



## DETERMINATION OF WORK PRODUCTIVITY AND SERVICE QUALITY: EDUCATION LEVEL AND COMPETENCE ANALYSIS LITERATURE REVIEW

Mirawati Mirawati<sup>1</sup>, Hapzi Ali<sup>2</sup>

<sup>1</sup> Student of Master of Management Program, Open University, email: [mirawati.farhan@gmail.com](mailto:mirawati.farhan@gmail.com)

<sup>2</sup> Lecturer of Master of Management Program, Open University and UBHARA JAYA, email: [hapzi.ali@gmail.com](mailto:hapzi.ali@gmail.com)

Corresponding author: Mirawati Mirawati<sup>1</sup>

**Abstract:** Previous research or relevant research is very important in a research or scientific article. Previous research or relevant research serves to strengthen the theory and phenomena of the relationship or influence between variables. This article reviews the Determination of Work Productivity and Service Quality: Analysis of Education Level and Competence, A Study of Human Resource Management Literature. The purpose of writing this article is to build a hypothesis of the influence between variables to be used in further research. The results of this library research are that: 1) Education level has an effect on Work Productivity; 2) Competence affects Work Productivity; 3) Education level has an effect on Service Quality; 4) Competence affects Service Quality; and 5) Work Productivity has an effect on Service Quality.

**Keyword:** Work Productivity, Service Quality, Education Level and Competence

### INTRODUCTION

Human resources is the potential which is an asset and functions as capital within the organization which can be realized into real potential physically and non-physically in realizing the existence of the organization. In order to produce quality human resources and establish a good management system, it is necessary to plan, procure, maintain, foster, develop, satisfy, and utilize them as well as possible.

Human resources is one of the determining factors in the dynamic development process so that a bigger role is needed, especially in an organization. Therefore, it is undeniable that the human factor is the main capital that needs to be considered in an organization. This is very important because after all, the success of an organization in achieving its goals is determined by the competencies possessed by human resources. Quality human resources are human resources who have good knowledge, abilities, skills and attitudes at work. Therefore, organizations need to take steps in order to develop and improve the knowledge, skills, and competencies of employees. It is hoped that employees can increase work productivity and quality services.

Articles as relevant research materials are needed to strengthen the theory under study, see the relationship between variables and build hypotheses, and are also indispensable in the

discussion section of research results. This article discusses the effect of Education and Competence Levels on Work Productivity and their impact on Service Quality (A Study of Human Resource Management Literature).

Based on the background, it can be formulated the problems to be discussed in order to build hypotheses for further research, namely:

1. Does Education Level affect Work Productivity?
2. Does Competence affect Work Productivity?
3. Does Education Level affect Service Quality?
4. Does Competence affect Service Quality?
5. Does Work Productivity affect Service Quality?

## **THEORITICAL REVIEW**

### **Work Productivity**

Work Productivity is the ability to obtain the maximum benefit from the available facilities and infrastructure by producing optimal output and input (Simamora, 2004). Dimensions or indicators of Work Productivity are: 1) quantity of work, 2) quality of work, and 3) timeliness (Simamora, 2004).

Work Productivity is the attitude and behavior of the workforce in the company towards the regulations and standards that have been realized in the form of behavior and actions in the organization or company (Salvatore, 2011). Dimensions or indicators of Work Productivity are: 1) Having the ability to carry out tasks, 2) Trying to improve the results achieved, 3) Attitude to work morale is better than the previous day, 4) Strive to develop themselves to behave better, 5) Always develop self to improve work ability, 6) Always trying to improve quality better than the past, 7) comparison between the results achieved (output) with the overall input resources used, 8) Continuously trying to improve the quality of life, and 9 ) Carry out qualitative analysis activities in solving problems faced by the bureaucracy (Salvatore, 2011).

Work Productivity is the ratio of the overall work results that have been determined to produce a product of labor (Sutrisno, 2016). Dimensions or indicators of Work Productivity are: 1) Ability, 2) Improve the results achieved, 3) Work enthusiasm, 4) Self development, 5) Quality, and 6) Efficiency (Sutrisno, 2016). This work productivity has been widely studied by previous researchers including (Elmi & Ali, 2017), (Riyanto, Adila, et al., 2017), (Ukkas, 2017), (Nofriyanti & Kuswanto, 2019), and (Indriyani, 2020).

### **Service Quality**

Service Quality is the overall characteristics of a product, goods or services that affect its ability to meet stated or unstated needs and desires of clients (Kotler, 2012). Dimensions or indicators of Service Quality are: 1) Tangibles, 2) Reability, 3) Responsiveness, 4) Assurance, and 5) Empathy (Kotler, 2012).

Service Quality is an external advantage that can be implied in the production process of an item (service), namely where the quality of the product (service) provided by the company can create a positive perception of customers towards the company and produce customer satisfaction and loyalty (Lupiyoadi & Hamdani, 2013). Dimensions or indicators of Service Quality are: 1) Tangibles, 2) Reliability, 3) Responsiveness, 4) Assurance, and 5) Empathy (Lupiyoadi & Hamdani, 2013).

Service Quality is the expected level of excellence and control over the level of excellence to meet customer desires (Tjiptono, 2017). Dimensions or indicators of Service Quality are: 1) Tangibles, 2) Reability, 3) Responsiveness, 4) Assurance, and 5) Empathy (Tjiptono, 2017). The quality of this service has been widely studied by previous researchers including (Asniati et al., 2016), (Sujana, 2017), and (Ridho, 2020).

### Education Level

According to Notoatmodjo (2003), education is the process of a person developing abilities, attitudes, and other forms of behavior in the society in which he lives. There are three levels of education, namely: 1) Elementary Education Level, 2) Secondary Education Level, 3) Upper Education Level (Notoatmodjo, 2003).

Education is something that is universal and continues uninterruptedly from generation to generation anywhere in the world. Efforts to humanize humans through education are carried out in accordance with the views of life and social background of each particular society (Tirtahardja & Sulo, 2005). Dimensions or indicators of Education Level are: 1) Educational Level, 2) Suitability of Departments, and 3) Competence (Tirtahardja & Sulo, 2005).

The level of education is the stage of continuous education, which is determined based on the level of development of students, the level of complexity of teaching materials and the way in which teaching materials are presented (Ihsan & et. al., 2010). The level of education is the education that a person goes through gradually starting from elementary school, junior high school, senior high school, even up to university (UU SISDIKNAS No. 20, 2003). Dimensions or indicators of Education Level are: 1) education level, and 2) suitability of majors (UU SISDIKNAS No. 20, 2003).

Education level is the stage of education that is determined based on the level of development of students, the goals to be achieved and the willingness to be developed (Suhardjo, 2007). Dimensions or indicators of Education Level are: 1) level of education and 2) suitability of majors (Suhardjo, 2007). The level of education has been widely studied by previous researchers including (Wahyudi et al., 2020), (Fandeli & et. al., 2021), and (Sekali et al., 2022).

### Competence

Competence is the achievement and maintenance of a level of understanding and knowledge that allows a member to provide services with ease and ingenuity (Mulyadi, 2013). Competence dimensions or indicators are: 1) Ability to communicate (verbally, in writing, report writing and presentations), 2) Able to identify problems and provide solutions, and 3) Follow the development of problems and follow the development of rules (Mulyadi, 2013).

According to Pribadi (2004) in (Ansori & Ali, 2017), Competence is a set of behavioral patterns that are needed by incumbents to be practiced in a position in order to carry out their duties and functions competently. Competence can be measured through indicators: 1) Motives, 2) Personal Characters (Trait), 3) Self-Concepts, 4) Knowledge, and 5) Skills possessed by an employee (Ansori & Ali, 2017).

Competence is an individual's ability to carry out a job correctly and has advantages based on matters relating to knowledge, skills, and attitudes (Edison et al., 2016). Competence dimensions or indicators are: 1) Have the ability to support work, 2) Have a willingness to increase knowledge, 3) Expertise according to the field of work, 4) Have the ability to identify problems, 5) Have the ability to find solutions, 6) Have initiative, 7) Friendliness and politeness in work, and 8) Seriously respond to every complaint (Edison et al., 2016).

Competence is an ability to carry out a job that is based on skills and knowledge and is supported by the work attitude required by the job (Wibowo, 2016). Dimensions or indicators of Competence are: 1) Skills, 2) Knowledge, 3) Self-concept (Attitude), 4) Traits, and 5) Motives (Wibowo, 2016). Competence have been widely studied by previous researchers including (Rani et al., 2018), (Wakhidah & Pramusinto, 2020), and (Sekali et al., 2022).

**Table 1: Previous Research**

No	Author (Year)	Previous Research Results	Similarities to this article	Difference with this article
1	(Sekali et al., 2022)	Organizational Communication, Work Commitment, Competence and Education Level affect Work Productivity	Competence and Education Level affect Work Productivity	Organizational Communication and Work Commitment affect Work Productivity, there are no variables that affect Service Quality
2	(Fandeli & et. al., 2021)	Education Level, Work Supervision, and Work Discipline affect Work Productivity	Education Level affects Work Productivity	Work Supervision and Work Discipline affect Work Productivity, Competence is not included in variable that affect Work Productivity and Service Quality
3	(Ukkas, 2017)	Education Level, Age, Work Experience and Gender have a significant influence on Work Productivity	Education affects Work Productivity	Age, Work Experience, and Gender affect Work Productivity, Competence is not included in the variable that affect Work Productivity and Service Quality
4	(Wahyudi et al., 2020)	Communication, Education Level, and Professionalism affect Service Quality	Education Level affects Service Quality	Communication and Professionalism affect Service Quality, Competence is not included in variables that affect Work Productivity and Service Quality
5	(Azizah et al., 2020)	Education Level, Training and Motivation affect the Quality of Service	Education Level affects Service Quality	Training and Motivation affect Service Quality, Competence is not included in the variables that affect Work Productivity and Service Quality
6	(Sujana, 2017)	Level of Education and Creativity have a significant influence on Service Quality	Education Level affects Service Quality	Creativity affects Service Quality, Competence is not included in the variable that affect Work Productivity and Service Quality
7	(Oh & Novita, 2016)	Competence, Motivation, and Job Satisfaction affect Work Productivity	Competence affects Work Productivity	Motivation and Job Satisfaction have an effect on Work Productivity, Education Level is not included in the variable that affect Work Productivity and Service Quality
8	(Nuryanto et al., 2017)	Competence affects Work Productivity	Competence affects Work Productivity	Education Level is not included in the variable that affect Work Productivity and Service Quality
9	(Rani et al., 2018)	Integrity, Competence, and Professionalism affect Work Productivity	Competence affects Work Productivity	Integrity and Professionalism affect Work Productivity, Education Level is not included in the variable that affect Work Productivity and Service Quality
10	(Nofriyanti & Kuswanto, 2019)	Competence, Organizational Culture, Discipline, and Job Satisfaction affect Work	Competence affects Work Productivity	Organizational Culture, Discipline, and Job Satisfaction affect Work Productivity, Education Level

		Productivity		variable is not included in the variable that affect Work Productivity and Service Quality
11	(Wakhidah & Pramusinto, 2020)	Competence, Discipline, and Work Environment have a positive and significant impact on Service Quality	Competence affects Service Quality	Discipline and Work Environment affect Service Quality, Education Level is not included in the variable that affect Work Productivity and Service Quality
12	(Anggraeni & Muhsin, 2020)	Organizational Culture, Work Motivation, Work Environment, and Competence simultaneously have a significant effect on Service Quality	Competence affects Service Quality	Organizational Culture, Work Motivation, and Work Environment affect Service Quality, Education Level is not included in the variable that affect Work Productivity and Service Quality
13	(Indarwati, 2020)	Competence, Discipline, and Work Environment simultaneously have a positive and significant effect on Service Quality	Competence affects Service Quality	Discipline and Work Environment affect Service Quality, Education Level is not included in the variable that affect Work Productivity and Service Quality
14	(Ridho, 2020)	Training, Career Development and Work Productivity simultaneously have a significant effect on Service Quality	Work Productivity affects Service Quality	Training and Career Development affect Service Quality, Education Level is not included in the variable that affect Work Productivity and Service Quality
15	(Asniati et al., 2016)	Service Quality has a positive and significant effect on Work Productivity	Service Quality Affects Work Productivity	Education Level is not included in the variable that affect Work Productivity and Service Quality
16	(Indriyani, 2020)	Productivity affects performance and Service Quality	Productivity affects Service Quality	Productivity affects performance, education level is not included in the variable that affect work productivity and service quality

## WRITING METHOD

The method of writing this article is by using qualitative methods and literature studies or library research. This is done by examining theory and the relationship between variables sourced from literature books in accordance with the theories discussed, especially in the scope of Human Resource Management. Besides that, it also analyzed reputable scientific articles cited from Mendeley and Google Scholar.

In qualitative research, literature review must be used consistently with methodological assumptions. This means that it must be used inductively so that it does not direct the questions posed by the researcher. One of the main reasons for conducting qualitative research is that it is exploratory (Ali & Limakrisna, 2013).

## DISCUSSION

Based on relevant theoretical studies and previous research, the discussion of this literature review article in the concentration of Human Resource Management is:

### 1. The Effect of Education Level on Work Productivity

Education level affects Work Productivity, where the dimensions or indicators of Education Level (Education Level and Suitability of Departments) affect the dimensions or indicators of Work Productivity (Ability, Improving Results Achieved, Morale, Self-Development, Quality, and Efficiency) (Sekali et al., 2022).

To increase Work Productivity by paying attention to Education Level, what organizations must do is increase the value of Education Level indicators, where Education Level has a positive and significant effect on Work Productivity (Sekali et al., 2022). The level of education has an effect on Work Productivity, if the level of education is perceived as good then this will be able to improve the quality of Work Productivity, (Sekali et al., 2022). Education level has an effect on Work Productivity, this is in line with research conducted by: (Ukkas, 2017), (Fandeli & et. al., 2021), and (Sekali et al., 2022).

## **2. The Effect of Competence on Work Productivity**

Competence affects Work Productivity, where the dimensions or indicators of Competence (Motive, Personal Character, Self-Concept, Knowledge and Skills) affect the dimensions or indicators of Work Productivity (Ability, Improving Results Achieved, Morale, Self-Development, Quality, and Efficiency) (Nofriyanti & Kuswanto, 2019). To increase Work Productivity by paying attention to Competence, what must be done by organizations is to increase Competency indicators, where Competence has a positive and significant effect on Work Productivity (Nofriyanti & Kuswanto, 2019).

Competence affects Work Productivity, if Competence is perceived as good then this will be able to improve the quality of Work Productivity (Nofriyanti & Kuswanto, 2019). Competence affects Work Productivity, this is in line with research conducted by: (Oh & Novita, 2016), (Rani et al., 2018), and (Nofriyanti & Kuswanto, 2019).

## **3. The Effect of Education Level on Service Quality**

Education level affects Service Quality, where the dimensions or indicators of Education Level (Education Level and Suitability of Departments) affect the dimensions or indicators of Service Quality (Physical Evidence, Reliability, Responsiveness, Assurance, and Empathy) (Sujana, 2017). To improve the quality of services by paying attention to the level of education, what must be done by the organization is to increase the value of indicators from the level of education, where the level of education has a positive and significant effect on service quality (Sujana, 2017).

The level of education has an effect on the quality of service, if the level of education is perceived as good then this will be able to improve the quality of service (Sujana, 2017). Education level affects service quality, this is in line with research conducted by: (Sujana, 2017), (Azizah et al., 2020), and (Wahyudi et al., 2020).

## **4. The Effect of Competence on Service Quality**

Competence affects Service Quality, where the dimensions or indicators of Competence (Motive, Personal Character, Self-Concept, Knowledge and Skills) affect the dimensions or indicators of Service Quality (Physical Evidence, Reliability, Responsiveness, Assurance, and Empathy) (Anggraeni & Muhsin, 2020). To improve Service Quality by paying attention to Competence, what management must do is increase the value of indicators of Competence, where Competence has a positive and significant impact on Service Quality (Anggraeni & Muhsin, 2020).

Competence affects Service Quality, if Competence is perceived as good then this will be able to improve Service Quality (Anggraeni & Muhsin, 2020). Competence affects Service Quality, this is in line with research conducted by: (Anggraeni & Muhsin, 2020), (Indarwati, 2020), and (Wakhidah & Pramusinto, 2020).

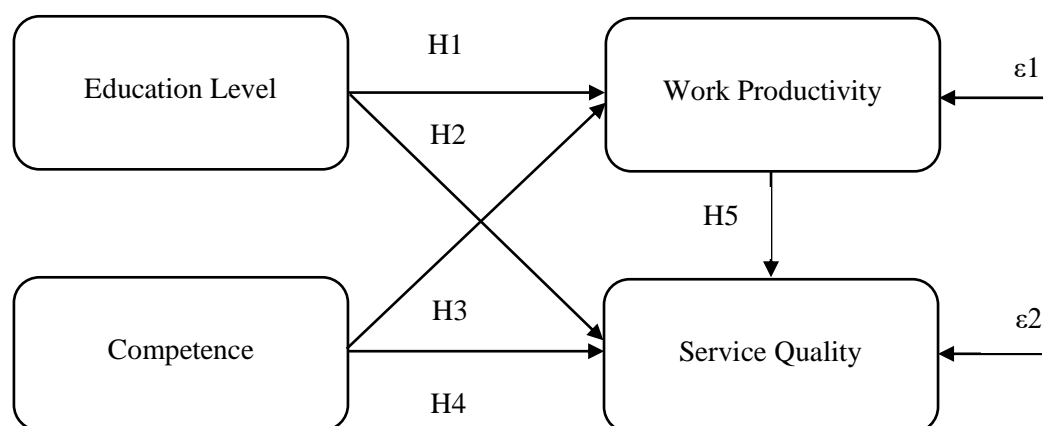
## 5. The Effect of Work Productivity on Service Quality

Work Productivity affects Service Quality, where the dimensions or indicators of Work Productivity (Ability, Improving Results Achieved, Morale, Self-Development, Quality, and Efficiency) affect the dimensions or indicators of Service Quality (Physical Evidence, Reliability, Responsiveness, Assurance, and Empathy) (Ridho, 2020). To improve Service Quality by paying attention to Work Productivity, what management must do is increase the values of Work Productivity indicators where Work Productivity has a positive and significant effect on Service Quality (Ridho, 2020).

Work Productivity affects Service Quality, if Work Productivity is perceived as good then this will be able to improve Service Quality (Ridho, 2020). Work Productivity affects Service Quality, this is in line with research conducted by: (Asniati et al., 2016), (Indriyani, 2020), and (Ridho, 2020).

### Conceptual Framework

Based on the formulation of the problem, theoretical studies, relevant previous research and discussion of the influence between variables, the framework for thinking in this article is as follows.



**Gambar 1: Conceptual Framework**

Based on the conceptual framework picture above, then: Level of Education and Competence affect Work Productivity and Service Quality, either directly or indirectly. Apart from the variables of Education Level and Competence that affect Work Productivity and Service Quality, there are many other variables that influence it, including the following variables:

1. Motivation: (Riyanto, Sutrisno, et al., 2017), (Prayetno & Ali, 2017), (Chauhan et al., 2019), (Rivai et al., 2017), (Prayetno & Ali, 2017), (Bastari et al., 2020), (Masydzulhak et al., 2016), (Aima et al., 2017),
2. Dicipline: (Fandeli & et. al., 2021), (Indarwati, 2020), (Elmi et al., 2016), (Ali, 1926), (Agussalim et al., 2016) dan (Anwar et al., 2020a), dan (Wakhidah & Pramusinto, 2020).
3. Work Environment: (Oh & Novita, 2016), (Anggraeni & Muhsin, 2020), dan (Wakhidah & Pramusinto, 2020)
4. Knowledge: (Desfiandi et al., 2017), (Prayetno & Ali, 2020), (Mukhtar et al., 2016), (Brata, Husani, Hapzi, Baruna Hadi Shilvana AliBrata, Husani, Hapzi, 2017), dan (Toto Handiman & Ali, 2019).

5. Leadership: (Limakrisna et al., 2016), (Bastari et al., 2020), (Anwar et al., 2020), (Ali et al., 2016), (Djoko Setyo Widodo, P. Eddy Sanusi Silitonga, 2017), (Chauhan et al., 2019) dan (Elmi et al., 2016).

## CONCLUSIONS AND SUGGESTIONS

### Conclusion

Based on theory, relevant articles and discussions, hypotheses can be formulated for further research:

1. Education level effects Work Productivity.
2. Competence affects Work Productivity.
3. Education level affects the quality of service.
4. Competence affects Service Quality.
5. Work Productivity affects Service Quality.

### Suggestion

Based on the conclusions above, the suggestion in this article is that there are many other factors that affect Work Productivity and Service Quality, apart from the Level of Education and Competence at all types and levels of organizations or companies, therefore further studies are still needed to find out What other factors can affect Work Productivity and Service Quality other than those examined in this article, such as: Motivation, Discipline and Work Environment.

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