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## THE INFLUENCE OF COMPETENCE, JOB PLACEMENT, AND WORKLOAD ON EMPLOYEE PERFORMANCE WITH JOB SATISFACTION AS INTERVENING VARIABLE AT BBPVP BEKASI: A CONCEPTUAL MODEL

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### ABSTRACT

Instructors are pivotal in imparting knowledge and skills, but some instructors still lack adequate competence for their tasks at BBPVP Bekasi. Occasionally, they are placed in positions that do not align with their expertise or educational background. Overload of work is a prevalent issue among some instructors, potentially hindering their performance achievement. Furthermore, a decline in job satisfaction among certain instructors is observed due to mismatches between job placements and their competencies. This quantitative study examines the influence of competence, job placement, and workload on employee performance mediated by job satisfaction.

### Keywords

Competence, Job Placement, Workload, Employee Performance, Job Satisfaction, Conceptual Model.

### INTRODUCTION

The increasing demand for workforce competence in the industry 4.0 era, coupled with challenges such as disruptions in various job sectors and the aftermath of the Covid-19 pandemic, necessitates enhanced vocational training efforts. Indonesia's Ministry of Manpower has initiated structural reforms in Vocational Training Centers (VTC) nationwide to address these challenges. Center for Vocational and Productivity Training (Indonesian: Balai Besar Pelatihan Vokasi dan Produktivitas or BBPVP) Bekasi, as one of the developers VTCs, plays a crucial role in implementing these reforms, with the success of its performance relying on the competency of its functional instructors.

Instructors or state civil servants, as defined by regulatory frameworks, are pivotal in imparting knowledge and skills during training sessions. Their performance is integral to achieving the objectives set by the Ministry, as evaluated through employee performance targets. Additionally, ensuring occupational safety and health, along with addressing workload concerns, is paramount, particularly for instructors.

However, several challenges persist. Some instructors still lack adequate competence for their tasks at BBPVP Bekasi, and occasionally, they are placed in positions that do not align with their expertise or educational background. Overload of work is a prevalent issue among some instructors, potentially hindering their performance achievement. Furthermore, a decline in job satisfaction among certain instructors is observed due to mismatches between job placements and their competencies.

This research aims to explore the determinants of employee performance, including competence, job placement, workload, and job satisfaction. Addressing the gap in previous studies, this investigation seeks to shed light on the factors influencing employee performance, offering insights crucial for optimizing training and workforce development strategies.

## LITERATURE REVIEW

### A. Competence

The concept of competence, as defined by various scholars, revolves around the ability to perform tasks effectively based on knowledge, skills, and attitudes required by the job. Wibowo (2016) emphasizes competence as the ability to execute tasks supported by the necessary skills and knowledge. Similarly, Moehersono (2014) describes it as the underlying characteristics determining an individual's performance effectiveness in their work. Sedarmayanti (2017) further elaborates on competence, emphasizing its role in producing high-performing individuals in their roles or professions, combining knowledge, skills, and behaviors to enhance performance.

Regarding the dimensions or indicators of competence, Edison, Anwar, & Komariyah (2017) outline three main elements: knowledge, skills, and attitude. Knowledge refers to formal learning or training related to the job, while skills encompass the ability to handle tasks proficiently and solve problems efficiently. Attitude involves upholding organizational ethics and maintaining a positive demeanor, which is crucial for service-oriented tasks and contributes to the company's image. Hutapea and Thoha (2012) stress the importance of knowledge, skills, and attitudes as the primary components of competence formation, while Sutrisno (2019) adds understanding, values, and interests to the concept of competence measurement. These dimensions collectively contribute to an individual's ability to predict and perform effectively in various work situations.

Ngebu et al. (2018) demonstrate that competence influences job satisfaction. Based on the research findings by Sartika et al. (2022), which prove that there is a positive and significant influence of competence on employee performance. These results align with the theory proposed by Kasmir (2016:65), which states that competence is one of the factors influencing employee performance.

### B. Job Placement

The concept of job placement involves aligning individuals with suitable job positions, impacting both the quantity and quality of work. Defined by Jackson and Mathis (2006), job placement is a human resource policy that assigns positions to employees to enable them to fulfill their duties effectively. Arifuddin (2022) emphasizes the importance of placing the right person in the right position, highlighting the significance of recruitment and placement activities in enhancing employee morale and organizational performance. According to Hartatik (2014), job placement involves analyzing job information to position employees according to their skills for effective work performance. Additionally, Surianti (2018) explains that job placement is a policy decision made by HR departments to determine whether an employee should be appointed to a specific position based on their qualifications and experience.

In terms of dimensions or indicators of job placement, Bernardin and Russel (1993) identify several criteria, including knowledge, skills, and abilities. These dimensions encompass various factors such as formal education, technical skills, and intellectual abilities, as highlighted by Tanjung (2015). Furthermore, Yuniarsi & Suwatno (2013) outline indicators of job placement based on education, knowledge, skills, experience, and age factors, emphasizing the multifaceted nature of assessing job fit and suitability.

Ngebu et al. (2018) prove in their research that job placement affects job satisfaction based on the view that a suitable and fitting job for an employee is one of the factors that influences the emergence of positive attitudes and satisfaction at work, making it easier to achieve the expected results for the organization. Similarly, Sartika et al. (2022) demonstrate that job placement has a positive effect on job satisfaction. The same study also proves that there is a positive and significant effect of job placement on employee performance. These results align with the theory proposed by Nitisemito (2011:66), which states that job placement is one of the factors influencing employee performance. This finding is consistent with previous research conducted by Manullang et al. (2020), which proves the influence of job placement on employee performance.

### C. Workload

The concept of workload refers to the tasks undertaken by an individual and how they manage them. Sunyoto (2012) emphasizes that excessive workload can lead to tension and stress due to demands exceeding an individual's capacity, such as high skill levels or workload volume. Defined by the Ministry of Manpower Decree No. 128 of 2016, workload is determined by the volume of work and time norms required for a position or organizational unit. Jones et al., cited by Omar et al. (2020), describe workload as the pressure experienced by an employee due to numerous tasks and responsibilities. They suggest that a moderate workload can enhance performance as employees effectively complete tasks. Tarwaka (2014) defines workload as the difference between a worker's capacity and the demands of the job, influenced by various factors, including task demands, effort, and performance.

Factors influencing workload, according to Tarwaka (2014), include task demands, effort, and performance, affected by complex internal and external factors. External workload factors stem from outside the worker's body, including tasks, work organization, and the work environment, while internal factors arise from within the body in response to external workload.

Hastutiningsih (2018) divides workload indicators into targets to achieve, job conditions, and job standards, highlighting aspects such as workload targets, work conditions, and job perceptions. Additionally, Andriani et al. (2017) categorize workload into quantitative and qualitative components, where quantitative workload arises from an excessive or insufficient number of tasks, and qualitative workload occurs when tasks exceed the employee's abilities. Carlson, as cited by Fajriani and Septiari (2015), distinguishes

between quantitative and qualitative workload overload, where quantitative overload results from an excessive workload, and qualitative overload occurs when tasks are perceived as too difficult. Tarwaka (2014) also identifies workload dimensions related to performance, including time load, mental effort load, and psychological stress load, indicating the importance of workload management for employee performance and well-being.

Dalena et al. (2022) in their research state that the main components in the balance theory are inputs, outcomes, and the balance itself. Empirically, they prove that workload affects employee performance (Rusmiati et al., 2021). A normal workload can maintain employee performance because employees will feel comfortable and not experience stress at work, thus improving their performance (Sutoyo, 2016).

#### **D. Job Satisfaction**

Job satisfaction refers to an individual's general attitude towards their work. When a person is satisfied with their job, they exhibit a positive attitude towards it, whereas dissatisfaction leads to negative sentiments. According to Stephen P. Robbins (2017), job satisfaction is a broad concept encompassing positive feelings resulting from an evaluation of various job characteristics. It involves an assessment of how well the job meets an individual's needs and relates to their attitude towards the job, work situation, and work relationships.

Various theories attempt to explain what factors contribute to job satisfaction and how individuals perceive it. The Two-Factor Theory, proposed by Robbin and Judge (2015) as cited by Abadhi et al. (2020), suggests that satisfaction and dissatisfaction stem from different sets of variables: motivators and hygiene factors. Motivators, derived from the job itself, lead to satisfaction, while hygiene factors, related to the work environment, can cause dissatisfaction. Another theory, the Value Theory, emphasizes that job satisfaction occurs when the outcomes of work match individual expectations, underscoring the importance of identifying and fulfilling employees' needs and desires.

Factors influencing job satisfaction are multifaceted and depend on individual characteristics. Kreitner and Kinicki, cited by Wibowo (2017), identify five main factors affecting job satisfaction: need fulfillment, discrepancies between expectations and reality, value attainment, equity in treatment, and dispositional or genetic components. These factors highlight the importance of understanding personal values, perceptions, and work environment in determining job satisfaction. Additionally, dimensions and indicators of job satisfaction, as outlined by Robbins (2006) in Lie and Siagian (2018), include the nature of the job itself, salary, opportunities for promotion, supervisor support, and relationships with colleagues, all of which play significant roles in shaping employees' overall satisfaction with their work.

Sartika et al. (2022) proved that job satisfaction has a positive and significant effect on employee performance. Similarly, Sarmuji and Arifuddin (2022) and Ngebu et al. (2018) demonstrated that job satisfaction influences employee performance. Thus, job satisfaction can mediate the influence of competence on employee performance. Irawan (2023) showed in his research that job placement affects employee performance. Taken together with the study by Arifuddin (2022), it can be concluded that recruiting based on the skills, knowledge, and experience of each employee will enhance job satisfaction, thereby impacting employee performance. Rusmiati et al. (2021) stated in their research that there is a significant impact of workload on employee performance. This means that the higher the workload, the higher the employee's performance, and conversely, if the workload decreases, the employee's performance will decline.

#### **E. Employee Performance**

Performance in the workplace is crucial for organizations to achieve their goals effectively. Defined by experts such as Gibson and James (2012), job performance encompasses the outcomes or tasks related to the organization's objectives, including quality, efficiency, and other effectiveness criteria. Wibowo (2017) further elaborates that performance stems from the work or achievements of employees, reflecting their ability to fulfill responsibilities within the organization efficiently and effectively. Sedarmayanti (2016) adds that performance is a translation of the term "performance," signifying the results of an individual's work within a management process or organization, which must be tangible and measurable against established standards. Thus, an employee's performance is crucial in determining the success or failure of their tasks in achieving organizational objectives.

Various factors influence employee performance, as stated by Keith Davis in Anwar Prabu Mangkunegara (2016). These include ability and motivation. Ability, encompassing both potential (IQ) and realized abilities (education), suggests that employees should be assigned tasks commensurate with their skills. Motivation, influenced by an employee's attitude towards work situations, serves as a driving force directing employees towards work goals. Moorhead & Chung/Megginson in Shaliha (2017) further outline factors such as the quality and quantity of work, job knowledge, teamwork, creativity, innovation, and initiative, all of which contribute to employee performance by affecting their productivity, collaboration, and problem-solving abilities.

Performance dimensions and indicators provide a framework for evaluating employee performance. Mitchel, as cited in Sedarmayanti (2016), identifies dimensions such as the quality of work, promptness, initiative, and capability, which highlight various aspects of employee performance, including the quality and timeliness of work, self-awareness in task execution, and trainable skills. Additionally, Jalla (2019) presents dimensions and indicators of performance, including work results, work behavior, and personal characteristics. These dimensions encompass indicators such as quantity and quality of work, efficiency, discipline, initiative, accuracy, leadership, honesty, and creativity, providing a comprehensive understanding of the multifaceted nature of employee performance.

## CONCEPTUAL MODEL

Based on the literature review above, the conceptual model is formulated as follows:

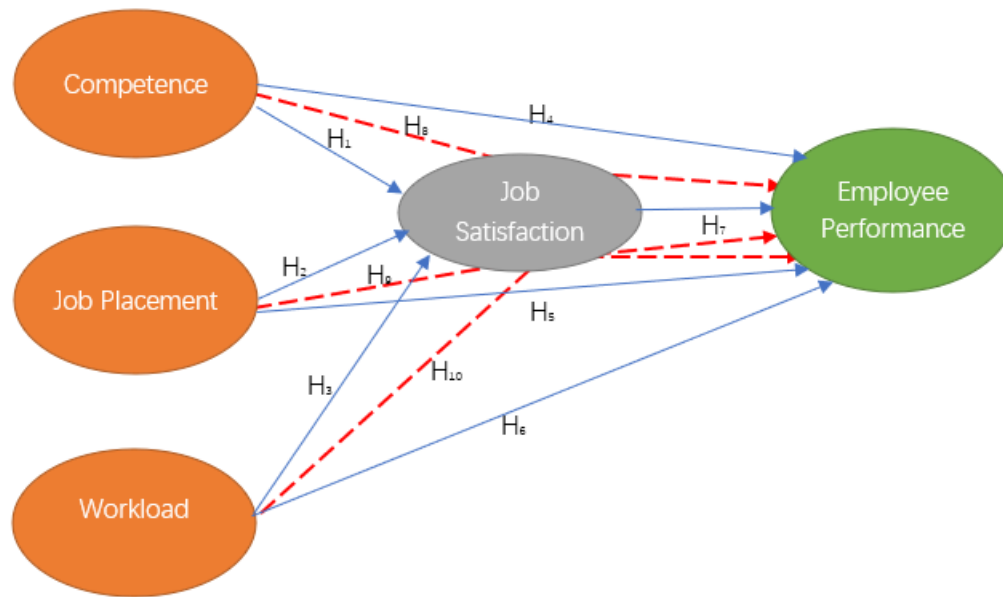


Figure 1. Conceptual Model

## HYPOTHESES

Based on the conceptual model and literature review, the hypotheses can be formulated as follows:

- H<sub>1</sub>: Competence affects job satisfaction.
- H<sub>2</sub>: Job placement affects job satisfaction.
- H<sub>3</sub>: Workload affects job satisfaction.
- H<sub>4</sub>: Competence affects employee performance.
- H<sub>5</sub>: Job placement affects employee performance.
- H<sub>6</sub>: Workload affects employee performance.
- H<sub>7</sub>: Job satisfaction affects employee performance.
- H<sub>8</sub>: Competence affects employee performance through job satisfaction.
- H<sub>9</sub>: Job placement affects employee performance through job satisfaction.
- H<sub>10</sub>: Workload significantly affects employee performance through job satisfaction.

## METHODOLOGY

This study is a quantitative research utilizing primary and secondary data, such as questionnaire data, observations, and interviews, as well as literature studies and information obtained from data available at BBPVP Bekasi and relevant books. The population in this study consists of employees holding the position of instructor at BBPVP Bekasi in 2023, totaling 130 employees. The sampling technique chosen is saturation sampling (census), which is a sampling technique where all members of the population are used as samples. This is done because the population size is relatively small, resulting in a sample size of 130 individuals.

In this study, data processing and descriptive analysis are conducted, as well as analysis using the Structural Equation Modeling (SEM) approach with Smart Partial Least Square (PLS) 3.0. The SEM Smart PLS data analysis in this study includes Outer Model analysis, Inner Model analysis, and Hypothesis Testing.

## CONCLUSION

This research seeks to create a conceptual framework exploring how competence, job placement, and workload impact employee performance at BBPVP Bekasi, with job satisfaction acting as a mediator. It encompasses background information, a review of existing literature, hypotheses, and the research methodology employed. By utilizing the conceptual model proposed in this study, we

aim to understand the extent to which competence, job placement, and workload influence employee performance, mediated by job satisfaction.

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