
THE EFFECT OF COMPETENCY DEVELOPMENT ON EMPLOYEE WORK QUALITY WITH SELF-MANAGEMENT AND WORK CREATIVITY MEDIATION AT PT PELINDO MAKASSAR: A CONCEPTUAL MODEL

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ABSTRACT

In the maritime industry of Indonesia, ports play a crucial role in economic growth and national development by facilitating trade and connecting islands. However, challenges such as operational efficiency, infrastructure, security, and technology adoption impact the industry. These challenges can be linked to employee job quality. Competency development enhances work quality, while self-management ensures emotional balance and productivity. Workplace creativity also contributes to work quality by fostering unique ideas. At PT Pelindo Makassar, a pre-survey identified a decline in work quality due to organizational changes. This study investigates the relationship between competency development, self-management, work creativity, and work quality, aiming to develop a conceptual model that addresses these aspects. The literature review indicates the significance of these variables, and the hypotheses outline their direct and indirect effects on work quality. The study uses a quantitative approach with data collection through questionnaires, interviews, and observations. The findings will contribute to understanding and improving employee work quality at PT Pelindo Makassar.

KeyWords

Conceptual Model, Work Quality, Competency Development, Self-Management, Work Creativity, Maritime Industry.

INTRODUCTION

In Indonesia, the maritime industry is critical to economic growth and national development. As essential components of the marine industry, ports promote the movement of products and services, connect economic activities between islands, and facilitate international trade. However, the ports confront additional problems, such as increasing operating efficiency, establishing suitable infrastructure, strengthening security measures, and using sophisticated information technology to boost productivity and competitiveness. These difficulties may be related to employee job quality (Direktorat Jenderal Perhubungan Laut Kementerian Perhubungan Republik Indonesia, 2019).

Competency development is an essential component of obtaining optimal work quality. It entails attempting to improve employees' knowledge, abilities, and attitudes in order for them to fulfill their tasks and obligations more effectively. Competency development improves work quality, job performance, and employee happiness (Sugiarto et al., 2020).

Another component determining work quality is self-management. It refers to a person's capacity to organize, manage time, prioritize work, and regulate emotions. Individuals with good self-management can maintain emotional balance and positive psychological well-being at work, which leads to increased productivity and job quality (Tian Sanjaya et al., 2022).

Workplace creativity is also necessary for obtaining excellent work quality. Employees that use their creativity at work bring distinctive ideas, inventive solutions, and significant contributions to the organization. Creativity directly improves job quality, resulting in enhanced productivity and the ability to overcome complicated challenges (Meithiana, I., 2017).

A pre-survey at PT Pelindo Makassar found a slowdown in employee work quality induced by transorganizational changes, particularly in the sub-holding marine division. Adapting to these changes is critical in conquering related challenges. However, efforts to increase work quality at Pelindo Makassar are hampered by a tendency to stick to obsolete working practices and ideas. Furthermore, insufficient training and human resource development may impede advancement and the improvement of employee job quality (Ananda & Rizqi, 2023).

Based on the background and issues, this conceptual paper at PT Pelindo Makassar investigates the relationship between competency development, self-management, work creativity, and employee work quality. Employees' work quality and total job performance can be considerably impacted by developing competencies and self-management abilities while fostering work creativity (Hirmawan et al., 2022; Kusuma et al., 2020; Kumar, 2020).

LITERATURE REVIEW

A. Competency Development

Boulter et al. (as cited in Sulistyani & Rosidah, 2013) define competency as "innate qualities that enable individuals to achieve exceptional performance in their work." According to Spencer and Spencer (as mentioned in Moeherson, 2012), competency encompasses an individual's fundamental characteristics to the effectiveness of their work performance. This contains basic features causally linked to reference criteria and indicates higher working performance. Thus, competency embodies fundamental qualities such as:

- 1) Basic Attributes: Competency is an essential component of one's personality, exhibiting predictable behaviors in various job contexts.
- 2) Causal Relationship: Competency predicts and influences performance; high competence corresponds to high performance.
- 3) Reference Criteria: Competency can be used to predict an individual's ability to perform successfully.

Competency entails an individual's thinking, behavior, and capacity to make conclusions within a given timeframe, which leads to the formation of competency levels or standards that characterize performance as above or below average. Competency comprises three parts: knowledge, skills, and individual actions. Knowledge is information about a specific field that influences task execution. An individual's physical and mental ability to accomplish prescribed duties effectively is a skill. Individual behaviors include attributes, self-concept, values, attitudes, and motivations contributing to performance.

Several elements within the competency concept are noteworthy (Gordon, as cited in Sutrisno, 2012):

- 1) Knowledge: Awareness within the cognitive domain, influencing task execution per the requirements.
- 2) Understanding: Profound cognitive and affective comprehension, impacting an individual's interaction with work-related aspects.
- 3) Values: Psychologically embedded behavioral standards guiding an individual's actions and ethical conduct.
- 4) Skills: Physical and mental aptitude to perform specific tasks or work-related functions.
- 5) Attitudes: Emotional responses to external stimuli, affecting behavior and reactions.
- 6) Interests: Inclination to engage in particular actions or tasks.

Competency assessment involves evaluating individual abilities and qualifications for task execution. Vital for a company, employee competency is influenced by several indicators, as indicated by Ruky (2016):

- 1) Personal Traits: Reflecting consistent physical and emotional characteristics in various situations.
- 2) Self-Concept: Embracing attitudes, values, and self-image, impacting an individual's response to tasks.
- 3) Knowledge: Information on a subject area influences job execution and organizational efficiency.
- 4) Skills: Physical and mental ability to proficiently fulfill assigned tasks.
- 5) Work Motivation: Persistent thoughts or desires that direct an individual's actions toward goals.
- 6) Initiative: Generating novel ideas, identifying opportunities, and solving problems.

B. Self Management

According to Millis (as cited in Gerhardt, 2006), self-management refers to an individual's efforts to control their behavior, which include problem-solving, goal-setting, time observation, environmental influences, reinforcement, and punishment. Gie (1996) states that it entails personal organization and control, even under challenging conditions. Self-management is an individual's effort to control their behavior at certain times and to control the occurrence of other behaviors (target behavior) in the future.

According to Boyatzis (as cited in Winarno, 2008), self-management involves several indicators such as:

- 1) Self-control.
- 2) Trustworthiness.
- 3) Conscientiousness.
- 4) Flexibility.
- 5) Accomplishment orientation.
- 6) Initiative.

The factors that influence self-management, according to Dembo (2004), are as follows:

- 1) Environmental variables.
- 2) Internal factors (beliefs, perceptions, physiological responses).
- 3) Behavioral factors (motivation, learning methods, time management, physical and social surroundings).

C. Work Creativity

Imam Musbikin (2006) defines work creativity as the ability to develop new ideas, uncover new or unexpected relationships, express concepts beyond rote memorization, create creative solutions to existing challenges, and pose new questions demanding answers. According to Munandar (2004), the essence of creativity is the ability to produce new ideas relevant to problem-solving or to recognize unique relationships among pre-existing parts. According to these definitions, working creativity entails the ability to generate new ideas, discover new and unexpected relationships applicable to problem-solving, and the impetus to self-actualize, develop potential, mature, self-express, and activate all possessed abilities.

Several essential aspects, according to Amabile (2011), influence creativity, including:

- 1) Cognitive ability: Cognitive capacity includes formal education levels, which influence applicable abilities related to an individual's field and obstacles.
- 2) Discipline: Discipline indicates personality attributes associated with self-regulation, perseverance in adversity, and self-reliance. These elements influence how people tackle issues and develop creative solutions to problems.
- 3) Intrinsic motivation: Intrinsic motivation affects one's creativity considerably since it develops a drive for continual learning to improve knowledge and abilities relevant to faced obstacles, allowing for fluid idea production and adaptable problem-solving.
- 4) Social environment: Creativity is also influenced by the social environment, where freedom from external pressures such as surveillance and limiting assessments positively impacts an individual's creativity.

Putri (2012) finds many work creativity markers, including:

- 1) Expertise: An individual's ability to accomplish a given function or activity is called expertise. This ability can be passed down from one person to the next.
- 2) Thinking abilities: Strong thinking abilities must be nurtured in the workplace to become an intrinsic part of an individual's character or personality in professional life. Individuals can use this to address various problems by identifying received information, carefully evaluating it, making conclusions, and communicating viewpoints in an orderly manner.
- 3) Motivation: Motivation is a process that describes a person's intensity, direction, and tenacity in pursuing their goals.
- 4) Discipline: Discipline refers to an individual's conformity and adherence to personal beliefs.
- 5) Fluency: Fluency demonstrates a person's ability to create acceptable and consistent approaches to duties assigned by the firm.

D. Work Quality

According to Siagian (2007), quality is relative and only sometimes beneficial. Quality refers to the characteristics of a product or service that demonstrate its excellence to customers. Labor quality, also known as Quality Of Worklife (QWL), is defined as the effectiveness and efficiency with which a company's goals are met through the labor of human resources or other resources.

As Siagian (2007) indicated, QWL is a systematic effort in organizational life in which employees can decide how they work and contribute to the business to achieve goals and objectives. According to Mangkuprawira (2009), work quality includes the satisfaction, motivation, engagement, and dedication individuals have in their work lives. According to Hasibuan (2012), performance appraisal is a management activity that evaluates employees' conduct and job results and determines the following policies.

According to Dessler (1992), establishing employee job quality depends on their capacity to address critical demands and perform effectively inside the organization. This impacts the achievement of work quality, which adds to the achievement of job objectives. Dessler further adds that job quality can be demonstrated in various staff qualities, such as methodically, punctually, and accurately executing duties and exhibiting devotion to departmental goals and resulting work.

Satori (2013) stated that work quality can be judged by individual performance or organizational work results in accomplishing strategic goals, customer happiness, and societal contribution. As a result, performance has multiple dimensions, and measuring methodologies differ depending on the impacting factors.

According to Cokroaminoto (2007), three major factors influence employee performance:

- 1) Individual factors such as ability, skill, family background, work experience, and an individual's social and demographic levels
- 2) Psychological factors such as perception, role, attitude, personality, motivation, and job satisfaction
- 3) Organizational factors such as organizational structure, job design, leadership, and reward systems

As defined by Kusnandi (2010), work quality indicators include:

- 1) Employee skills encompassing performance predictability through task relevance and individual intellectual abilities within the company.
- 2) Employee skills, where competent employees with expertise in their field are vital for company progress.
- 3) Employee discipline, involving an individual's awareness and adherence to rules and awareness of their tasks and responsibilities.

Hasibuan (2008) explicates employee work quality indicators as follows:

- 1) Self-potential, including an individual's capabilities and strengths, both unrealized and realized but not fully apparent or maximally utilized.
- 2) Work results, where an employee is expected to provide optimal work results, seen from organizational productivity, work quality, and work quantity.
- 3) Work process is a crucial stage in which employees perform tasks and roles in the organization. Employee performance can be observed through work planning abilities, creativity in task execution, work action evaluation, and improvement.
- 4) Enthusiasm, reflecting an employee's caring attitude toward their work. This can be observed through attendance, task execution, work motivation, and work commitment.

CONCEPTUAL MODEL

Considering the literature review and previous studies, it is suspected that variables such as self-management, work creativity, and work quality directly affect competency development. It is also suspected that self-management and work creativity mediates the relationship between work quality and competency development. Therefore, this paper formulate a conceptual model as illustrated in Figure 1.

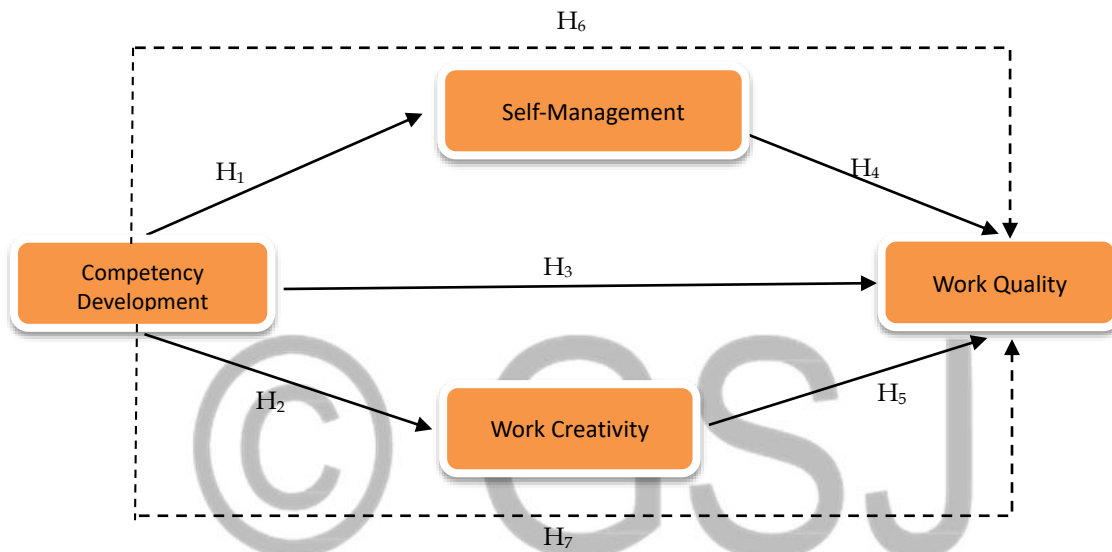


Figure 1. The Conceptual Model

Description:

—————▶ : Direct Effect

- - - - -▶ : Indirect Effect (Mediated)

HYPOTHESES

This research developed by analyzing the relationship between the variables to produce hypotheses. This study suspected that variables such as self-management, work creativity, and work quality, directly and indirectly affect competency development, as work creativity and self-management as the mediator. Based on Figure 1, seven hypotheses were developed as follows:

H1: Competency Development has a positive and significant effect on Self-Management.

H2: Competency Development has a positive and significant effect on Work Creativity.

H3: Competency Development has a positive and significant effect on Work Quality.

H4: Self-Management has a positive and significant effect on Work Quality.

H5: Work Creativity has a positive and significant effect on Work Quality.

H6: Self-Management acts as a variable that mediates the relationship between Competency Development and Work Quality.

H7: Work Creativity acts as a variable that mediates the relationship between Competency Development and Work Quality.

METHODOLOGY

This study adopted a quantitative approach in collecting data using questionnaires, interviews, and observations. In this study, the population studied were employees on duty at Pelindo Makassar. In this study, sample selection was carried out using a proportional sampling technique based on predetermined criteria, namely the employees assigned to Pelindo Makassar. Determination of sample size was carried out using the Slovin formula, and it was found that there were 109 samples required.

Questionnaire data was collected using a Likert scale with a score of 1-5. The data collected is then tested for validity and

reliability using SPSS software, and the results will be applied to the Path Analysis technique method.

CONCLUSION

This paper was created to develop a conceptual model to examine the effect of competency development on employee work quality with self-management and work creativity mediation. This paper consists of a research background, literature review, conceptual model, hypotheses, and research methodology of the work quality slowdown problem at PT Pelindo Makassar. This paper aims to provide information regarding the relationship between competency development variables on employee work quality with self-management and work creativity as the mediator.

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