualified because each indicator has the highest loading value on its own theoretical construct. For example, all indicators for the Competency variable (X1.1 to X1.7) have the strongest correlation (highest score) in the Competency column, and the indicators for Education Qualifications (X2.1 to X2.6) are highest correlated with the construct itself. The same pattern can be seen in the indicators of Employee Performance (Y1 to Y6) and Organizational Commitment (Z1 to Z6), where the greatest loading value is always in the original construct column.

c. Composite Reliability: Shows the internal consistency of the indicators in measuring constructs. The ideal composite reliability value is above 0.7, indicating that these indicators are consistently representative of the construct. In addition, Cronbach's Alpha is also used to assess initial reliability, with a minimum recommended limit  $\geq 0.6$  (Hair et al., 2021).

**Table 2. Reliability Test Results**

Variabel	Reliability Test	
	Cronbach's Alpha	Composite Reliability
<b>Employee Performance (Y)</b>	0.853	0.894
<b>Organizational Commitment (Z)</b>	0.870	0.901

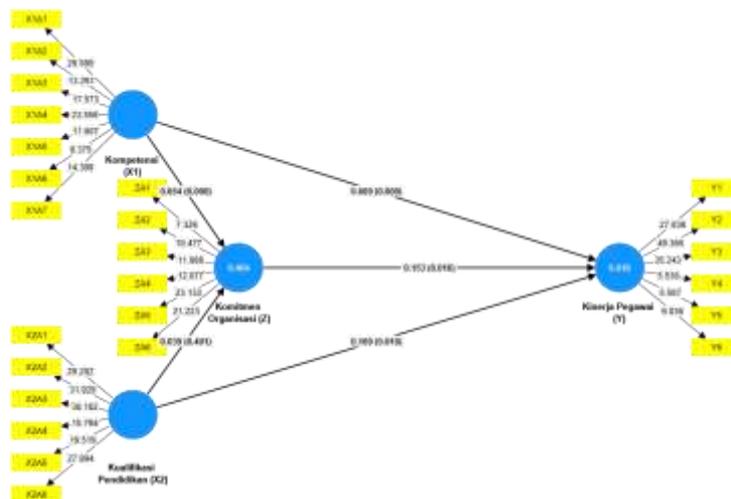
<b>Competencies (X1)</b>	0.909	0.928
<b>Educational Qualifications (X2)</b>	0.952	0.962

Source: Data Processing, 2026

Based on the test results, all research variables have met the requirements for reliability or internal consistency. This is indicated by the Composite Reliability and Cronbach's Alpha values for each variable, namely Employee Performance, Organizational Commitment, Competence, and Educational Qualifications, all of which far exceed the recommended minimum limit ( $\geq 0.7$  for Composite Reliability and  $\geq 0.6$  for Cronbach's Alpha) (Hair et al., 2021). With values ranging from 0.853 to 0.952 for Cronbach's Alpha and 0.894 to 0.962 for Composite Reliability, it can be concluded that the set of indicators on each variable has excellent consistency and reliably measures the intended latent construct.

## 2. Evaluation of the Inner Model (Structural Models).

Internal model evaluation was carried out to assess the quality of structural models that describe causal relationships between latent constructs in the study. This evaluation stage aims to find out the extent to which exogenous constructs are able to explain endogenous variables and test the strength and significance of the relationship between variables according to the hypothesis that has been formulated.



**Figure 2. Inner Model Results**

Source: Data Processing Results, 2026

Structural model evaluation was carried out to test the causal and hypothetical relationships between latent variables by analyzing path coefficients through a bootstrapping procedure, where a relationship is declared significant if the T-Statistic value  $> 1.65$  and the P-Value  $< 0.05$  (Hair et al., 2021). The inner model was also evaluated using the R-square value for the bound variable and effect size (F-square) to assess the overall goodness of the model.

### a. Coefficient of determination

The coefficient of determination, or R-square, is used to find out how much variable X can explain variable Y, with values  $R^2$  ranging from 0 to 1 ( $0 < R^2 < 1$ ).

**Table 3. Determination Coefficient Results**

Coefficient of determination		
	R Square	R Square Adjusted
Employee Performance (Y)	0.816	0.808
Organizational Commitment (Z)	0.464	0.449

Source: Data processing, 2026

Based on the results of the analysis, the determination coefficient (R-Square) shows the predictive power of the structural model in explaining the bound variables. The Employee Performance Variable (Y) has an R-Square value of 0.816, which means that as much as 81.6% of the variance in employee performance can be explained together by independent and intervening variables in this study model, while the remaining 18.4% is explained by factors outside the model. Meanwhile, the Organizational Commitment variable (Z) obtained an R-Square value of 0.464, indicating that 46.4% of the variance in organizational commitment can be explained by the independent variable that affects it. The almost identical R-Square Adjusted values (0.808 for Y and 0.449 for Z) confirm that the estimate is stable and reliable, where the model's explanatory strength on performance is categorized as very strong and for organizational commitment is in the medium category.

b. Effect Size

The measurement of effect size  $F^2$  aims to evaluate the significant impact of independent variables on dependent variables. The magnitude of the influence is: a score of 0.02 indicates a small influence, a value of 0.15 indicates a moderate influence, and a value of 0.35 indicates a large influence (Hair et al., 2021).

**Table 4. Effect Size Results**

<i>effect size</i>		
	Employee Performance (Y)	Organizational Commitment (Z)
Employee Performance (Y)		
Organizational Commitment (Z)	0.068	
Competencies (X1)	0.928	0.439
Educational Qualifications (X2)	0.085	0.002

Source: Data processing, 2026

Based on the effect size ( $f^2$ ) value guideline from Hair et al. (2021), the interpretation of the analysis results is as follows:

- 1) The effect of Competency (X1) on Employee Performance (Y) has an  $f^2$  value of 0.928. This value far exceeds 0.35, which indicates that Competency exerts a great influence in explaining the variance of Employee Performance in this structural model.
- 2) The effect of Competency (X1) on Organizational Commitment (Z) has an  $f^2$  value of 0.439. This value also exceeds the limit of 0.35, so it can be concluded that Competency has a great influence on the Organization's Commitment.
- 3) The effect of Educational Qualifications (X2) on Employee Performance (Y) has an  $f^2$  value of 0.085. This value is between 0.02 and 0.15, which indicates that Educational Qualifications have little influence on Employee Performance in this model.
- 4) The effect of Educational Qualifications (X2) on Organizational Commitment (Z) has an  $f^2$

value of 0.002. This value is below the limit of 0.02, so it can be interpreted that the Educational Qualification has a very small or insignificant influence on the Organisation's Commitment.

5) The effect of Organizational Commitment (Z) on Employee Performance (Y) has an  $f^2$  value of 0.068. This value is in the range of small influence (0.02 - 0.15), which means that Organizational Commitment has a small influence on Employee Performance.

c. Predictive Relevance ( $Q^2$ )

The  $Q^2$  value is used to assess the predictive ability of the model, where a value of  $> 0$  indicates the model has good predictive relevance.

**Table 5. Q2 Results**

Predictive Relevance	
	Q2
Employee Performance (Y)	0.773
Organizational Commitment (Z)	0.402

Source : Data processing, 2026

The results of the predictive relevance ( $Q^2$ ) test show that this research model has relevant predictive capabilities. The  $Q^2$  value for employee performance variables is 0.773 and for organizational commitment is 0.402, where both values are greater than zero. This indicates that the structural model built has good or adequate predictive capabilities.

d. Test The Goodness Fit

This stage serves to evaluate the overall quality of the model. For the test, this study used the Goodness of Fit Index (GoF) (Hair et al., 2021). The GoF value is obtained from the calculation of the following formula:  $\sqrt{(\text{AVE is an average of } \times R^2 \text{ on average})}$

According to (Tenenhaus et al., 2005), a Goodness of Fit (GoF) value of 0.10 is categorized as a low model suitability, a value of 0.25 indicates a medium model suitability, while a value of 0.38 reflects a high model suitability. Here is the calculation.

- 1) Calculation of average AVE: average AVE  $(0.590 + 0.605 + 0.649 + 0.807) / 4 = 0.663$
- 2) Calculation of mean  $R^2$  (endogenous variable): Mean  $R^2 = (0.816 + 0.464) / 2 = 0.640$
- 3) GoF value  $\sqrt{(0.663 \times 0.640)} = \sqrt{0.424} = 0.651$

Based on the results of the GoF index calculation, this study has a GoF value of 0.651. Referring to the previously mentioned intervals, the value exceeds the threshold of the large category GoF, so it can be concluded that the research model has an excellent level of suitability.

**3. Test the Hypothesis.**

a. Direct Effect

After evaluating the measurement model and structural model, the next step is to test the hypothesis to determine the significance of the influence between variables. This test is carried out by looking at the value of the Original Sample (O) to determine the direction of the relationship, as well as the value of T-Statistics and P-Values to determine the level of significance of the influence. The significance provision used in this study is that if the T-Statistics value  $> 1.65$  or the P-Values value  $< 0.05$  (at a significance level of 5%), then the hypothesis is declared to have a significant effect.

**Table 6. Direct Effect Test Results**

	<b>Original sample (O)</b>	<b>Sample mean (M)</b>	<b>Standard deviation (STDEV)</b>	<b>T statistics ((O/STDEV))</b>	<b>P values</b>
Competency (X1) → Employee Performance (Y)	0.669	0.665	0.096	7.004	0.000
Educational Qualifications (X2) → Employee Performance (Y)	0.169	0.184	0.082	2.074	0.019
Competencies (X1) → Organizational Commitment (Z)	0.654	0.675	0.145	4.518	0.000
Educational Qualifications (X2) → Organisational Commitment (Z)	0.039	0.032	0.155	0.250	0.401
Organizational Commitment (Z) → Employee Performance (Y)	0.153	0.141	0.071	2.155	0.016

Source: Data processing, 2026

- 1) H1: Competence has a positive and significant effect on the performance of employees of the UPBU D.C. Saudale Office.

Based on the results of the analysis, competence was proven to have a positive and significant influence on the performance of employees of the UPBU D.C. Saudale Office. The path coefficient value of 0.669 indicates a positive direction of influence, while a T-statistical value of 7.004 and a p-value of 0.000 indicate that the influence is statistically significant. This finding states that improving competence will be followed by improving employee performance. Thus, the first hypothesis is accepted.

- 2) H2: Educational qualifications have a positive and significant effect on the performance of employees of the UPBU D.C. Saudale Office.

The test results show that educational qualifications contribute positively and significantly to employee performance. This is reflected in the path coefficient value of 0.169, the T-statistical value of 2.074, and the p-value of 0.019. Although the effect is not as large as competence, the level of education still has a role in supporting employee performance. Therefore, the second hypothesis is declared accepted.

- 3) H3: Competence has a positive and significant effect on the organizational commitment of employees of the UPBU D.C. Saudale Office.

The results of the analysis show that competence has a positive and significant influence on the commitment of employee organizations. The path coefficient value of 0.654, accompanied by a T-statistic of 4.518 and a p-value of 0.000, confirms that good competence tends to encourage employees to show a higher level of commitment to the organization. Thus, the third hypothesis is accepted.

- 4) H4: Educational qualifications have a positive and significant effect on the organizational commitment of employees of the UPBU D.C. Saudale Office

The test results showed that educational qualifications did not have a significant influence on the organisation's commitment. This is shown by the path coefficient value of 0.039, the T-statistical value of 0.250, and the p-value of 0.401. These findings indicate that the level of education of employees is not necessarily directly proportional to the level of commitment to the organization. Therefore, the fourth hypothesis is unacceptable.

- 5) H5: Organizational commitment has a positive and significant effect on the performance of employees of the UPBU D.C. Saudale Office.

The results of the analysis stated that organizational commitment has a positive and significant effect on employee performance. The path coefficient value is 0.153, with a T-statistic of 2.155 and a p-value of 0.016, confirming that employees who have high commitment tend to show better performance. Thus, the fifth hypothesis is accepted.

**b. Indirect Effect**

In addition to testing direct influences, this study also conducted an indirect influence test to understand the role of mediating variables. This test aims to see whether the Organizational Commitment variable (Z) is able to mediate the relationship between independent variables (Educational Competencies and Qualifications) and dependent variables (Employee Performance). The magnitude of this indirect influence is measured through the parameter coefficient (Original Sample) and the level of significance seen from the P-values and T-statistics. If the P-values are less than 0.05, then it can be concluded that there is a significant indirect influence (mediation occurs).

**Table 7. Indirect effect test results**

	<b>Original sample (O)</b>	<b>Sample mean (M)</b>	<b>Standard deviation (STDEV)</b>	<b>T statistics ( O/STDEV )</b>	<b>P values</b>
Competencies (X1) → Organizational Commitment (Z) → Employee Performance (Y)	0.100	0.095	0.053	1.883	0.030
Educational Qualifications (X2) → Organizational Commitment (Z) → Employee Performance (Y)	0.006	0.005	0.024	0.243	0.404

Source: Data processing, 2026

6) H6: Competency has a positive and significant effect on employee performance through organizational commitment as an intervening variable.

The test results showed that competency (X1) had a significant indirect influence on employee performance (Y) through organizational commitment (Z). This is shown by the path coefficient value of 0.100, the T-statistical value of 1.883, and the p-value of 0.030 which is below the significance limit of 0.05. These findings indicate that improving employee competencies not only has a direct impact on performance, but also strengthens performance through increased organizational commitment. Thus, organizational commitment plays a role as a mediating variable in the relationship between competencies and employee performance.

7) H7: Educational qualifications have a positive and significant effect on employee performance through organizational commitment as an intervening variable.

The results of the analysis stated that educational qualifications (X2) did not have a significant indirect influence on employee performance (Y) through organizational commitment (Z). This is reflected in the relatively small path coefficient value, which is 0.006, the T-statistic value of 0.243, and the p-value of 0.404 which exceeds the significance limit of 0.05. Therefore, organizational commitment does not serve as a mediator on the relationship between educational qualifications and employee performance.

**1. Competence has a positive and significant effect on the performance of employees of**

### **the UPBU D.C. Saudale Office**

Based on the results of the analysis, the competency variable had a positive and significant effect on the performance of employees at the UPBU D.C. Saudale Office, with a path coefficient of 0.669, a T-statistic value of 7.004, and a P-value of 0.000. This value indicates that competence is a dominant factor in explaining the variation in employee performance in the structural model used. Changes in the level of employee competency make a significant contribution to increases or decreases in performance, so competence can be seen as the main determinant in the formation of employee performance in the context of this study.

Empirically, these findings show that employee performance is highly dependent on their ability to carry out their duties. Employees who understand technical aspects, are skilled, and have a professional attitude are able to work more systematically, on time, and minimize errors that can interfere with flight operational services. Without adequate employee competence, the risk of operational errors will increase and have a direct impact on the quality of aviation safety and security services. Therefore, competence is not only related to productivity but also to professional responsibility and compliance with aviation regulations.

Theoretically, this research is in line with competency theory, which states that competence is a direct reflection of the combination of knowledge (knowledge), skills (skills), and behavioral characteristics (attitude) that a person possesses. From the perspective of human resource management, competence enables employees to transform their potential into measurable work results. Thus, the better the competencies of employees, the greater their ability to achieve the performance targets set by the organization.

This finding is in line with the research of Nong et al. (2024), which shows that employee competence has a positive and significant effect on employee performance. In addition, research by Wirana & Darmawan (2024) also shows that competence has a positive and significant effect on employee performance. These findings strengthen the evidence that competence and professional development play a significant role in improving organizational performance. Furthermore, the results of the study by Kamal (2025) indicate that work competence is a strategic determinant that positively and significantly influences employee performance. The higher the level of individual competence, the better the achievement of task performance and contribution to organizational goals.

However, the results of this study differ from several previous studies that concluded that competence does not have a direct influence on performance. Qomari & Claudia (2023) showed that competence does not have a significant direct influence on employee performance. These findings indicate that competence alone is not sufficient to explain improvements in employee performance. Similarly, the findings of Sutaguna et al. (2023) show that competence does not contribute significantly to employee performance. This can be explained by the fact that although competence is important, it does not always have a direct influence on performance in organizations.

## **2. Educational qualifications have a positive and significant effect on the performance of employees of the UPBU D.C. Saudale Office**

The results of the study show that educational qualifications have a positive and significant effect on employee performance. This is indicated by the path coefficient value of 0.169, the T-statistic value of 2.074, and the P-value of 0.019. These findings indicate that the higher the level of formal education, the better the employee's educational qualifications, and

consequently, the better their performance will be.

Empirically, the findings show that formal education contributes significantly to improving an individual's ability to understand tasks, complete work systematically, and make more informed and rational decisions. This also applies to the UPBU D.C. Saudale Office as the Airport Operating Unit, considering the complexity of airport operational management, which involves an understanding of regulations, safety standards, technical procedures, and cross-functional coordination. Employees with higher education tend to have better analytical understanding, administrative literacy, and regulatory comprehension, enabling them to perform their duties more effectively and efficiently. Formal education also strengthens problem-solving abilities and accelerates adaptation to changes in rules and procedures in the air transportation sector.

From the perspective of human capital theory, investment in education can improve individual knowledge, skills, and abilities, which ultimately have an impact on work productivity. Education can improve work quality, work capacity, and professionalism. Furthermore, education supports the development of conceptual and administrative competencies that are relevant to regulation-based public sector organizations.

In line with previous research, it has been found that the level of education is a significant factor in explaining variations in employee performance. Research by Matondang & Sugiarto (2024) shows that educational qualifications directly contribute positively and significantly to employee performance, strengthening the role of education in improving performance outcomes as one of the key factors influencing employee performance. In addition, research by Choiriyanto & Shohib (2024) shows that education has a positive and significant influence on employee performance in organizations. Employees with higher educational qualifications tend to have better analytical skills, task understanding, and mastery of work-related competencies, which positively affect their performance achievements. Therefore, educational qualifications have a positive and significant effect on employee performance (Soebiantoro & Haryanti, 2025).

In contrast to the findings above, other studies have found that educational qualifications do not affect employee performance. As shown in the research by Suharno & Winarto (2023), educational qualifications do not demonstrate a significant influence on employee performance. In addition, research by Novela (2025) indicates that the level of educational qualifications does not have a significant effect on individual performance, even though education is generally considered important.

### **3. Competence has a positive effect on the Organizational Commitment of the UPBU D.C. Saudale Office**

The results of the analysis showed that the influence of competence on organizational commitment had a path coefficient of 0.654, a T-statistic value of 4.581, and a P-value of 0.000, which indicates that competence has a strong contribution in explaining the variation in organizational commitment. These results show that the level of competence possessed by employees plays a significant role in strengthening their attachment, loyalty, and involvement in the organization, so that competence can be seen as an important determinant in the formation of organizational commitment.

In this study, employees who felt capable, mastered their jobs, and were skilled tended to have a sense of confidence, which then fostered a sense of comfort and acceptance in their workplace. When a person feels that they can contribute, there is a stronger motivation to be more active, responsible, and maintain their position within the organization.

Employees who possess higher competence better understand their roles and responsibilities, enabling them to balance personal goals with organizational goals. Competence can strengthen affective commitment because employees feel they are an important part of the work system that they understand and master. In addition, competence can also increase normative commitment because employees who have received capability development from the organization tend to feel a moral responsibility to contribute positively.

In human resource management theory, competence is positioned as the foundation for forming positive work behavior. Employees who have strong skills, knowledge, and attitudes tend to be more adaptable in carrying out their duties and more prepared to face organizational challenges. Feeling capable and relevant in their work strengthens employees' psychological attachment to the organization.

These findings are consistent with previous research showing that competence has a positive and significant influence on organizational commitment. Employees who have strong knowledge, skills, and work abilities tend to demonstrate a higher level of loyalty and commitment to the organization (Baidun et al., 2024). Competence in performance is also considered an important factor in increasing organizational commitment, as improving employees' work abilities can encourage the formation of stronger organizational commitment (Arthawan et al., 2025). In addition, research by Sulaksono & Kusuma (2025) shows that competence has a positive and significant effect on organizational commitment. These findings confirm that employee competence not only affects performance but also influences the level of attachment to organizational goals and values.

However, some previous studies are not in line with the results of this study. For example, research by Sofiatun & Rijanti (2025) revealed that competence does not have a significant effect on organizational commitment. These findings indicate that improvements in employee competence are not always followed by an increase in organizational commitment. In addition, the results of the study by Juariah et al. (2024) also show that competence does not significantly influence organizational commitment.

#### **4. Educational Qualifications Have a Positive Effect on the Organizational Commitment of the UPBU D.C. Saudale Office**

The test results showed that the effect of educational qualifications on organizational commitment had a path coefficient value of 0.039, a T-statistic value of 0.250, and a P-value of 0.401, indicating that the contribution of educational qualifications in explaining the variation in organizational commitment is very weak and practically insignificant in the tested model. Thus, educational qualifications are not a significant determining factor in shaping employees' organizational commitment.

From the perspective of management theory, particularly organizational commitment theory (Meyer & Allen, 2001), organizational commitment is more strongly influenced by affective, normative, and continuance factors that develop through work experience, social relationships in the workplace, and organizational treatment of employees, rather than solely

by formal educational background. Education primarily functions to enhance individuals' knowledge and cognitive abilities, but it does not automatically shape attitudes, values, and emotional attachment to the organization.

Based on empirical conditions in the field, the insignificance of the influence of educational qualifications on organizational commitment at the UPBU D.C. Saudale Office can be explained by several conditions. First, there is a tendency that employees with higher levels of education do not always receive roles, authority, or career development opportunities that are commensurate with their academic qualifications. The mismatch between educational background and the implementation of daily tasks has the potential to reduce emotional attachment to the organization. Second, in the context of public sector organizations such as UPBU, the work system, division of duties, and career paths are generally determined more by bureaucratic and regulatory structures than by education levels. As a result, employees with different educational backgrounds can demonstrate relatively similar levels of commitment because they are more influenced by work regulations, length of service, job stability, and the social environment within the organization.

Third, organizational commitment among employees at the UPBU D.C. Saudale Office appears to be more strongly shaped by non-academic factors, such as relationships among employees, leadership from supervisors, a sense of responsibility toward public services, and job security. These factors are more directly experienced by employees than the benefits derived from formal educational qualifications.

Thus, the results of this study confirm that educational qualifications are not necessarily the main determinant of organizational commitment, especially in government organizations. Organizational commitment is more likely the result of social and psychological processes that develop during employees' interactions with the work environment and the organization as a whole. These findings also reinforce the view that increasing employee commitment cannot rely solely on improving education levels but must also be supported by fair human resource management practices, clear career development systems, and the creation of a supportive work environment.

These findings are consistent with the results of Hosen et al. (2024), which show that the effect of education on organizational commitment is not significant or is relatively weak. In addition, other relevant studies such as Juariah et al. (2024) also indicate a weak influence on organizational commitment, partly because respondents do not possess strong competencies related to these influences. Research by González et al. (2016) further shows that educational qualifications are not strongly correlated with organizational commitment, providing empirical support that the relationship between education and organizational commitment may be insignificant.

However, these findings are not consistent with several previous studies that reported strong positive and significant relationships between educational qualifications and organizational commitment. For instance, the study by Valentin et al. (2024) found that employees' educational qualifications or education levels are positively and significantly correlated with organizational commitment. Similarly, Mangundjaya (2022) stated that the level or qualification of education is positively associated with organizational commitment.

## **5. Organizational commitment has a positive and significant effect on the performance of employees of the UPBU D.C. Saudale Office**

The results of the analysis showed that organizational commitment had an effect on performance with a path coefficient value of 0.153, a T-statistical value of 2.155, and a P-value of 0.016. It shows that the influence is statistically significant, so that organizational commitment can be stated as one of the important factors in improving employee performance.

Empirically, employees who have a sense of belonging to the organization, feel involved in the organization's goals, tend to have a sense of responsibility, work earnestly, and always maintain the quality of work. Organizational commitment encourages employees to not only fulfill formal obligations, but encourage them to make the best contribution to the success of the organization.

Theoretically, this research is in line with organizational behavior which states that affective, normative, and sustainable commitments can affect the level of effort and dedication of employees at work. Organizational commitment can be seen as one of the psychological factors that support employee performance, although it still needs to be supported by other factors such as competence, work environment, and an effective management system.

This research is in line with the results of previous research (Azmy, 2023) showing that organizational commitment has a positive and significant effect on employee performance, which indicates that employees with a high level of loyalty and attachment tend to show better performance. In addition, previous research (Misnan et al., 2023) also showed that organizational commitment has an effect on employee performance, which means that organizational commitment can improve employee performance. Similarly, research (Nugroho & Armanu, 2024) organizational commitment has a positive and significant effect on employee performance. This shows that the improvement of employee performance is not only determined by the work system, but also by organizational values and employee commitment.

In contrast to previous research (Jannah & Rijanti, 2022), organizational commitment does not have a significant effect on employee performance. As research (Setyorini, 2024) shows that organizational commitment does not significantly affect employee performance, indicating that the level of employee attachment and loyalty to the organization has not been able to directly encourage performance improvement. Thus, organizational commitment in the context of this research has not been the main determining factor in shaping employee performance achievements.

## **6. Competency has a positive and significant effect on employee performance through organizational commitment as an intervening variable**

The results of the indirect influence test showed that the effect of competence on employee performance through organizational commitment had a path coefficient value of 0.100, with a T-statistic value of 1.883 and a P-value of 0.030, where the P-value indicates  $< 0.050$ . These findings show that competence has a positive and significant indirect influence on employee performance through organizational commitment. This means that improving employee competencies not only has a direct impact on performance but can also improve performance indirectly through increasing the level of organizational commitment.

This research illustrates that employees who possess strong competencies are not only able to work effectively because of their technical abilities but also develop confidence, a sense

of value, and relevance to organizational goals. This feeling of capability in performing work encourages the emergence of stronger commitment, both in the form of loyalty, involvement, and a sense of responsibility toward organizational goals. In turn, this organizational commitment encourages employees to deliver their best performance.

Theoretically, individual abilities can influence work attitudes, including commitment, which ultimately impacts performance. Competence forms the basis for building confidence in carrying out tasks, while organizational commitment functions to maintain the consistency and quality of work. Thus, improving competencies not only directly affects work outcomes but also reinforces indirect effects through increased organizational commitment.

The results of this study are consistent with previous research. Sulaksono & Kusuma (2025) showed that competence has an important role in improving employee performance through organizational commitment as an intervening variable. Similarly, Victhori et al. (2025) found that competence improves employee performance through the role of organizational commitment. Thus, improving employee competencies can encourage the development of stronger organizational commitment, which ultimately impacts performance improvement. Other consistent research by Janah et al. (2023) also shows that competence has a positive and significant effect on employee performance through organizational commitment, indicating that organizational commitment plays an important role as a mediating variable in the relationship between competence and employee performance.

However, these findings differ from some previous studies. For example, Ayu et al. (2024) found that competence does not have a significant effect on employee performance through organizational commitment, suggesting that performance improvement occurs primarily through direct employee empowerment without the involvement of organizational commitment as a mediating variable. Similarly, research by Saputra et al. (2025) found that the influence of employee competence on employee performance through organizational commitment was not significant, indicating that the mediating role of organizational commitment was not strong in the relationship between competence and performance.

#### **7. Educational qualifications have a positive and significant effect on employee performance through organizational commitment as an intervening variable.**

The results of the analysis showed that the indirect influence of educational qualifications on employee performance through organizational commitment showed a very small coefficient value, which was 0.006, with a t-statistic of 0.243 and a p-value of 0.404 which exceeded the significance limit of 0.05. These results indicate that educational qualifications do not have a mediating effect on employee performance through organizational commitment. Thus, it can be concluded that the level of formal education does not contribute significantly to shaping the organization's commitments.

Empirically, education level is not a powerful factor for encouraging loyalty, belonging, or involvement in an organization. Organizational commitment is more influenced by other factors such as work experience, staffing status, work culture, and leadership. Education functions more in improving cognitive and technical capabilities, rather than directly shaping employees' attitudes and emotional bonds towards the organization.

In this study, educational qualifications do not have a mediating role through organizational commitment to employee performance. In terms of performance improvement

implications, organizations need to focus more on human resource policies on the creation of a fair and supportive work environment, a clear career system, effective leadership, and employee motivation and engagement management, so that organizational commitment can function as a mechanism that is truly able to encourage performance improvement.

The results of this study are in line with previous research (Syafrizal, 2024) showing that the level of education and organizational commitment have no effect on employee performance. In addition, research (Susilowati et al., 2024) related to work culture from educational qualifications has no effect on employee performance through organizational commitment as a mediating variable. (Ngatimun et al., 2021) show that organizational commitment is not always a significant mediator of the variables of education and commitment to employee performance.

However, the results of the study are not in line with previous research from (Wiraguna et al., 2022) that educational qualifications contribute positively to employee performance, either directly or through organizational commitment as a mediating variable. Organizational commitment strengthens the influence of education and training on performance, so organizations need to pay attention to overall human resource development to encourage higher performance. The results of (Adam et al., 2020) show that education and training have a significant effect on organizational commitment, organizational commitment has a significant effect on employee performance, Indirect relationship of organizational commitment mediates between education and training on significant performance.

## CONCLUSION

The results of the study show that educational competencies and qualifications have a positive and significant effect on the performance of employees of the UPBU D.C. Saudale Office, where competence is a key factor in improving the quality and consistency of work results, while educational qualifications support analytical skills and work effectiveness. Competency has also been shown to have a positive effect on organizational commitment, while educational qualifications have no significant effect on commitment, which is more influenced by affective factors, work experience, and organizational environment. In addition, organizational commitment has a positive and significant effect on employee performance. Indirectly, competence improves performance through organizational commitment as an intervening variable, while educational qualifications do not show an indirect influence through commitment. Thus, performance improvement is more effectively carried out through strengthening competencies and building organizational commitment supported by a conducive work environment, leadership, and management system.

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