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## The Influence of Education, Skills, and Motivation on Productivity and Performance with Competence as an Intervening Variable

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**Abstract:** The article The Influence of Education, Skills and Motivation on Productivity and Performance with Competence as an Intervening Variable is a scientific literature review article within the scope of human resource management science. This article aims to create a hypothesis regarding the relationship between factors, which can then be used for further research in the field of human resource management. Descriptive qualitative research methodology was used in this research. The data used in this research comes from previous research which is still relevant to the current investigation. Data was collected from leading academic online platforms, including Publish or Perish, Google Scholar, digital reference books, and Sprott journals. The findings of this research are as follows: 1) Education influences productivity; 2) Skills influence productivity; 3) Motivation influences productivity; 4) Education influences performance; 5) Skills influence performance; 6) Motivation influences performance; 7) Education influences competency; 8) Skills influence Competency; 9) Motivation influences Competence; 10) Competence influences Productivity; and 11) Competency influences performance.

**Keyword:** Productivity, Performance, Competency, Education, Skills, Motivation

### INTRODUCTION

Education is essential in laying the groundwork for the information and understanding required to succeed in the workplace. A person's education degree is frequently an early indicator of their ability to meet job needs. The greater a person's educational level, the more likely they are to have the necessary information and abilities for the duties at hand in the job. Aside from education, skills play an important role in determining a person's productivity and job performance. talents might range from technical job-specific talents to interpersonal skills required for team collaboration. Technical skills are typically obtained through formal schooling or specialized training, but interpersonal skills are frequently developed through work experience and social interactions. Good talents in both of these areas can greatly improve a person's capacity to obtain desired results at work.

Even if a person has a good education and talents, motivation is still a crucial component in deciding how successful that knowledge and skill is in a work setting. Motivation is the internal drive that propels a person toward their goals, and it has a significant impact on how hard they work and how focused they are on obtaining results. A highly motivated person is more committed to attaining their goals and has greater resilience to hurdles and problems at work. Furthermore, competency is an intriguing variable because it can serve as a bridge between education, skills, motivation, and desired job outcomes. Competency is defined as a set of knowledge, abilities, attitudes, and behaviors that enable a person to succeed in a specific job or task. Thus, competency encompasses more than just mastery of technical abilities; it also includes the capacity to use that knowledge and skills effectively in a variety of professional settings.

In the context of this approach, education serves as a foundation, providing the fundamental knowledge required to build pertinent skills. Education can also raise a person's motivation by providing access to greater professional prospects and a psychological boost that pushes them to succeed in their careers. However, without the necessary abilities, education may not be sufficient to deliver desired workplace performance. Skills, on the other hand, are essential for turning theoretical knowledge into practical application in the job. A person with strong talents in one area will be better equipped to tackle complicated jobs and finish them with great efficiency and accuracy. However, without proper motivation, a person may be unable to use their abilities to their full potential or may lose interest in continued skill development.

Motivation is a crucial aspect in ensuring that a person maximizes their education and talents in the profession. A highly driven individual will seek opportunities to continue learning and improving, which will result in increased proficiency over time. Motivation can also help you sustain high levels of performance at work, because someone who is intrinsically motivated is more involved in their work and satisfied with their accomplishments. Education is essential in laying the groundwork for the information and understanding required to succeed in the workplace. A person's education degree is frequently an early indicator of their ability to meet job needs. The greater a person's educational level, the more likely they are to have the necessary information and abilities for the duties at hand in the job. Aside from education, skills play an important role in determining a person's productivity and job performance. Talents might range from technical job-specific talents to interpersonal skills required for team collaboration. Technical skills are typically obtained through formal schooling or specialized training, but interpersonal skills are frequently developed through work experience and social interactions. Good talents in both of these areas can greatly improve a person's capacity to obtain desired results at work.

Even if a person has a good education and talents, motivation is still a crucial component in deciding how successful that knowledge and skill is in a work setting. Motivation is the internal drive that propels a person toward their goals, and it has a significant impact on how hard they work and how focused they are on obtaining results. A highly motivated person is more committed to attaining their goals and has greater resilience to hurdles and problems at work. Furthermore, competency is an intriguing variable because it can serve as a bridge between education, skills, motivation, and desired job outcomes. Competency is defined as a set of knowledge, abilities, attitudes, and behaviors that enable a person to succeed in a specific job or task. Thus, competency encompasses more than just mastery of technical abilities; it also includes the capacity to use that knowledge and skills effectively in a variety of professional settings.

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pushes them to succeed in their careers. However, without the necessary abilities, education may not be sufficient to deliver desired workplace performance. Skills, on the other hand, are essential for turning theoretical knowledge into practical application in the job. A person with strong talents in one area will be better equipped to tackle complicated jobs and finish them with great efficiency and accuracy. However, without proper motivation, a person may be unable to use their abilities to their full potential or may lose interest in continued skill development. Motivation is a crucial aspect in ensuring that a person maximizes their education and talents in the profession. A highly driven individual will seek opportunities to continue learning and improving, which will result in increased proficiency over time. Motivation can also help you sustain high levels of performance at work, because someone who is intrinsically motivated is more involved in their work and satisfied with their accomplishments.

Based on the background of the problem above, the problem formulation is determined as follows: 1) Does education affect productivity?; 2) Do skills have an effect on productivity?; 3) Does Motivation influence Productivity?; 4) Does education affect performance?; 5) Do skills influence performance?; 6) Does Motivation influence Performance?; 7) Does education affect competency?; 8) Do Skills influence Competency?; 9) Does Motivation have an effect on Competence?; 10) Does Competency affect Productivity?; and 11) Does competency affect performance?.

## **METHODS**

**Literature Examination** In preparing the article, methodologies such as systematic literature review (SLR) and library research were used. The methods underwent qualitative evaluation, and their accessibility was verified through scientific web sources including Mendeley and Google Scholar. A systematic literature review (SLR) is a rigorous and methodical process that involves identifying, assessing, and examining all related research literature with the goal of answering a specific research question. When conducting qualitative analysis, it is important to apply the literature review consistently according to methodological assumptions. Investigative in nature, qualitative analysis is carried out primarily for this reason, (Ali, H., & Limakrisna, 2013).

## **RESULT AND DISCUSSION**

### **Result**

Based on the background and problem formulation above, the results of this research are as follows:

#### **Productivity**

Productivity is a measure of efficiency in achieving goals or producing output in a given setting. It describes the link between the inputs and outcomes of a process or activity. Productivity is sometimes measured as the ratio of output produced to input used, such as time, labor, or other resources. In general, the higher the productivity, the more efficient an organization or individual is in reaching its objectives (Riyanto et al., 2017).

The indicators or dimensions contained in productivity are as follows: 1) Output per labor Hour: Measures an individual, team, or organization's output in an hour of labor. The more the output per hour worked, the more productive the individual or group is; 2) Resource Use Efficiency: This relates to how effectively a person or organization uses available resources to achieve specific outcomes. Efficiency in the utilization of time, labor, and raw materials can be a major predictor of productivity; and 3) growth in Output Over Time: This metric assesses an individual's or organization's capacity to grow production or output gradually. A constant increase in output suggests a boost in total productivity (Narpati et al., 2020).

The productivity variable has been studied by previous researchers and is relevant to the research conducted by: (Jumawan et al., 2023), (Riyanto et al., 2017), (Narpati et al., 2020).

## Performance

Individuals, groups, or organizations' performance is defined as the level of achievement or results they achieve when carrying out activities or reaching certain goals. Performance can be measured using a variety of measures, depending on the context, such as productivity, result quality, resource efficiency, or goal achievement. A high degree of performance suggests that an individual or organization is effective in carrying out their activities and attaining the intended objectives (Ridwan et al., 2020).

The indicators or dimensions contained in performance are as follows: 1) Goal Achievement: The extent to which an individual, team, or organization achieves its declared objectives. Achieving high targets demonstrates good performance; 2) Quality of Results: This metric assesses the excellence or quality of the results generated. High quality suggests that items or services met or exceeded expectations; and 3) input and Evaluation: This refers to an individual's or organization's ability to receive input from others and objectively evaluate their own performance. The ability to learn from this feedback is a key measure of effective performance (Haitao, 2021).

Performance variables have been researched by previous researchers and are relevant to the research conducted by: (Ridwan et al., 2020), (Pusparani et al., 2021), (Haitao, 2021).

## Competency

Competency is the set of information, abilities, attitudes, and behaviors that allow a person to succeed in a specific job or task. Competencies encompass a wide range of factors, including technical abilities relevant to a job and interpersonal skills required to properly engage with others. Someone who is competent in a subject or career can apply their knowledge and abilities effectively in a variety of work scenarios (Susanto et al., 2024).

The indicators or dimensions contained in competency are as follows: 1) Mastery of Knowledge and Skills: This assesses an individual's ability to perform a certain task or job. A high level of mastery corresponds to a high level of competence; 2) Adaptability: This refers to a person's ability to adjust to changes in their environment or job expectations. The ability to adapt and grow fast in the face of new challenges is a strong indicator of competency; and 3) Communication and Collaboration Skills: This assesses an individual's ability to interact and collaborate with others in a work setting. This capacity is extremely useful in a collaborative work atmosphere (Gunawan et al., 2022).

The competency variable has been researched by previous researchers and is relevant to the research conducted by: (Dewi & Fitrio, 2022), (Gunawan et al., 2022), (Susanto et al., 2024).

## Education

Education refers to the formal or informal process by which people gain knowledge, skills, and understanding of numerous subjects or concepts. This may involve formal education in school or college, professional training, or self-directed learning through books, online courses, or hands-on experience. Education serves as a solid basis for an individual's development, preparing them to meet the demands of job and daily life (Widjanarko et al., 2022).

The indicators or dimensions contained in education are as follows: 1) Formal Education Level: This refers to the level of formal education that an individual has obtained, such as a bachelor's, master's, or doctorate degree. A high level of education is typically associated with a broader understanding of knowledge; 2) Participation in Training or Learning Programs: This refers to an individual's involvement in supplementary training or learning programs outside of formal education. Active participation in this course demonstrates a dedication to continual learning and development; and 3) Educational and Learning Experiences: This refers to an individual's learning experiences outside of a traditional educational context, such as reading books, attending seminars, or taking online courses. This event can help people improve their knowledge and skills (Haitao, 2021).

Educational variables have been studied by previous researchers and are relevant to the research conducted by: (M. R. Putra et al., 2020), (Haitao, 2021), (Widjanarko et al., 2022).

**Skills**

Skills refer to a person's practical ability or expertise in carrying out specific jobs effectively. Skills can be either technical, such as the ability to utilize specific software or conduct medical operations, or interpersonal, such as the ability to communicate effectively or work in a team. Skills are frequently acquired through formal schooling, specialized training, or appropriate work experience (R. Putra & Ali, 2022).

The indicators or dimensions contained in skills are as follows: 1) Technical abilities: These are abilities that are unique to a given job or industry, such as the ability to operate specialized software, machines, or tools; 2) Interpersonal Skills: This includes the ability to communicate effectively, collaborate with others, and form productive connections in the workplace. Strong interpersonal skills can boost productivity and performance; and 3) Time Management Skills: This assesses a person's ability to successfully manage their time and prioritize projects in order to accomplish them on time. Good time management skills can boost productivity while lowering stress (Kasman & Ali, 2022).

Skill variables have been researched by previous researchers and are relevant to research conducted by: (R. Putra & Ali, 2022), (Kasman & Ali, 2022), (Rajab, 2021).

**Motivation**

Motivation is an internal drive that propels people to act or accomplish specific goals. Intrinsic motivation stems from personal happiness or interest in the task, whereas extrinsic motivation stems from external incentives such as rewards or societal pressure. Motivation can impact a person's behavior at work or in reaching personal goals, and it can shift over time due to factors such as experience, environment, or changes in circumstances (Budiyono et al., 2022).

The indicators or dimensions contained in motivation are as follows: 1) Intrinsic Motivation: This refers to the internal drive to complete a task or achieve a goal out of personal enjoyment or interest in the activity; 2) Extrinsic Motivation: This refers to external encouragement, such as awards or incentives, that motivates someone to complete a task or reach a certain goal; and 3) Motivational Durability and Consistency: This metric assesses how consistent and persistent an individual's motivational drive is for a specific goal or job. The ability to remain motivated in the face of hurdles or problems is a major predictor of motivation (Pakpahan & Noviandy Aulia, 2022).

Motivational variables have been researched by previous researchers and are relevant to research conducted by: (Adhi & Aima, 2021), (Budiyono et al., 2022), (Pakpahan & Noviandy Aulia, 2022).

**Relevant Previous Research**

Based on the findings above and previous research, the research discussion is formulated as follows:

**Table 1. Relevant Previous Research Results**

| No | Author (Year)  | Research Results   | Simmilarities with this article         | Differences with this article                                    | Basic Hypothesis |
|----|----------------|--|---|--|------------------|
| 1. | (Astuti, 2020) | Education, work skills and work environment influence productivity | The Effect of Education on Productivity | The Influence of Job Skills and Work Environment on Productivity | H1               |

|     |                               |   |  |   |     |
|-----|-------------------------------|---|--|---|-----|
| 2.  | (DJ, 2020)                    | Skills and Work Ethic influence the productivity of CV Mandiri Trans in Surabaya                                  | The influence of skills on productivity    | The Influence of Work Ethic on Productivity   | H2  |
| 3.  | (Sinaga, 2020)                | Motivation and work experience influence productivity at PT Trikarya Cemerlang Medan                              | The Effect of Motivation on Productivity   | The Effect of Work Experience on Productivity   | H3  |
| 4.  | (Handayani, 2019)             | Education, Training, Motivation and Work Environment influence Performance at Banyuasin State Vocational School   | The Effect of Education on Performance     | The Influence of Training, Motivation and Work Environment on Performance                     | H4  |
| 5.  | (Lengkon g et al., 2019)      | Skills, Experience and Work Environment influence Performance   | The Influence of Skills on Performance     | The Influence of Experience and Work Environment on Performance                               | H5  |
| 6.  | (Farisi et al., 2020)         | Work Motivation and Discipline influence Performance  | The Effect of Motivation on Performance    | The Effect of Work Discipline on Performance  | H6  |
| 7.  | (Nugraha et al., 2020)        | Education and training influence the competency and performance of the Pangkep Regency Tourism and Culture Office | The Influence of Education on Competence   | The Effect of Training on Performance   | H7  |
| 8.  | (Susana et al., 2023)         | Work Skills and Discipline influence Competency at State Vocational School Sub Rayon 02 Demak Regency             | The Influence of Skills on Competence      | The Influence of Work Discipline on Competence  | H8  |
| 9.  | (Maulana, 2016)               | Work Motivation, Education and Training and Work Discipline influence Employee Competency and Performance         | The Influence of Motivation on Competence  | The Effect of Work Discipline on Performance  | H9  |
| 10. | (Nofriyanti & Kuswanto, 2019) | Competence, Organizational Culture, Employee Discipline and Job Satisfaction influence Productivity               | The Effect of Competency on Productivity   | The Influence of Organizational Culture, Work Discipline and Job Satisfaction on Productivity | H10 |
| 11. | (Dwiyaniti et al., 2019)      | Competence and Work Motivation influence Performance  | The Influence of Competency on Performance | The Effect of Work Motivation on Performance  | H11 |

## Discussion

Based on the findings above and previous research, the research discussion is formulated as follows:

### 1. The Effect of Education on Productivity

Education has a tremendous impact on individual and organizational productivity overall. First, a person's amount of formal education is frequently an early indicator of their ability to meet employment needs. Individuals with a greater level of formal education are more likely to have broader knowledge and the advanced abilities required in diverse occupations. They frequently have a greater awareness of work procedures, modern technology, and the most effective methods for executing specific jobs. As a result, they may complete their tasks more efficiently, enhancing their overall productivity. Furthermore, involvement in supplementary training or learning programs has a considerable impact on productivity. These programs can help individuals expand their knowledge and skills in a certain profession or introduce them to new concepts that are relevant to their career. Individuals can improve their ability to carry out their tasks efficiently and successfully by receiving further training. They may also be more open to innovation and improvements in work methods that will boost overall corporate productivity.

Educational and learning activities outside of the formal education context have a significant impact on productivity. These experiences can involve reading books, attending seminars, taking online courses, or even learning through hands-on work experience. These experiences enable people to continue to learn and progress in their careers, expanding their knowledge and abilities over time. They can also assist workers in remaining relevant in a quickly changing work environment, allowing them to continue to contribute constructively while increasing the productivity of a team or company.

Overall, education, including formal education levels, involvement in training or learning programs, and supplementary educational and learning experiences, has a considerable impact on productivity. Education increases individuals' knowledge, abilities, and understanding of their work, hence enhancing efficiency and effectiveness in carrying out their obligations. This immediately adds to increased individual productivity, which can then improve the overall performance and outcomes of the teams and organizations with which they operate. As a result, investing in staff education and development can be viewed as a strategic investment in improving an organization's productivity and competitiveness in an increasingly complicated and changing market.

### 2. The Effect of Skills on Productivity

An individual's degree of productivity at work is heavily influenced by their skills. First and foremost, technical aptitude, which encompasses practical knowledge and abilities unique to a job or industry, has a substantial impact on productivity. Individuals with excellent technical talents are more effective at accomplishing activities requiring a thorough understanding of a specific process or technology. They can address complicated challenges more quickly and precisely, resulting in increased output and overall work quality. Aside from technical ability, interpersonal skills have a significant impact on productivity. Interpersonal skills include the capacity to communicate effectively, interact with others, and establish good working relationships. Individuals with strong interpersonal skills can work more efficiently in teams, manage conflicts more effectively, and promote fruitful collaboration among coworkers. This creates a more amicable and supportive work environment, which boosts overall productivity.

Individual productivity is significantly influenced by time management skills. Individuals who can effectively manage their time and create priorities are able to finish things within the time frame provided without experiencing excessive stress or anxiety. Individuals

with good time management abilities may minimize procrastination and wasting time, which improves work completion efficiency and results.

Overall, abilities such as technical proficiency, interpersonal skills, and time management skills all have a substantial impact on productivity. The ability to combine technical talents, strong interpersonal skills, and good time management skills can result in a powerful combination for enhancing individual productivity at work. Individuals and companies must prioritize skill development through training and continual learning in order to reach their full productivity potential and remain competitive in a fast changing business environment.

### **3. The Effect of Motivation on Productivity**

Motivation has a big impact on individual productivity at work. First and foremost, intrinsic motivation, or the internal drive to complete a task or achieve a goal due to personal enjoyment or interest in the activity, has a significant impact on productivity. Individuals with high intrinsic motivation are more enthusiastic and committed to their work since they value and like executing these duties. This can improve their focus, resilience, and creativity in completing activities, resulting in increased overall productivity. Extrinsic motivation, or external encouragement such as prizes or rewards, can also have an impact on productivity. Although extrinsic motivation is frequently more fleeting than intrinsic drive, external rewards or recognition can provide an additional incentive for people to attain their goals or complete activities more effectively. They may be more motivated to work harder or longer if they have a clear external incentive to do so, resulting in increased production.

Aside from that, resilience and consistency of motivation have a big impact on production. Individuals who can remain motivated in the face of problems or challenges at work are more likely to maintain high levels of performance throughout time. They may have a high level of tenacity and refuse to give up easily when faced with problems, allowing them to work productively toward their goals.

Overall, motivation, including inner motivation, extrinsic motivation, resilience, and consistency, has a significant impact on productivity. Strong motivation can be the driving force behind individuals working hard and efficiently, allowing them to achieve their goals faster and more effectively. As a result, it is critical for employers to create a work environment that promotes and sustains employee motivation, whether by recognizing accomplishments, offering suitable incentives, or providing opportunities for professional development. Organizations can boost overall productivity and achieve more success in meeting their goals by understanding and managing employee motivation effectively.

### **4. The Effect of Education on Performance**

Individual job performance is significantly influenced by education, whether through formal education, involvement in training or supplemental learning programs, or educational and learning experiences outside the formal context. First and foremost, a person's level of formal education is frequently used as an initial sign of their ability to meet employment objectives. Individuals with more formal education have a stronger foundation of knowledge and abilities, which can help them perform better. They may have a better awareness of work procedures, current technology, and the most effective methods for executing specific jobs. Higher levels of education are also frequently related with improved analytical and problem-solving ability, which can help to achieve more goals and provide better outcomes.

Participation in training or other learning programs has a major impact on performance. These programs allow people to expand their knowledge and skills in a certain field or to learn about new concepts that are relevant to their profession. Individuals can improve their ability to carry out their tasks efficiently and successfully by receiving further training. They may also



be more open to new ideas and adjustments in work procedures that can increase the quality of the results. Furthermore, educational and learning experiences outside of the formal environment have a significant impact on individual achievement. These experiences can involve reading books, attending seminars, taking online courses, or even learning through hands-on work experience. These experiences enable people to continue to learn and progress in their careers, expanding their knowledge and abilities over time. They can also help workers stay relevant in a fast changing work environment, allowing them to continue to contribute constructively while improving the quality of the products they create.

When discussing performance, numerous variables come into play, including objective achievement, outcome quality, and feedback and evaluation. Goal attainment is the primary performance metric that reflects how well individuals achieve their goals. Higher levels of education are frequently related with a stronger capacity to set and achieve ambitious goals, as well as maintain high levels of achievement over time. Education influences the quality of outcomes, which is an important part of performance. Individuals with a higher degree of education or who participate in supplementary training programs tend to deliver higher-quality outputs because they have greater knowledge and advanced abilities. They may be better able to apply best practices and cutting-edge technologies to their work, resulting in improved outcomes.

Input and evaluation are also crucial in evaluating individual performance. Participating in additional training or learning programs can give individuals with vital feedback on their performance and opportunities for improvement. Educational and learning experiences outside of formal settings can also help people gain a better knowledge of their own strengths and weaknesses, laying the groundwork for future improvement and development.

Overall, education has a significant impact on performance, including goal achievement, quality of results, and feedback and evaluation. Employee education and development can be viewed as a strategic investment for firms seeking to improve performance and achieve better success in meeting their objectives. As a result, individuals and organizations must continue to prioritize learning and development as a key component of their long-term growth and success strategies.

## **5. The Influence of Skills on Performance**

Individual effectiveness in the job is heavily influenced by skills, whether they are technical, interpersonal, or time management. First and foremost, technical talents, which include practical knowledge and skills relevant to a job or industry, have a significant impact on achieving objectives. Individuals with high technical talents are more likely to execute work-related tasks efficiently and properly. They can solve complex challenges faster, increasing their chances of completing stated goals in time. Furthermore, interpersonal skills influence individual performance. These skills include the capacity to communicate effectively, interact with others, and form good working relationships. Individuals with strong interpersonal skills are more likely to work well in groups, settle disagreements more effectively, and receive support from colleagues. This not only improves the quality of working relationships, but it also aids in attaining goals collaboratively, which is a crucial component of effective goal achievement.

Furthermore, time management abilities have an impact on individual performance. Individuals with good time management skills and the capacity to determine priorities can focus on vital and urgent tasks. They can perform tasks within the time frame specified without experiencing undue tension or worry, which improves their efficiency and effectiveness in meeting objectives. Individuals with good time management skills are also less likely to procrastinate and waste time, which can interfere with reaching their goals. When discussing performance, some important variables to consider include goal achievement, outcome quality,

and feedback and evaluation. Goal attainment is a key performance indicator that measures how well individuals achieve their goals. Individuals with high technical skills are more likely to attain their goals because they possess the knowledge and skills required to complete tasks successfully. Furthermore, high interpersonal skills can encourage effective teamwork, resulting in improved attainment of shared goals.

Individual skills determine the quality of output, which is an important part of performance. Individuals with strong technical skills tend to create better results because they have a better awareness of work processes and the most effective ways to complete jobs. Good interpersonal skills can also increase the quality of output by allowing colleagues to communicate clearly and collaborate more effectively. Finally, feedback and evaluation are critical components in determining individual performance. Strong technical skills might lead to more positive comments from superiors or coworkers since the individual can execute duties quickly and accurately. Good interpersonal skills can also affect positive assessments since they allow individuals to engage effectively with others in the workplace.

Overall, the impact of technical capabilities, interpersonal skills, and time management abilities on individual performance is significant. Investing in employee skill development can boost productivity, effectiveness, and job quality. As a result, firms must prioritize staff training and development as an essential component of their long-term growth and success plan.

## **6. The Effect of Motivation on Performance**

Motivation, both intrinsic and extrinsic, as well as resilience and constancy of motivation, have a substantial impact on individual success in the workplace. To begin with, intrinsic motivation, which is the internal desire to complete a task or achieve a goal because of personal satisfaction or interest in the activity, is critical to goal achievement. Individuals that are intrinsically motivated are more enthusiastic and committed to their work because they value and like executing these duties. They have a strong focus and the capacity to overcome challenges, which boosts their chances of completing their goals.

Extrinsic motivation, which includes external encouragement such as awards or rewards, has a substantial impact on performance as well. Although extrinsic motivation is frequently more fleeting than intrinsic drive, external rewards or recognition can provide an additional incentive for people to attain their goals or complete activities more effectively. They may be more motivated to work harder or longer if they have a clear external incentive to do so, which may increase their overall performance in meeting specified goals. In addition to internal and extrinsic motivation, resilience and motivational constancy have a substantial impact on performance. Individuals who can remain motivated in the face of problems or challenges at work are more likely to maintain high levels of performance throughout time. They may have a high level of tenacity and refuse to give up easily when faced with problems, allowing them to work productively toward their goals.

When discussing performance, various elements are important to consider, including goal achievement, outcome quality, and feedback and evaluation. Goal attainment is the primary performance metric that reflects how well individuals achieve their goals. Individuals who are motivated both inwardly and extrinsically are more likely to stay focused on and work hard to achieve their goals. Motivation influences the quality of results, which is a key part of performance. Motivated people are more likely to complete their duties successfully and provide high-quality products. Individuals that are highly motivated may also be more likely to seek out new ways to improve the quality of their work. Feedback and evaluation are equally vital in assessing individual performance. Motivated individuals are more attentive to feedback and can utilize it to improve their performance in the future. Furthermore, they are more open to overall performance reviews, which allows them to continually evolve and enhance their performance in the workplace.

Overall, both internal and extrinsic motivation, as well as motivational resilience and consistency, have a significant impact on performance. Individuals that are highly motivated may be more likely to work attentively and efficiently, attaining their goals more quickly and successfully. As a result, it is critical for employers to create a work environment that promotes and sustains employee motivation, whether by recognizing accomplishments, offering suitable incentives, or providing opportunities for professional development. Organizations that understand and manage employee motivation effectively can increase overall performance and achieve better success in attaining their goals.

## **7. The Influence of Education on Competence**

Education has a substantial impact on the development of individual competences such as knowledge and skill mastery, flexibility, and communication and collaboration abilities. First and foremost, a person's level of formal education is frequently the primary basis for obtaining the knowledge and skills required in the context of their work. Individuals with greater degrees of education typically have a deeper knowledge of a specific field, which aids them in grasping more complicated concepts and applying them in the context of their profession. Furthermore, higher degrees of education are frequently related with mastery of the technical and analytical skills required to complete tasks effectively.

Participation in training or supplemental learning programs is also vital for developing competencies. These programs can help individuals expand their knowledge and skills in an area that they may not yet fully comprehend. For example, technical training programs or online learning courses can assist individuals in developing new skills relevant to their professions or deepening their grasp of the most recent technology or processes in their field. Furthermore, educational and learning experiences outside of the formal context provide an important contribution to the development of individual capabilities. These experiences can involve reading books, attending seminars, taking online courses, or even learning through hands-on work experience. Individuals can use these experiences to learn and develop their talents over time. They can also gain vital adaptability in coping with changes in the workplace and improve their communication and teamwork skills by interacting with a diverse range of people and situations.

When discussing competency, numerous dimensions should be considered, including mastery of information and skills, adaptability, and communication and collaboration abilities. Mastery of information and skills is essential for effective competency growth. Individuals with vast knowledge and great abilities in a certain subject have a strong basis for excelling at their jobs. Adaptability is also an important component of competency. In an ever-changing work environment, individuals must be able to quickly adapt to changes in technology, policies, or job demands. Education, whether formal or informal, enables individuals to develop the flexibility and resilience required to adjust to changing workplace dynamics.

Finally, communication and teamwork skills are essential for success in today's increasingly interconnected workplace. Individuals who can communicate clearly and effectively with colleagues tend to perform better in teams and create a constructive work environment. Overall, education, including formal schooling levels, involvement in training or supplemental learning programs, and educational and learning experiences outside of the formal context, has a significant impact on competency development. Individual education and development investments can assist people in becoming more competent in fulfilling their jobs, overcoming workplace problems, and positively contributing to the success of their organizations. As a result, individuals and organizations must emphasize learning and development as a key component of their long-term growth and success strategies.

## 8. The Influence of Skills on Competence

Technical, interpersonal, and time management abilities all have a big impact on how individuals progress in the workplace. First and foremost, technical competence, which encompasses practical knowledge and abilities related to a job or sector, is critical for knowledge and skill acquisition. Individuals with good technical skills typically have a solid basis for comprehending complicated concepts in their area. They can master the knowledge and abilities required to execute tasks efficiently and precisely, which is an essential component of their professional competency. Furthermore, interpersonal skills influence competency development, particularly flexibility, communication, and collaboration abilities. Interpersonal skills include the capacity to communicate effectively, interact with others, and establish good working relationships. Individuals with strong interpersonal skills are better able to adjust to shifting work environments because they can readily communicate and collaborate with a wide range of individuals and situations. Furthermore, the capacity to speak clearly and effectively, as well as interact with colleagues, can help to strengthen communication and collaboration skills, both of which are critical parts of competency in an increasingly linked work environment.

Time management skills are also critical for competency growth, particularly adaptability. Individuals who can successfully manage time and define priorities are better able to adjust to changes in the workplace without compromising productivity or quality. Individuals with strong time management abilities are better equipped to confront new problems in a calm and efficient manner, which is a crucial predictor of effective adaptation. When considering competencies, various key characteristics should be considered, including mastery of information and skills, flexibility, and communication and collaboration abilities. Mastery of information and skills, underpinned by technical abilities, is a critical basis for effective competency growth. Adaptability, which is impacted by interpersonal skills and time management, is another critical component of competency in a dynamic work environment.

Furthermore, communication and cooperation abilities, which are strongly tied to interpersonal skills, are critical components of competency in an increasingly interconnected work environment. Individuals who can effectively communicate and interact with coworkers are more likely to achieve shared goals and increase overall team productivity. Overall, technical, interpersonal, and time management skills play a vital role in competency development. Investing in strengthening individuals' talents in these areas can help them become more competent in completing their jobs, adjust to changes in the workplace, and contribute positively to their companies' success. As a result, individuals and organizations must emphasize training and development as a key component of their long-term growth and success strategies.

## 9. The Influence of Motivation on Competence

Motivation, both intrinsic and extrinsic, as well as motivational resilience and consistency, all have a substantial impact on individual competence growth in the workplace. To begin with, intrinsic motivation, which drives people to complete activities or achieve goals out of personal satisfaction or interest in the activity, is critical to knowledge and skill acquisition. Intrinsically motivated people are more eager and devoted to gaining new knowledge and developing abilities because they see intrinsic value in the learning process. This can increase the motivation to continue improving their skills. Extrinsic motivation, which includes external incentives such as awards or rewards, has an impact on competency growth as well. Although extrinsic motivation is more fleeting, external prizes or recognition can provide additional incentive for people to develop their knowledge and skills. They may be more driven to acquire or develop abilities if they feel they will be rewarded or recognized for their efforts.

In addition to internal and extrinsic motivation, resilience and motivational consistency are essential factors in competency development. Individuals with strong motivational resilience are more likely to remain engaged and persistent in pursuing their learning objectives, especially in the face of hurdles or failure. They will see failure as an opportunity to learn and grow, resulting in greater mastery of information and abilities. When considering competency, the three most important elements are mastery of information and skills, flexibility, and communication and collaboration abilities. Competence is built on knowledge and skill mastery, which is motivated by both intrinsic and extrinsic factors. Strong motivation will push individuals to consistently enhance their understanding of new knowledge and perfect the abilities required for their jobs.

Motivation has a significant influence on adaptability. Individuals who are intrinsically and extrinsically motivated are more able to adjust to changes in their work environment or task demands. They regard change as an opportunity for growth and development, not an impediment. Motivation influences both communication and collaboration skills. Motivated individuals are more likely to communicate with colleagues and collaborate on team initiatives. They are more willing to share their information and experiences, hence improving overall communication and teamwork abilities.

Motivation, including intrinsic motivation, extrinsic motivation, resilience, and motivational consistency, has a significant impact on competency development. Individuals that are highly motivated will be more likely to actively enhance their knowledge and abilities, adapt to change, and interact with others. As a result, it is critical for individuals and organizations to understand motivational factors and foster a supportive atmosphere for ongoing growth and competency development.

## **10. The Effect of Competency on Productivity**

Individual competency, which comprises mastery of information and skills, adaptability, as well as communication and collaboration skills, has a substantial impact on workplace productivity. First and foremost, mastery of knowledge and abilities is essential for high production. Individuals with a broad knowledge and strong abilities in their profession can execute jobs more quickly and efficiently. They have a thorough awareness of work processes and best practices, allowing them to deliver high-quality results in less time. Adaptability is also vital for productivity. Individuals in an ever-changing work environment must be able to adapt to changes in technology, work methods, and market demands. Individuals with high adaptability are more adaptable when faced with new obstacles and may adjust their work tactics as needed, increasing efficiency and effectiveness in reaching goals.

Additionally, communication and cooperation abilities have a direct impact on productivity. Individuals who can communicate clearly and effectively are better able to follow instructions, prevent misunderstandings, and work more efficiently in teams. Good collaboration skills encourage amicable teamwork, allowing ideas and solutions to flow effortlessly, resulting in superior overall results. When discussing productivity, various variables are important to consider, including production per hour worked, resource efficiency, and output increase over time. Output per hour worked is a direct measure of individual productivity; persons who can generate more output in the same amount of time are more productive. Adaptability, as well as effective communication and teamwork abilities, can improve work efficiency, resulting in higher output per hour done.

Resource efficiency is also a major predictor of productivity. Individuals who can efficiently use available resources, such as time, labor, and materials, will produce more at a reduced cost. Competence in knowledge and skill mastery, combined with adaptability, enables individuals to make better use of resources. Finally, production growth over time demonstrates individuals' ability to consistently raise their productivity over time. Individuals who continue

to improve their skills, whether through continuous learning or work experience, will create more and higher-quality output over time.

Overall, competences such as mastery of information and skills, adaptability, and communication and cooperation skills have a major impact on productivity. Investments in individual competency development can boost workplace efficiency, effectiveness, and output growth, all of which improve overall organizational success. As a result, companies must prioritize competency development as a key component of their long-term growth and success strategies.

### **11. The Influence of Competency on Performance**

Individual abilities, such as mastery of information and skills, adaptability, and communication and collaboration skills, have a substantial impact on job success. First and foremost, mastery of knowledge and abilities is essential for effective performance. Individuals with a thorough comprehension of the concepts and abilities required for their professions are more likely to execute assignments successfully. They can apply their knowledge and abilities effectively to get the required results, which is a key step toward achieving goals. Furthermore, adaptability influences individual performance. Individuals must be able to adapt to changes in a constantly changing work environment, whether in tasks, technology, or market needs. Individuals with high adaptability are more likely to overcome obstacles and take the required actions to attain their goals, even in unexpected scenarios.

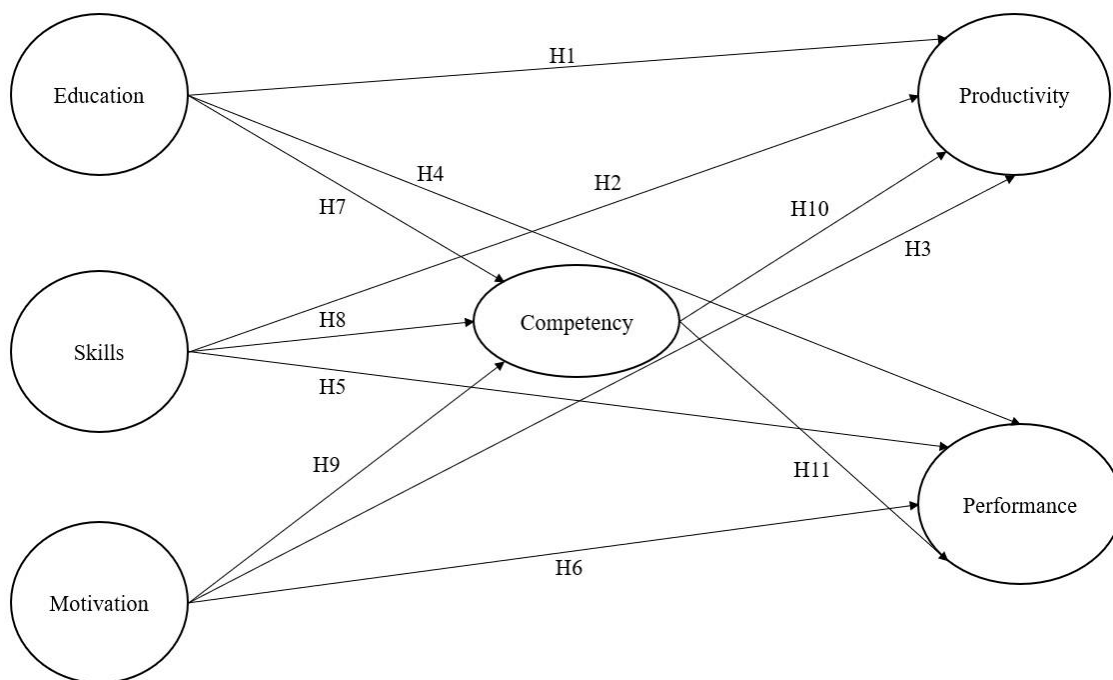
Communication and teamwork abilities have a significant impact on individual achievement. Individuals with the capacity to communicate clearly and effectively can express ideas and instructions to coworkers or clients more successfully, increasing the likelihood of success. Furthermore, effective collaboration abilities promote productive cooperation, in which team members may encourage one another, share ideas, and work together to accomplish greater results. When addressing performance, numerous factors must be considered, including objective achievement, outcome quality, and feedback and evaluation. Goal attainment is the primary performance metric that reflects how well individuals achieve their goals. Individuals with high competence are better equipped to develop and achieve goals because they have a thorough awareness of what is required and how to accomplish it.

The quality of results is another essential facet of performance that is determined by individual ability. Individuals with a strong command of their knowledge and skills, as well as adaptability and efficient communication skills, tend to deliver higher-quality solutions. They can better overcome obstacles and create products or services that meet or surpass expectations. Feedback and evaluation are also essential components of individual performance. Individuals with strong communication and collaboration skills are more open to feedback from colleagues or superiors, which can help them continue to develop and enhance their performance in the future. Furthermore, they are better able to objectively evaluate their own performance and find areas for growth in order to attain better future results.

Overall, characteristics such as mastery of information and skills, adaptability, and communication and cooperation skills all have a substantial impact on performance. Investments in individual competency development can improve goal achievement, results quality, and workplace evaluation and learning processes. As a result, companies must recognize the value of competency in increasing performance and implement measures that encourage long-term competency growth.

### **Conceptual Framework**

A conceptual framework has been established based on research findings, previous investigations, and the above-mentioned discourse:



**Figure 1. Conceptual Framework**

Based on Figure 1 above, education, skills and motivation influence competence, productivity and performance. However, apart from education, skills and motivation which influence competence, productivity and performance, there are other variables that influence them, including:

- 1) Workload: (Ali et al., 2022), (Mahaputra & Saputra, 2021), (Sari & Ali, 2022).
- 2) Leadership Style: (Widodo et al., 2017), (Primadi Candra Susanto et al., 2023), (Susanto & Sawitri, 2022).
- 3) Work Environment: (Sjarifudin & Ali, 2023), (Wicaksono et al., 2022), (Saputra et al., 2023).

**CONCLUSION**

Based on the problem formulation, results and discussion above, the conclusions of this research are:

1. Education influences productivity;
2. Skills influence productivity;
3. Motivation influences productivity;
4. Education influences performance;
5. Skills influence performance;
6. Motivation influences performance;
7. Education influences competency;
8. Skills influence Competency;
9. Motivation influences Competence;
10. Competence influences productivity;
11. Competency influences performance.

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