



THE EFFECT OF COMPETENCE, TRAINING, AND SUPERVISION OF ASSESOR PERFORMANCE WITH MOTIVATION AS AN INTERVENING VARIABLE AT LEMBAGA SERTIFIKASI PROFESI UNIVERSITAS BHAYANGKARA JAKARTA RAYA

Wahyu Nugroho Pratomo¹⁾, Tri Widyastuti²⁾, Wastam Wahyu Hidayat³⁾

¹⁾ Universitas Bhayangkara Jakarta Raya, Indonesia, nugrohonathania@gmail.com

²⁾ Universitas Bhayangkara Jakarta Raya, Indonesia, triewidhiastuti@yahoo.com

³⁾ Universitas Bhayangkara Jakarta Raya, Indonesia, wastam.wahyu@dsn.ubharajaya.ac.id

Corresponding Author: Wahyu Nugroho Pratomo¹

Abstract: This research aims to measure the effect of competence, training and supervision on assessor performance with motivation as an intervening variable at Lembaga Sertifikasi Profesi Universitas Bhayangkara Jakarta Raya. This research is a quantitative study in which the object of the respondent is an assessor registered at Lembaga Sertifikasi Profesi Universitas Bhayangkara Jakarta Raya. The number of samples used as many as 60 respondents. The design used is hypothesis testing using the structural equation model (SEM) – Smart PLS version 3.3.3. The results of this study shows that (1) competence and supervision have a significant effect on motivation, (2) training has no effect on motivation, (3) motivation has a significant effect on assessor performance, (4) competence and supervision through motivation have an effect on assessor performance, (5) training through motivation has no effect on assessor performance,

Keywords: Assessor Performance, Competence, Lembaga Sertifikasi Profesi Universitas Bhayangkara Jakarta Raya, Motivation, Supervision, Training

INTRODUCTION

Lembaga Sertifikasi Profesi (LSP) licensed by Badan Nasional Sertifikasi Profesi (BNSP) in carrying out certification activities, there are assessor positions which have an important role in ensuring and recommending prospective workers after undergoing a series of assessment processes. An assessor is someone who understands the procedure for conducting a certification test for prospective workers and has attended assessor training, and has obtained a competent certificate in his field that has been issued by BNSP, each assessor has the right to provide recommendations to LSP regarding the results assessment of prospective workers whether they

can be said to be competent workers or must improve their abilities so that they can be said to be competent in the next assessment.

"Performance Appraisal for Employees in the Company", that human resources are resources used to mobilize and synergize other resources to achieve organizational goals. From the fact that people are elements that always exist in the organization. No matter what other advantages the organization has, the organization will not be able to maximize its productivity and profits without competent employees who are dedicated to the company's future desires (Ayun, 2016).

So the performance of the assessor at LSP will determine the quality of competence, if the assessor's performance is good so that the recording of the competency test can run according to the assessment standard, the quality of the results will also be good. On the other hand, if the assessor's performance is not good, then the competency test will not be able to run in accordance with the existing assessment standards, so that the results are not in accordance with the standards and are not optimal in their field of work. Therefore, assessors are the main human resources because they have an important role in determining and providing competent recommendations to LSP. LSP of Bhayangkara Jakarta Raya University with the number of assessors initially only 22 assessors and up to now there have been 60 assessors should be able to provide added value both to LSP of Bhayangkara Jakarta Raya University and to the performance results of assessors, because with the increase in the number of assessors it will be easier to divide the assessments so that assessors will be able to focus more on providing better recommendation results in the implementation of the test. It is proven in the results of the Materi Uji Kompetensi (MUK) document made by the assessor and the recording document of the results of the test carried out by the assessor there is still evidence that is not appropriate and in the submission of the test result report it still takes extra time, while the role of the assessor has a position and role. which is strategic because it will greatly determine the quality of the competency test it performs (BNSP Guidelines No.303, 2013).

Employee performance is one of the main factors that can affect the progress of an organization or company. The higher or, the better the employee's performance, the easier the goals of the organization or company will be achieved, and vice versa. If the employee's performance is low or not good, the goal is difficult to achieve, and the results received will not follow the company's wishes (Akbar, 2018). Assessment of assessors in carrying out their authority, roles, obligations and other rules related to the implementation of the competency test in accordance with the provisions is very necessary so that the quality of the assessment results is well maintained.

Motivation is a driving force from within a person's heart to do or achieve a goal. Motivation will provide maximum desire and encouragement (Marpaung, 2007). Motivation can also be said as a plan or desire to achieve success and avoid failure in life. In other words, motivation is a process to achieve a goal. Someone who has motivation means he has the power to get success in life. Professionally motivated has a purpose for self-development, but if the motivation is just to make money, it will be very dangerous. How much professional motivation

an assessor has will be directly proportional to his commitment and efforts to improve his quality. Assessors who have high motivation in their work will always seek information and will always hone their competencies so that they will obtain maximum final results.

Competence is an ability to carry out the tasks assigned by the employer based on knowledge and skills that are supported by a good work attitude that is a demand in the job. Therefore at this time it is very important for a workforce to have competence. Work competence is the specification of each attitude, knowledge, skill and or expertise and their application effectively in the work in accordance with the required performance standards (BNSP Guidelines No. 301, 2013).

Training is the obligation of all parties involved in business development and planning. This is because by holding training, the organization makes a long-term investment in the development of its values. By holding training, organizations can develop and increase the knowledge and skills of their employees so that they can be more efficient and effective in employee performance. Assessment of the implementation of work carried out by employees or often referred to as performance appraisals or performance appraisals is also absolutely necessary to see to what extent the success of the employee's training and achievements. Training or training is intended to improve and develop the attitudes, behavior, skills and knowledge of employees in accordance with the wishes of the organization. Thus, training must be carried out continuously to improve employee performance and achievement. Training is a process of systematically changing employee behavior to achieve organizational goals.

Training is related to the skills and abilities of employees to carry out their work. Training is oriented and helps employees to achieve certain skills and abilities in order to be successful in carrying out their work. Training was held based on the results of past unsatisfactory performance corrections, then traced to find significant causal factors and one of the solutions was training (Rivai, 2005).

Supervision is an activity to ensure or maintain that a plan's objectives can be realized effectively. Each organization has a plan to achieve the goals that have been set, to keep the organization from achieving its goals absolutely monitoring is necessary. Supervision serves to keep all planned activities running on the correct rails. Supervision is basically a strategy that focuses on process improvement with the quality of employee performance in carrying out their duties. Supervision is also a process which will see whether the activities that have been carried out have been as expected. If not, then a repair or adjustment must be made.

Supervision is a management activity related to the examination to determine whether the planned implementation is in accordance with the initial planning, to what extent the progress has been achieved with planning, and planning that has not made progress, as well as making corrections for the implementation which has not been completed as planned (Amsyah, 2005). Employees need to be given supervision so that they carry out the assigned tasks according to the plan. Low supervision will lead to overall low performance. Vice versa, a high score on supervision will result in high overall performance and vice versa. The concept of performance basically states a person's ability to achieve certain goals. So that employees are required to be

able to give the best in their work. Thus, supervision of employees is very necessary so as to be able to improve performance to be able to achieve the desired goals. The importance of the role of supervision to encourage employee morale in completing their work. Supervision in an organization aims to encourage employee morale to work hard by providing all abilities and skills in order to realize the goals of an organization.

Competence and motivation simultaneously and partially have a significant effect on employee performance (Wulansari and Rahmi, 2019). Competence, Work Discipline, Motivation have a positive and significant effect on Employee Performance at Bhayangkara Jakarta Raya University (Muhajirin, 2018). Based on a literature study of a number of previous studies that became a reference for comparison in this study, even though they were carried out in different locations, in different types of organizations/companies, it could even be that different countries can show similarities in research results. This shows that competence, training, supervision and motivation positively and significantly and simultaneously or partially affects performance. So that there is a gap in the performance of assessors at LSP of Bhayangkara Jakarta Raya University which makes the quality of assessor performance problems including the quality of the recommendations that will be submitted to LSP of Bhayangkara Jakarta Raya University affect the quality of the institution itself to the industry.

Based on this background which describes related social phenomena and the existence of gaps in assessor performance, the researcher feels it is important to examine the effect of competence, training, and supervision on assessor performance, with motivation as an intervening variable at LSP of Bhayangkara Jakarta Raya University.

LITERATURE REVIEW

Job Performance is the set of employee behaviors that contribute to organizational goal accomplishment. Job performance has three dimensions: task performance, citizenship behavior, and counterproductive behavior (Collquit, 2015). In the past, most organizations assessed only how well employees performed the tasks listed on a job description, but today's less hierarchical and more serviceoriented organizations require more. Researchers now recognize three major types of behavior that constitute performance at work: task performance, citizenship and counterproductive (Robbins, 2013).

Employee performance is a function of the interaction of three dimensions: (1) ability, capacity of an individual to do various tasks in a job. The overall ability of an individual is basically composed of two sets of factors such as physical abilities, mental or intellectual abilities, (2) motivation, willingness to spend a high level towards company goals conditioned by the ability of efforts to meet an individual need, (3) opportunity, the opportunities possessed by the employee concerned because of obstacles that will become obstacles in working. (Milkovich and Boudreau, 2002).

Motivation is defined as a set of energetic forces that originates both within and outside an employee, initiates work-related effort, and determines its direction, intensity, and persistence. Motivation is a critical consideration because effective job performance often requires high levels of

both ability and motivation (Colquitt et al, 2015). Motivation in the context of a business and indicated that, motivation can be said to be about “the will to work”. It can come from the enjoyment of the work itself and/or from the desire to achieve certain goals e.g. earn more money or achieve promotion. It can also come from the sense of satisfaction that we gain from completing something, or achieving a successful outcome after a difficult project or problem solved (Robbin, 2013).

In carrying out his work, people are influenced by two factors which are needs such as: maintenance factors (salary, physical working conditions, job security, pleasant supervision, various other benefits), motivation factors (these motivational factors are related to personal appreciation that is directly related to work likes a comfortable room, a soft chair, the right placement) (Herzberg, 1966).

Competence is individualized, emphasizes outcomes (what individuals know and can do), and allows flexible pathways for achieving the outcome making as clear as possible what is to be achieved and the standards for measuring achievement (Kerka, 1998). Competence as the ability to carry out or carry out a job or task based on skills and knowledge, and supported by a work attitude required by characterized by professionalism in a particular field as something important or as an advantage. Competence is a person's ability to produce a satisfactory level at work, transfer and apply his skills and knowledge in new situations, and increase agreed benefits (Wibowo, 2011).

Several aspects contained in the concept of competence such as (1) knowledge (awareness in the cognitive field), (2) understanding (the cognitive and affective depth of the individual), (3) ability / skills (something that is owned by an individual who carries out a task or the work assigned to him), (4) value (standard of behavior that has been accepted and psychologically unite in a person), (5) attitude (feelings likes pleasure-dislike, likes-dislikes or reactions to something stimuli that come from outside), (6) interest (tendency of a person to do an action) (Sutrisno, 2011).

Training is a process of teaching certain knowledge and skills, as well as attitudes so that employees are more skilled and able to carry out their responsibilities better, in accordance with standards (Mangkuprawira and Hubies, 2007). Training meant “formal training that’s planned in advanced and has a structured format (Robbin, 2013).

There are any several training indicators including: (1) quality of training materials, (2) quality of training methods, (3) quality of training training instructors, (4) quality of training facilities and facilities, (5) the quality of the trainees (Rivai and Sagala, 2013).

Supervision includes all activities the manager undertakes in attempting to assure that actual result conform to planned result (Donnelly et al, 1987). The act of determining whether or not plans have been accomplished (Duncan, 1972). Supervision has two kind of dimension are evaluation of work achievement and corrective action (Terry, 2006).

Based on the theoretical explanation related to competences, training, supervision, motivation and assessor performance, the following hypothesis can be drawn:

H1: There is an effect between competences on motivation.

H2: There is an effect between training on motivation.

H3: There is an effect between supervision on motivation.

- H4: There is an effect between motivations on assessor performance.
- H5: There is an effect between competences on assessor performance directly and indirectly through motivation.
- H6: There is an influence between training on assessor performance directly and indirectly through motivation.
- H7: There is an influence between supervision on assessor performance directly and indirectly through motivation.

RESEARCH METHODS

This research is a quantitative research in which the object used is the assessor at LSP Bhayangkara Jakarta Raya University. The number of samples used as many as 60 respondents. The design used is hypothesis testing using the structural equation model (SEM) – Smart PLS version 3.3.3.

FINDINGS AND DISCUSSION

The variables used in this research: competences (X1), training (X2), supervision (X3), motivation (Z) and asesor performance (Y) with any questions for each indicator. After validity and reliability test, any question is delete to comply with validity and reliability. Research model can be seen at figure 1.

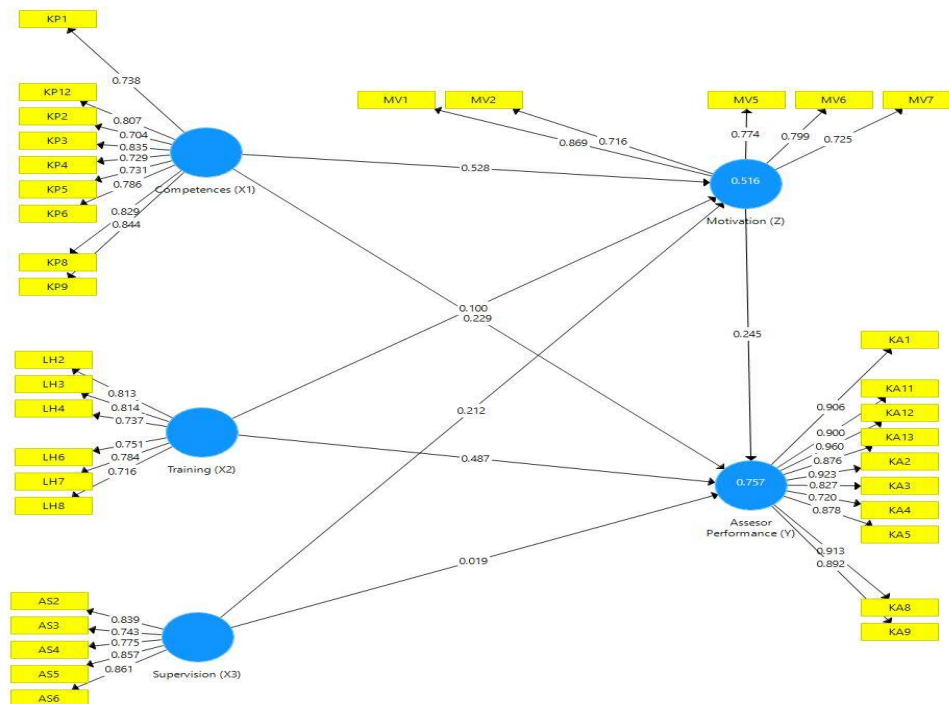


Figure 1. Research model (Source: Smart PLS 3.3.3)

Validity and Reliability Test

Validity test on the Smart PLS 3.3.3 application is described by the outer loading value. The variable is belong to be valid if the outer loading value is > 0.7 (Hair et al, 2014). The reliability is indicated by the composite reliability value. The variable is belong to reliable if composite reliability value > 0.7 (Hair et al, 2014).

Analysis result of model at figure 1 has any some question that no valid and reliable, some question will delete to process the data valid and reliable only. The question indicators omitted in the Smart PLS 3.3.3 calculation are as follows: MV3, LH9, KP11, MV4, AS1, KA7, KA6, MV9, KP10, KP7, LH1, MV8, KA10, and LH5. After deleting some of the question indicators above, the results of the validity and reliability met the criteria. Validity and reliability test result can be seen at figure 2.

Construct Reliability and Validity					
Matrix	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (...)	Copy t
	Cronbach's Al...	rho_A	Composite Reliability	Average Variance Extracted (AVE)	
Assesor Performance (Y)	0.967	0.969	0.972	0.777	
Competences (X1)	0.921	0.941	0.933	0.608	
Motivation (Z)	0.837	0.848	0.885	0.606	
Supervision (X3)	0.874	0.878	0.909	0.666	
Training (X2)	0.863	0.872	0.897	0.593	

Figure 2. Validity and Reliability Test Result
(Source: Smart PLS 3.3.3)

Outer Model

Outer model test describes the relationship between each indicator and its latent variables. Structural model for outer model to predict the feasibility of the indicators. Outer model test consist of discriminant validity test, average variance extracted, and cronbach's alpha.

Discriminant validity

Discriminant validity aims to describe an indicator that is not represented by other indicators. It is measured by cross loading value. The variable is belong to be valid if the cross loading value > 0.7 and the cross loading value must be greater than other variables (Hair et al, 2016). Discriminant validity test result can be seen at table 1, it show that all variable is valid.

Table 1. Discriminant Validiy

	Competence (X1)	Training (X2)	Supervision (X3)	Motivation (Z)	Assesor Performance (Y)
KP1	0.738	0.434	0.071	0.387	0.405
KP12	0.807	0.657	0.377	0.600	0.705
KP2	0.704	0.445	0.126	0.376	0.403
KP3	0.835	0.583	0.218	0.566	0.559
KP4	0.729	0.498	0.314	0.525	0.517

KP5	0.731	0.452	0.042	0.293	0.471
KP6	0.786	0.554	0.195	0.374	0.445
KP8	0.829	0.654	0.361	0.692	0.786
KP9	0.844	0.765	0.458	0.674	0.784
LH2	0.752	0.813	0.451	0.595	0.695
LH3	0.692	0.814	0.478	0.574	0.724
LH4	0.459	0.737	0.432	0.484	0.523
LH6	0.544	0.751	0.498	0.423	0.657
LH7	0.535	0.784	0.461	0.350	0.601
LH8	0.370	0.716	0.481	0.390	0.553
AS2	0.225	0.559	0.839	0.407	0.472
AS3	0.343	0.618	0.743	0.341	0.474
AS4	0.203	0.343	0.775	0.389	0.304
AS5	0.288	0.393	0.857	0.316	0.377
AS6	0.346	0.505	0.861	0.396	0.399
MV1	0.628	0.626	0.330	0.869	0.681
MV2	0.523	0.434	0.508	0.716	0.461
MV5	0.409	0.306	0.152	0.774	0.501
MV6	0.447	0.391	0.300	0.799	0.507
MV7	0.573	0.580	0.444	0.725	0.573
KA1	0.660	0.670	0.400	0.686	0.906
KA11	0.667	0.818	0.446	0.622	0.900
KA12	0.732	0.743	0.422	0.613	0.960
KA13	0.765	0.713	0.299	0.669	0.876
KA2	0.663	0.694	0.407	0.659	0.923
KA3	0.687	0.709	0.479	0.501	0.827
KA4	0.503	0.676	0.571	0.585	0.720
KA5	0.662	0.724	0.479	0.705	0.878
KA8	0.706	0.738	0.490	0.585	0.913
KA9	0.653	0.732	0.467	0.626	0.892

Source: Smart PLS 3.3.3

Average Variance Extracted

Average Variance Extracted aims to evaluate discriminant validity for each construct and latent variable. The variable is belong meet the requirements if the AVE value > 0.5 (Hair et al, 2016). Discriminant validity test result can be seen at figure 2, it show that all variable is valid.

Cronbach's Alpha

Cronbach's Alpha aims to This test aims to strengthen the results of the composite reliability of a variable. The variable is belong to be eligible if cronbach's alpha value > 0.7 (Hair et al, 2016). Cronbach's Alpha test result can be seen at figure 2, it show that all variable is reliable.

Inner Model

Inner model aims to predict a relationship between the variables used in this research. Inner model test consist of discrimination coefficient, predictive relevance, effect size criteria.

Discrimination Coefficient (R^2)

Discrimination coefficient aims to assess the level of predictions accuracy for endogenous constructs. The value of R^2 can be declared as strong if the value is more than 0.7, as moderate if the value is > 0.5 , as weak if the value is > 0.25 (Hair et al, 2016). Discrimination coefficient test result can be seen at table 2, it show that assessor performance has strong prediction accuracy for endogenous constructs, meanwhile motivation has moderate prediction accuracy for endogenous constructs.

Table 2. Discriminant Coefficient

Variabel	R^2
Assesor Performance (Y)	0.757
Motivation (Z)	0.516

Source: Smart PLS 3.3.3

Predictive Relevance (Q^2)

Predictive relevance aims to measure how well the resulting observations value. The observation is belong to relevance if the value of $Q^2 > 0$ (Hair et al, 2016). Predictive relevance test result as below:

- Q^2 Assesor Performance = 0.573
- Q^2 Motivation = 0.266

Effect Size Criteria (f^2)

Effect size criteria aims to measure the relative impact of an independent variable that affects to dependent variable. The value of f^2 can be declared as strong if the value is more than 0.35, as moderate if the value is > 0.15 , as weak if the value is > 0.02 (Hair et al, 2016). Effect size criteria test result can be seen at figure 3, it show that (a). Competence has a strong effect to motivation, meanwhile training and supervision has a weak effect to motivation, (b). Competence, supervision and motivation has a weak effect to assessor performance, meanwhile training has a strong effect to assessor performance.

	Assesor Perfor...	Motivation (Z)
Assesor Performance (Y)		
Competences (X1)	0.074	0.249
Motivation (Z)	0.119	
Supervision (X3)	0.001	0.057
Training (X2)	0.301	0.006

Figure 3. Effect Size Criteria Test Result (Source: Smart PLS 3.3.3)

Hypothesis Testing Result

Hypothesis testing is done by analyzing the bootstrapping on the Smart PLS 3.3.3 program. To assess the relationship between variables can be defined by Tstatistic or p-Value. The variable can be declared to have a significant effect on other variables if it has a T-statistic greater than T-table or p-Value is lower than 0.5 (Manurung and Budiastuti, 2019). T-table for this research is 1.299 (research model: one tailed, 53 sample, and 5 variabel).

Direct Effect

Research result for direct effect can be seen at figure 4. It can be conclude that (a). Competence has a significant effect to motivation, competence has a significant effect to assesor performance (b). Training has no effect to motivation, meanwhile training has a significant effect to assesor performance (c). Supervision has a significant effect to motivation, meanwhile supervision has no effect to assesor performance (d). Motivation has a significant effect to assesor performance.

	Original Samp...	Sample Mean (...)	Standard Devia...	T Statistics (O /STDEV)	P Values
Competences (X1) -> Assesor Performance (Y)	0.358	0.359	0.119	3.000	0.001
Competences (X1) -> Motivation (Z)	0.528	0.528	0.141	3.760	0.000
Motivation (Z) -> Assesor Performance (Y)	0.245	0.231	0.109	2.249	0.012
Supervision (X3) -> Assesor Performance (Y)	0.071	0.068	0.086	0.823	0.205
Supervision (X3) -> Motivation (Z)	0.212	0.211	0.083	2.569	0.005
Training (X2) -> Assesor Performance (Y)	0.511	0.516	0.134	3.809	0.000
Training (X2) -> Motivation (Z)	0.100	0.110	0.158	0.634	0.263

Figure 4. Direct Effect Result (Source: Smart PLS 3.3.3)

Indirect Effect

Research result for indirect effect can be seen at figure 5. It can be conclude that (a). Competence has a significant effect to assesor performance through motivation (b). Training has no effect to assesor performance through motivation (c). Supervision has a significant effect to assesor performance through motivation (d). Motivation is good mediating variable to

connect competence and supervision to assessor performance, but it not good enough connecting training to assessor performance.

Specific Indirect Effects					
Mean, STDEV, T-Values, P-Val...	Confidence Intervals	Confidence Intervals Bias Cor...	Samples	Copy to Clipboard:	Excel Format
	Original Sampl...	Sample Mean (...)	Standard Devia...	T Statistics (O/STDEV)	P Values
Competences (X1) -> Motivation (Z) -> Assesor Performance (Y)	0.129	0.122	0.066	1.975	0.024
Training (X2) -> Motivation (Z) -> Assesor Performance (Y)	0.025	0.027	0.045	0.540	0.295
Supervision (X3) -> Motivation (Z) -> Assesor Performance (Y)	0.052	0.050	0.032	1.635	0.051

Figure 5. Indirect Effect Result
(Source: Smart PLS 3.3.3)

CONCLUSION AND RECOMMENDATION

From the research that has been done, it is found that only training does not directly effect to motivation. In addition, the motivation function to mediate training on assessor performance is not able to make training effect to assessor performance. Specifically, the conclusions from this research are as follows: 1) There is a significant effect of competence on motivation. 2) There is no effect of training on motivation. 3) There is a significant effect of supervision on motivation. 4) There is a significant effect of motivation on assessor performance. 5) There is a significant effect of competence on assessor performance through motivation. Meanwhile competence has a significant effect to assessor performance directly. 6) There is no effect of training on assessor performance through motivation. Meanwhile training has a significant effect to assessor performance directly. 7) There is a significant effect of supervision on assessor performance through motivation. Meanwhile supervision has no effect to assessor performance directly.

Based on the results of the research described, the researchers suggest for LSP of Bhayangkara Jakarta Raya University to improve the current training system such as providing allowances or honorariums every time they hold training, improving the facilities used for training in order to improve the performance of the assessors currently owned.

On the other hand, for the development of better research in the future, it is recommended for further research to use respondents at a wider level such as all assessors on campuses throughout Jabodetabek.

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