

The Influence of Training and Competency Development on Employee Performance at the Manpower and Transmigration Service of Musi Banyuasin Regency

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Abstract

The objective of this study is to examine the impact of training and competency development on the performance of employees within the Department of Labor and Transmigration of Musi Banyuasin Regency. The research adopts a quantitative descriptive approach, encompassing a population of 71 participants. A saturated sample is employed, encompassing the entire employee population of the Department of Labor and Transmigration of Musi Banyuasin Regency. Data is collected through questionnaires and interviews, and the analysis involves multiple linear regression. The findings reveal that training significantly affects employee performance, while competency development exhibits a positive but statistically non-significant influence on performance. Furthermore, when combined, training and competency development significantly influence employee performance.

Keywords: Training, Competency Development, Employee Performance.

1. INTRODUCTION

The performance of an employee refers to the individual's level of achievement and effectiveness in the workplace success in achieving predetermined work targets. Factors that are usually evaluated to assess employee performance include the quality and quantity of work performed, productivity, initiative, cooperation, compliance with organizational policies and procedures, and the ability to adapt and learn (Dessler 2020). The optimal operational efficiency of an organization depends on the extent to which the performance of the individuals within it is effective, this will significantly influence the organization's overall effectiveness. According to Syahputra and Tanjung (2020), Multiple intricate and diverse elements may contribute to diminished employee performance. Among the primary factors frequently responsible is the suboptimal training provided to employees.

Training is a planned and structured process to improve an individual's understanding, skills and capabilities in a particular field. Training aims to improve employee performance and productivity and help them face demands and changes in the work environment (Kasmir 2019). According to Istiantara (2019) Apart from training, improving employee performance is also important. A method that can be applied is through developing employee competency.

Employee competency development is the process of planning and implementing programs to expand knowledge, improve skills, shape attitudes and change employee behavior. and adapt it to job and organizational needs. By strengthening competencies, employees can face challenges better, perform at high levels, and make greater contributions to the organization (Mondy and Martocchio 2016).

In accordance with the provisions included in the Musi Banyuasin Regency Regulation Number 296 of the Year 2021, the Manpower and Transmigration Service is recognized as a government agency that has the responsibility to manage and regulate policies related to employment and transmigration. The Department of Manpower and Transmigration is required to have good performance to support the implementation of regional development goals. The performance of the Manpower and Transmigration Service is closely related to the success of achieving goals and implementing organizational programs.

According to the findings outlined in the Government Agency Performance Accountability System report on the Performance of Regional Apparatus Organizations in Musi Banyuasin Regency in 2022, it can be seen that the Manpower and Transmigration Service has an average achievement rate of 79% or is in the good category. However, this achievement value is lower than other Regional Apparatus Organizations such as the National Unity and Politics Agency (117%), the Communication and Information Service (93%), and the Public Works and Public Housing Service (81%). The low performance of the Department of Manpower and Transmigration can be indicated as being related to the performance of its employees which is also not optimal. Several indicators of the performance of the Manpower and Transmigration Service, such as workers placed (70%), working population ratio (78%), and worker disputes resolved (27%) are still in the adequate or insufficient category. This shows that employees have not been optimal in implementing employment-related programs and activities.

The 2022 Employee Performance Report shows that the average "Good" assessment value ranges from 27 to 35 employees, the average "Fair" assessment interval ranges from 36 to 43 employees, while there are no employees who have poor or poor performance. The majority of employees receive performance assessments in the "Fair" category, which ranges from 36 to 43 employees each month, while the organization's expectations for employee performance are in the "Good" category. So, it shows that employee performance has not met the expectations desired by the organization.

Lack of employee performance can be caused by less-than-optimal training held at the Musi Banyuasin Regency Manpower Office. Dessler (2020) explains that proper training can increase employee productivity.

Table 1. Types of Employee Training in 2022

No.	Type of Training	Month	Participants	Percentage
1.	Technical Guidance for Employment Program Management	January	9	13%
2.	Technical Guidance on the Use of Information and Communication Technology (ICT)	March	6	8%
3.	Employment Law Training	June	12	17%
4.	Technical Guidance on the Implementation of the Occupational Safety and Health Management System	August	7	10%
5.	Human Resources Management Training	September	8	11%
Total			42	59%

Source: Secretariat of the Manpower and Transmigration Service, 2022

The table shows that employees do not evenly participate in training. This can be seen in the percentage of employees who took part in training ranging from 8% to 17% of the total 71 employees. The smallest percentage was in March, 6 employees participated. This is because employees are often faced with work tasks that take a lot of time and responsibilities that must be completed within a certain time limit. So that employees do not participate optimally in training, they prioritize completing work tasks

According to Istiantara (2019) Describes that effective employee performance relies on possessing competencies aligned with the requirements outlined in the job description. It can be seen that according to employee competency there are 64 employees who have the required abilities. Apart from that, there are still 7 employees who do not have the skills according to the criteria for each field. This shows that there is potential for development that can be increased so that all employees can achieve the expected competency standards. So, there is a need for employee competency development which involves providing education, training, experience and resources needed to be more effective at work. Training and competency development is an effective means of establishing good employee performance. By increasing employee knowledge, skills and abilities, organizations can achieve higher performance (Darmadi 2022).

The objective of this study is to assess the impact of training and development in enhancing the performance of employees within the Musi Banyuasin Regency Manpower and Transmigration Service. It is important to note that certain limitations exist in this research, including the finding that the competency development variable exhibits a positive yet statistically insignificant effect on performance. These limitations also pertain to the number of respondents, analysis methods, and types of variables considered. Future researchers are encouraged to broaden their analytical approaches and incorporate additional research variables, such as work motivation, work discipline, leadership style, and work environment, as these factors have the potential to significantly influence employee performance. The hope is that this study can serve as a valuable point of reference for subsequent research endeavors.

2. LITERATURE REVIEW

2.1 Organizational Learning Theory

Organizational Learning Theory was developed by M. Peter Senge in 1990. This theory explains how organizations learn and adapt to environmental changes. According to Hsu and Lamb

(2020), Organizational Learning is an approach that examines how organizations as a whole can learn from past experiences and apply the knowledge gained to improve their performance and efficiency. This theory emphasizes the importance of learning as a fundamental process in organizations, where organizations are considered as entities that can learn, adapt and innovate continuously.

Organizational Learning Theory focuses on the collection, storage, and utilization of knowledge in organizations (Reese 2020). In this scope, employee job training is an important aspect for generating and accumulating new knowledge in the organization. According to Ilma et al (2022), Organizational learning involves collaboration between employees, sharing knowledge, and creating an environment that encourages experimentation and innovation.

Job training is a learning process that is more than just the transfer of knowledge, but is also part of a broader organizational learning process. Through organizational learning programs, employees can access a variety of training and skills development relevant to their work. This training covers technical aspects as well as social skills such as communication, leadership and time management. With increased skills and knowledge, employees can be more confident and effective in completing their tasks, which in turn will improve their performance (Larasati 2019).

2.2 Spencer's Competency Theory

Spencer's competency theory was developed by Lyle Spencer and Signe Spencer in 1993. This theory explains that individual performance is determined by the competencies they possess. Competency means a person's fundamental characteristics that have a cause and effect relationship with a standard and that enable employees to work effectively or more optimally in certain jobs and situations (Arnika, Adys, and Tahir 2022). Spencer's competency theory is divided into two groups of competencies, namely threshold competencies and differentiation competencies (Spencer and Spencer 1993). Threshold competencies are essential characteristics that all employees must have in order to be able to do basic work. Differentiation competencies are characteristics that differentiate average performance from superior performance. This differentiation competency is what makes someone a superior performer. Spencer's competency theory also differentiates competency into five types, namely motive, trait, self-concept, knowledge, and skill (Spencer and Spencer 1993). Motivation is something that is continuously done by someone that triggers behavior. Attributes refer to tangible features and suitable reactions to circumstances. Self-concept is a person's views, values, or image of oneself. Knowledge is the insight that an individual has in a particular situation. Skills are capabilities in carrying out a task.

Spencer's competency theory has several assumptions that performance is a function of competency. This means that performance is influenced and can be predicted by individual competence, then competence can be defined and measured. Competencies are identified through job analysis and divided into threshold and differentiation competencies and competencies that can be developed. Competence is not innate, but can be developed through various efforts, such as education, training and experience

2.3 Employee Performance

Performance is the result obtained from the efforts and actions of a person or organization in achieving its goals. Performance is often used as a measure of the effectiveness and efficiency of an individual or organization in achieving desired results. Performance can be seen from various aspects, such as productivity, quality, efficiency and responsibility (Aidah and Ratnasari 2020). Another explanation is defined by Kasmir that performance is the level of achievement of an employee or an organization that does a job (Kasmir 2019). Meanwhile, according to Dessler

(2020), performance is the level of employee effectiveness and efficiency in completing tasks. Hasibuan (2019) stated that performance refers to the achievements achieved by individuals or teams while continuing to carry out their duties and responsibilities according to predetermined benchmarks. Performance assessment can be carried out by considering aspects such as efficiency, effectiveness and level of job satisfaction.

Based on this definition, it can be concluded that performance is a measure or result achieved by individuals and organizations in achieving predetermined targets. Performance includes aspects of quality, efficiency and effectiveness in carrying out duties and responsibilities. Performance can be measured by considering criteria such as output, results, and level of fulfillment of established standards. Factors such as ability, motivation, and work environment conditions influence individual performance (Larasati 2019).

Evaluation of employee performance can be carried out based on several aspects, namely work quality, quantity, timeliness, effectiveness and independence. work quality which refers to the quality of work results, quantity which refers to the amount of output, timeliness which is the ability to complete work according to deadlines, effectiveness which is the ability to produce maximum output with minimum resources, and independence which is the ability to complete work without depending on other people (Robbins and Timothy 2019).

2.4 Training

Job training is an important process designed to help employees acquire skills as well as the knowledge needed to carry out work duties and responsibilities more optimally. Job training can help increase employee motivation, performance and productivity, as well as help employees reach their potential. Job training is a process designed and implemented with the aim of helping individuals or groups to acquire the skills necessary to better perform job duties and responsibilities (Marlina et al. 2022). In another definition, training is a learning process that aims to improve individual skills and knowledge so that they can achieve better performance in their work (Larasati 2019). Job training not only focuses on improving employee skills and knowledge, but also helps employees understand their tasks and improve their performance (Andayani and Hirawati 2021).

Based on several definitions, it can be concluded that training is a learning process that helps individuals to improve skills, knowledge and achievements at work. Training helps individuals to acquire new skills or strengthen existing skills, understand and practice organizational norms and values, and achieve higher levels of achievement.

The dimensions for measuring training are instructor, participants, material, location, environment and training time. Job training dimensions are a measure used to determine the level of effectiveness of job training. Therefore, job training can play an important role in helping employees to reach their potential and make a positive contribution to the organization (Kasmir 2019).

2.5 Competency Development

Competency development is a strategic approach that aims to improve the quality, skills, knowledge and capabilities of individuals in an organization. HR development is a process that focuses on optimal utilization of human resources through education, training and work experience to improve performance and achieve organizational goals (Marlina et al. 2022).

Human resource development is a form of long-term investment for the organization (Effendi 2021). The goal is to create employees who are competent, talented, and able to adapt quickly to changes in the organizational environment that continues to change. Aldi and Ananda (2023)

defines employee competency development as a systematic and continuous process that aims to improve the qualifications, knowledge, skills and work attitudes of employees in an organization. Kafiar et al. (2022) explains that employee competency development is carried out by taking into account the needs and strategies of the organization, so that it can help achieve long-term goals and function as a long-term investment for the organization.

Based on these several definitions, it can be concluded that competency development is a strategic approach aimed at improving the quality and capabilities of individuals within the organization. This development process includes education, training and work experience to improve performance and achieve organizational goals optimally.

Dimensions for measuring competency development are creativity, values that reflect beliefs, ethics and principles that guide a person's actions and behavior in the workplace, intuitive skills, namely the ability to make decisions based on strong feelings and instincts, without the need to rely on data or in-depth analysis, emotional skills which include the ability to recognize, manage and communicate effectively and rational analytical power which includes the employee's ability to analyze information (Sudarmanto 2020)

3. CONCEPTUAL FRAMEWORK

Derived from the findings of the theoretical analysis, the conceptual structure of this investigation can be outlined as follows.

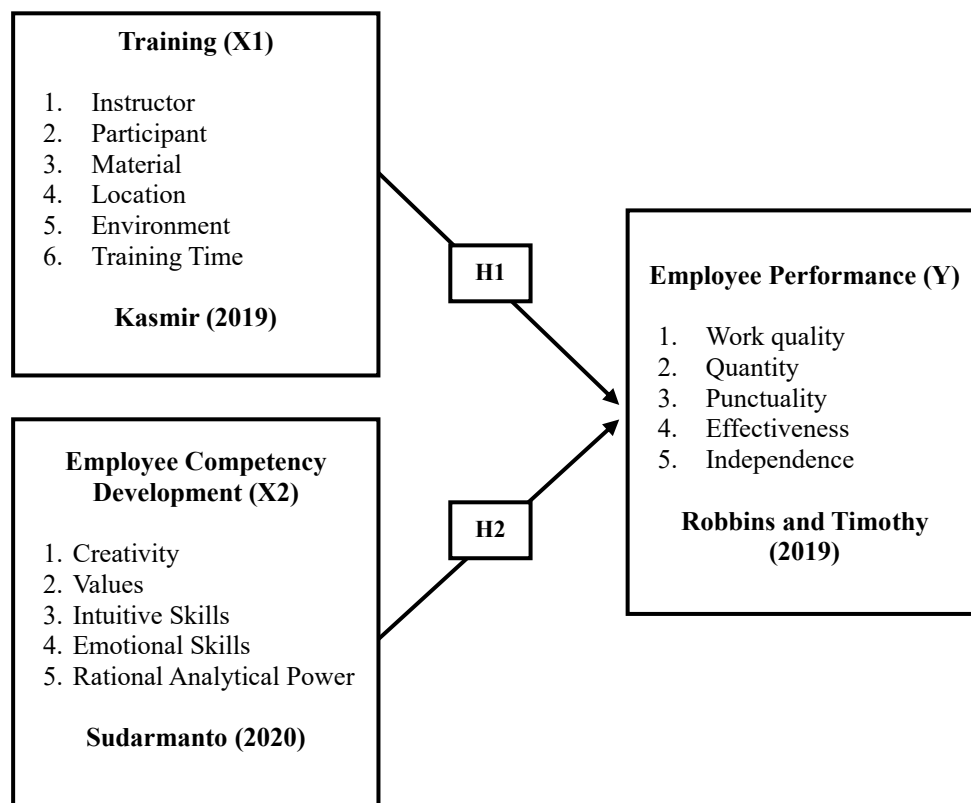


Figure 1. Conceptual Framework of Research

4. RESEARCH HYPOTHESIS

Based on the theoretical basis, research hypotheses can be drawn as follows.

1. Training has a positive and significant effect on employee performance at the Musi Banyuasin Regency Manpower and Transmigration Service.
2. Employee competency development has a positive and significant effect on employee performance at the Musi Banyuasin Regency Manpower and Transmigration Service.

5. RESEARCH METHODS

5.1 Population and Sample

All State Civil Service Employees (ASN) and TKS at the Musi Banyuasin Regency Manpower and Transmigration Service, totaling 71 people, constitute the population in this research. This research used a sampling technique, namely using non-probability sampling with a saturated sampling method, so that all 71 employees at the Musi Banyuasin Regency Manpower and Transmigration Service became the research sample.

5.2 Method of Collecting Data

This research collects data from two sources, namely primary and secondary data. Primary data refers to information obtained directly from sources, such as through interviews and questionnaires distributed to sample respondents, namely employees of the Manpower and Transmigration Service. Meanwhile, secondary data includes information that has been previously collected by other parties for certain purposes and is now being reused in this research, including in the categories of archives, publications and electronic sources.

5.3 Analytical Instruments and Techniques

To measure each variable, research instruments that can be used include:

1. Training: The technique for collecting data on training variables is a questionnaire. According to Kasmir (2019) There are 6 dimensions consisting of instructor, participants, material, location, environment and training time. This research questionnaire consists of 12 statements using a Likert scale.
2. Competency Development: The research instrument used for the competency development variable is a questionnaire. According to Sudarmanto (2020) There are 5 dimensions, namely creativity, values, intuitive skills, emotional skills and rational analytical power. This research questionnaire consists of 10 statements which are measured using a Likert scale.
3. Employee Performance The tool used to assess variables related to employee performance is a survey. In accordance with the findings of Robbins and Timothy (2019), there are 5 aspects which include quality, quantity, timeliness, effectiveness and work independence. This survey consists of 10 statements which are measured through the application of a Likert scale.

The questionnaire data has been tested for instrument validation and reliability. Next, classical assumptions and research hypotheses will be tested using the Statistical Package for Social Science (SPSS) version 26.

6. RESULTS AND DISCUSSION

6.1 Results

This research describes Training and Competency Development on Employee Performance at the Manpower and Transmigration Service of Musi Banyuasin Regency. The respondents in this research were 71 employees from various fields at the Manpower and Transmigration Office of Musi Banyuasin Regency. Respondents were then identified based on gender, age, length of work, marital status and education level.

Table 2. Respondent Profile Based on Gender

No.	Gender	Number of Employees (People)	Percentage (%)
1.	Man	42	59.2
2.	Woman	29	40.8
Total		71	100

Source: Primary data that has been processed with SPSS, 2023

Based on table 2, it can be concluded that the majority of respondents to this study came from male employees, totaling 42 people or 59.2%, while female employees numbered 29 people or 40.8%. This shows that the majority of employees in the research agency are male.

Table 3. Respondent Profile Based on Age

No.	Age (Years)	Number of Employees (People)	Percentage (%)
1.	21-30	21	29.6
2.	31-40	23	32.4
3.	>40	27	38.0
Total		71	100

Source: Primary data that has been processed with SPSS, 2023

Based on the table 3, it can be concluded that the majority of respondents who work at the Musi Banyuasin Regency Manpower and Transmigration Service are in the age range >40 years, namely 27 people or 38.0%. Then followed by an age range of 31-40 years with 23 people or 32.4%, and a minimum age range of 21-30 years with 21 people or 29.6%.

Table 4. Profile of Respondents Based on Length of Work

No.	Length of Work (Years)	Number of Employees (People)	Percentage (%)
1.	1-3	21	29.6
2.	4-5	23	32.4
3.	>5	27	38.0
Total		71	100

Source: Primary data that has been processed with SPSS, 2023

Based on the table 4, it can be seen that the majority of employees at the Musi Banyuasin Regency Manpower and Transmigration Service have worked for >5 years, namely 27 people or 38.0%. Then continued by employees with 4-5 years of service as many as 23 people or 32.4%, and the least were employees with 1-3 years of service, namely 21 people or 29.6%.

Table 5. Respondent Profile Based on Education Level

No.	Level of education	Number of Employees (People)	Percentage (%)
1.	Senior High School	20	28.2
2.	D3	7	9.9
3.	S1	29	40.8
4.	S2	15	21.1
Total		71	100

Source: Primary data that has been processed with SPSS, 2023

Based on the table 5, it can be seen that the majority of Musi Banyuasin Regency Manpower and Transmigration Service employees have a bachelor's degree, namely 29 people or 40.8%. Then followed by 20 employees with high school education or 28.2%, 15 employees with master's degrees or 21.1%, and at least 7 people with D3 graduates or 9.9%.

Table 6. Validity Test Results

Variable	Number of Item	r-value	r-table	Conclusion
Training (X ₁)	Item 1	0,687	0,2335	Valid
	Item 2	0,753	0,2335	Valid
	Item 3	0,745	0,2335	Valid
	Item 4	0,675	0,2335	Valid
	Item 5	0,669	0,2335	Valid
	Item 6	0,631	0,2335	Valid
	Item 7	0,549	0,2335	Valid
	Item 8	0,694	0,2335	Valid
	Item 9	0,409	0,2335	Valid
	Item 10	0,499	0,2335	Valid
	Item 11	0,753	0,2335	Valid
	Item 12	0,695	0,2335	Valid
Competency Development (X ₂)	Item 13	0,628	0,2335	Valid
	Item 14	0,638	0,2335	Valid
	Item 15	0,479	0,2335	Valid
	Item 16	0,588	0,2335	Valid
	Item 17	0,554	0,2335	Valid
	Item 18	0,54	0,2335	Valid
	Item 19	0,529	0,2335	Valid
	Item 20	0,583	0,2335	Valid
	Item 21	0,433	0,2335	Valid
	Item 22	0,446	0,2335	Valid
Performance (Y)	Item 1	0,762	0,2335	Valid
	Item 2	0,653	0,2335	Valid
	Item 3	0,549	0,2335	Valid
	Item 4	0,515	0,2335	Valid
	Item 5	0,486	0,2335	Valid
	Item 6	0,621	0,2335	Valid
	Item 7	0,525	0,2335	Valid
	Item 8	0,598	0,2335	Valid
	Item 9	0,654	0,2335	Valid
	Item 10	0,704	0,2335	Valid

Source: Primary data that has been processed with SPSS, 2023

Based on the table 6, it shows that all statement items in the questionnaire instrument for training variables, employee competency development and employee performance are declared valid, because the calculated r-value is greater than the r-table value of 0.2335. Next, the research instrument will be tested for reliability. An instrument is said to be reliable if the Cronbach's Alpha value is greater than 0.70.

Table 7. Reliability Test Results

Variable	Cronbach's Alpha	Results
Training (X1)	0.872	Reliable
Competency Development (X2)	0.733	Reliable
Performance (Y)	0.810	Reliable

Source: Primary data that has been processed with SPSS, 2023

It can be concluded that all instruments used in research to measure training, competency development and performance variables show a reliability level of more than 0.70. After going through validity and reliability tests, the next step involves testing classical assumptions, including normality, multicollinearity and heteroscedasticity tests.

Table 8. Normality Test Results

		Unstandardized Residuals
N		71
Normal Parameters, b	Mean	0,0000000
	Std. Deviation	4.12260109
Most Extreme Differences	Absolute	0,090
	Positive	0,068
	Negative	-0,090
Statistical Tests		0,090
Asymp. Sig. (2-tailed)		0,200

Source: Primary data that has been processed with SPSS, 2023

Based on the table above, the results of the normality test with the One-Sample Kolmogorov-Smirnov Test show a significance value or Asymp. Sig. (2-tailed) of 0.200 which is greater than 0.05. This means that the data is normally distributed because the significance value is above 0.05.

Table 9. Multicollinearity Test Results

Model		Collinearity Statistics	
		Tolerance	VIF
1	Training	,993	1,007
	Competency Development	,993	1,007

Source: Primary data that has been processed with SPSS, 2023

Referring to the provided table 9, both the Training and Competency Development variables exhibit a tolerance value of 0.993 each, surpassing the threshold of 0.10. Simultaneously, their VIF value stands at 1.007, which falls below 10. The inference drawn from these findings is that there is an absence of multicollinearity among the independent variables in the regression model employed in this study, as the tolerance exceeds 0.10 and the VIF remains under 10.

Table 10. Heteroscedasticity Test Results

Model		Sig.
1	(Constant)	0,037
	Training	0,958
	Competency Development	0,175

Source: Primary data that has been processed with SPSS, 2023

Referring to the findings in table 10 from the Glejser Test, it is evident that the significance value for the independent variable Training is 0.958, while the significance value for the Competency Development variable is 0.175. Both of these values exceed the threshold of 0.05. Consequently, it suggests that there is no statistically significant correlation between the independent variables and the absolute values of their residuals. In conclusion, the regression model employed in this study is free from heteroscedasticity.

Table 11. Multiple linear regression results

Model		Partial t test			Anova		R	R Square
		B	t	Sig.	F	Sig.		
1	(Constant)	8,841	2,168	0.034	28,200	0,000	0.673	0.453
	Training	0.526	7,474	0,000				
	Competency Development	0.136	1,348	0.182				

Source: Primary data that has been processed with SPSS, 2023

From Table 11, you can see the results of the regression test of the independent variable on the dependent variable. By referring to the t table value for degrees of freedom (df) of 69 at a significance level of 5%, namely 1.994, and the F table value of 3.13. By detailing the data from Table 10, it can be concluded that the results of the hypothesis test are as follows.

1. Training has a positive and significant effect on employee performance, with the calculated t value (2.168) greater than the t table (1.994) and a significance value of 0.000 smaller than 0.05.
2. Competency development has a positive and insignificant effect on employee performance, with the calculated t value (1.348) being smaller than the t table (1.994) and the significance value of 0.182 being greater than 0.05.
3. The correlation coefficient (r) value is 0.673, this figure illustrates that training and competency development have a strong relationship or level of closeness to influence employee performance, namely in the coefficient interval of 0.60 – 0.79 (Strong).
4. The R Square value is 0.453, meaning that the influence of training and competency development on employee performance is 45.3%. The remaining 54.7% is influenced by other variables outside this research.

6.2 Discussion

In light of the findings from the study, it can be inferred that the proposed hypothesis (H1) is accepted, indicating that partial training has a noteworthy and positive impact on the performance of the employees at the Manpower and Transmigration Service in Musi Banyuasin Regency. This is shown from the results of the t test where the calculated t value of the training variable is 7.474 which is greater than the t table value (1.994) with a significance level of 0.000 (less than 0.05). The results of this research are in line with the theory presented by Peter M.

Senge, namely Organizational Learning theory. According to this theory, organizations that want to survive and develop must become learning organizations, namely organizations that continuously improve their capabilities to create their future. (Hsu dan Lamb 2020). This is in line with the principle of organizational learning, where training is an important form of learning for organizations to improve the abilities and skills of their employees. Through training, employees gain new knowledge, skills and behaviors needed to better complete their duties and responsibilities. So, it can be said that an organization that frequently provides training for its employees is a learning organization that continues to strive to improve the capabilities of its human resources.

Training is a core form of learning for organizations to face changing and evolving environmental dynamics. The results of this research are also in line with the research of Hadjri et al. (2019), Setiawan et al. (2021) and Cik (2021) who also found a positive and significant effect of training on employee performance. However, there are previous studies that are not in line, namely Syahputra (2020), Andayani (2020) and Lubis et al. (2023) who found that training did not have a significant effect on employee performance.

The research results also show that competency development has a positive and insignificant effect on employee performance. Based on Spencer's competency theory (1993), there are 5 main characteristics of competence, namely motive, personal characteristics, self-concept, knowledge and skills. The research results show that the competency development program has been quite effective in improving aspects of employee knowledge and skills. However, the application of these competencies is less than optimal in the workplace due to a lack of appreciation for the creative ideas proposed. This indicates that aspects of employee motives and personal characteristics related to creativity and innovation need to be improved, not only cognitively but also affectively. Apart from that, improving employees' self-concept so that they are more confident in proposing creative ideas needs to be the focus of attention.

Based on the results of interviews with the Head of General and Civil Service Subdivision, Mr. M. Effendi, S.Kom, M.Si, that less than optimal competency development can also be caused by employees who think that competency development is not the main thing. They are of the view that carrying out daily tasks is enough and prioritize completing work targets rather than improving their own competence. This view is certainly not correct, considering the importance of competency development to improve the quality of performance in the long term. Employees who regularly and consistently participate in training, education and other competency development programs tend to have higher performance than employees who do not (Mannayong dan Haerul 2019). The results of this research are also in line with research conducted by (Rusdi 2020), (Kelana 2022) and (Dunir, Fatkhurahman, and Supeno 2023) which shows the results, namely that human resource development which focuses on competency development has a negative and insignificant effect on employee performance.

7. CONCLUSION

Derived from the conducted research and analysis, it can be inferred that training exerts a beneficial and substantial impact on the efficiency of employees at the Manpower and Transmigration Service in Musi Banyuasin Regency. Meanwhile, competency development is found to have a positive but inconsequential influence on the performance of employees within the same service.

8. LIMITATIONS AND FUTURE OF RESEARCH

The present study is constrained by the finding that the impact of competency development on performance is positive yet statistically insignificant. Additionally, limitations are evident in

terms of the sample size, analytical methods employed, and the range of variables considered. It is recommended that future researchers extend their analysis techniques and broaden the scope of research variables to include factors like work motivation, work discipline, leadership style, and work environment, as these may play a significant role in influencing employee performance.

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