

The Effect of Human Resource Competence on Employee Performance at the Center for Education Quality Assurance of West Sumatra Province

Septia^{1*}, Syahril^{2*}, Merika Setiawati^{3*}, Ahmad Sabandi⁴

¹²³⁴ Department of Educational Administration, Universitas Negeri Padang, Padang, Indonesia

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ABSTRACT

This study addresses the problem of low employee performance at the Center for Educational Quality Assurance (BBPMP) of West Sumatra Province. It aims to analyzed human resource (HR) competence, employee performance, and the influence of HR competence on employee performance. Using a quantitative causal-associative design, the study targeted a total population of 113 employees. A representative sample of 56 respondents was selected using simple random sampling. Data collected via validated questionnaires were analyzed descriptively and inferentially. The results showed that employee performance achieved a mean score of 83,11 with a Respondent Achievement Level (TCR) of 66,49% (high category), while HR competence obtained a mean score of 72,91 with a TCR of 6,45% (High category). Simple linear regression analysis yielded an F-value of 156.939 ($p = 0.000 < 0.05$), with a coefficient of determination (R^2) of 0.744. These findings demonstrate that HR competence has a positive and significant effect on employee performance, contributing 74,4% to its variance. Systematic enhancements in employees' knowledge, skills, and professional attitudes are essential for driving organizational effectiveness.

Corresponding Author:

Septia

Email: septiatia544@gmail.com

1. INTRODUCTION

Employees serve as dynamic assets and the primary driving force in every public sector organization. Success in realizing the vision, mission, and objectives of an organization relies heavily on the productivity and quality of work produced by its workforce. As strategic elements, employees are not only expected to execute administrative routines, but must also be capable of innovating and adapting to changes in the strategic environment (Rumawas, 2023). Therefore, managing State Civil Apparatus (ASN) and non-ASN employees professionally through training programs, consistent motivation, provision of self-development spaces, and competence-based job placement is an absolute prerequisite for achieving public service efficiency.

According to (Mangkunegara, 2017), performance refers to the quality and quantity of work achieved by an employee in carrying out their duties in accordance with the responsibilities assigned to them. In public organizations, performance is not merely about achieving work targets, but rather the effectiveness in delivering services to the public. Without optimal employee performance, an organization's vision and mission will remain on paper without generating a tangible impact on public welfare. Hence, to achieve goals, individuals require high motivation, skill, and dedication in executing every activity. Performance encompasses the quality, quantity, and timeliness of completed tasks; the higher the employee performance, the greater their positive contribution to the organization.

Among the various factors affecting employee performance and observing real-field phenomena, sub-optimal performance is frequently driven by competence issues. Competence refers to capability or

expertise, where competence is defined as the ability to execute or perform a job or task grounded in skills and knowledge, supported by the work attitude demanded by the role.

Competence forms the foundation that enables employees to reach desired work outcomes. (Moehersono, 2014)) defines competence as a basic characteristic possessed by an individual that directly influences or predicts superior performance. This concept is specifically measured through knowledge, skill, and attitude, which serve as essential assets for BBPMP West Sumatra employees to optimize supervision and educational quality facilitation. Competent employees must not only master administrative theory but also possess relevant academic backgrounds and technological skills to resolve real-world field problems efficiently. This condition underlies the author's hypothesis that competence levels directly influence performance achievement at BBPMP.

Given the crucial link between individual capacity and organizational effectiveness, it is highly relevant to examine the extent to which HR competence contributes to performance outcomes at BBPMP. Competency gaps whether in technology mastery or alignment between educational background and job positions can lead to low productivity and slow organizational responsiveness toward national education policy changes.

Definition of Employee Performance

According to (Amelia & Setyawati, 2023) performance is the work achievement attainable by a person or group within an organization according to their respective authority and responsibility, aimed at legally fulfilling organizational goals without violating laws, morals, or ethics. Performance can also be defined as the quality, quantity, and time utilized in carrying out duties. Quantity reflects the measurable success in reaching set targets, while quality refers to how well tasks are executed.

According to (Muis, A., Jufrizen, j., & Fahmi, 2018) performance represents the work results achieved by an individual or group within an organization according to their respective mandate and accountability, to legally fulfill organizational goals in alignment with norms and ethics.

In this study, performance is operationalized as the cumulative real work output both qualitative and quantitative demonstrated by employees of the Center for Educational Quality Assurance (BBPMP) of West Sumatra Province within a specific period. This performance manifests personal competence capacity (knowledge, skills, and attitude) actualized within assigned duties and authority to accomplish the institution's strategic objectives effectively, efficiently, accountably, and in alignment with legal norms and bureaucratic ethics.

Factors Affecting Performance

According to (Kasmir, 2016), factors influencing employee performance include:

1. Competence: A primary requirement for performance, representing an individual's capability to properly execute assigned work.
2. Ability and Expertise: Skills possessed by an individual in performing work; higher skill levels enable better task completion.
3. Knowledge: Job-related understanding; employees with thorough job knowledge yield better outputs, and vice versa.
4. Work Planning: A structural design that facilitates goal attainment; well-designed work plans enable faster and more accurate task execution.

In this study, performance factors encompass competence, ability and expertise, knowledge, and work planning. Based on the competency theory proposed by Lyle M. Spencer and Signe M. Spencer (Rahma Yudi Astuti dkk, 2021), competence is an underlying characteristic of an individual causally related to criterion-referenced effective or superior performance in a job. This implies that employee competence acts as a direct cause or predictor of future work results. Employees possessing high competence across motives, traits, self-concept, knowledge, and skills tend to produce more effective and productive outcomes for the organization.

Definition of Human Resource Competence

According to (Nyoto, 2019) HR competence can be described as the capability to perform a task or role, integrating knowledge, skills, attitudes, and professional values, alongside the ability to build further knowledge and skills. HR competence represents an individual's ability to execute work correctly and achieve excellence based on knowledge, expertise/skill, and attitude.

Meanwhile, Spencer in (Dharmanegara, 2019) defines HR competence as an underlying characteristic causally related to an individual's effective performance in their job, aligned with organizational expectations to achieve goals.

In this study, Human Resource (HR) Competence refers to the total internal capability of BBPMP West Sumatra Province employees. This capability integrates theoretical knowledge, practical and digital

expertise, and professional work attitudes that align with job demands. Competence acts as a foundational characteristic and key driver for employees to perform official duties correctly, adapt to policy changes, and formulate solutions to educational quality assurance challenges in the field.

Factors Affecting Competence

According to Wibowo (2016), factors influencing HR competence include:

1. Beliefs and Values: Beliefs shape work attitudes and behavior, including willingness to learn and improve skills.
2. Skills: Job skills determine an individual's capability to complete tasks and handle work challenges.
3. Work Experience: Experience allows individuals to learn from real practice, enhancing decision-making accuracy and expertise.
4. Personality: Individual traits such as discipline, responsibility, and teamwork affect competency development.
5. Motivation: High motivation drives individuals to pursue continuous training and self-development.
6. Organizational Culture: A supportive work environment and organizational learning system accelerate HR competence growth.

2. METHOD, DATA, ANALYSIS

This study adopts a quantitative approach with a causal-associative design, aiming to empirically test cause-and-effect relationships and verify the influence of the Human Resource Competence variable (X) on the Employee Performance variable (Y). The research was conducted at the Center for Educational Quality Assurance (BBPMP) of West Sumatra Province. All analysis procedures were structured to numerically and statistically measure the impact of employees' knowledge, skills, and attitudes on organizational work outcomes.

The research population comprised all active employees within BBPMP West Sumatra Province, totaling 113 individuals distributed across administrative and technical units. To determine a representative sample size from this target population, the Slovin formula was applied:

$$n = \frac{N}{1 + N(e)^2}$$

Where n represents the sample size, N denotes the total population size, and e signifies the acceptable margin of error.

In this study, with a total population (N) of 113 employees and a margin of error (e) set at 10% (0.10), the formula yielded a calculated sample size of 53,05 respondents, which was rounded up to 56 respondents to ensure statistical power and account for potential non-responses. A simple random sampling technique was then implemented through a three-step procedure. First, a complete sampling frame listing all 113 active employees was compiled, assigning a unique sequential identification number from 001 to 113 to each individual. Second, a computer-based random number generator was used to draw 56 unique numbers from the list without replacement. Third, the employees corresponding to these selected numbers were designated as the primary survey respondents, guaranteeing that every employee had an equal and independent probability of selection.

Before field deployment, the survey instrument underwent rigorous validity and reliability testing involving 20 respondents outside the main sample but within the target population at BBPMP West Sumatra. Validity was evaluated using Pearson's Product-Moment correlation in IBM SPSS Statistics, where items were deemed valid if $r_{\text{calculated}} > r_{\text{table}}$ (> 0.263 for $N=56$). Reliable items were subsequently assessed using *Cronbach's Alpha*, where the instrument was deemed reliable and consistent if the alpha coefficient was positive and exceeded the standard reliability threshold (> 0.60), making it suitable for hypothesis testing.

3. RESULTS AND DISCUSSION

Results

a. Employee Performance

Data regarding employee performance was gathered through a 25 item questionnaire distributed to 56 respondents. Data analysis yielded an overall mean score of 83,11. Overall, employee performance at BBPMP West Sumatra Province achieved a Respondent Achievement Level (TCR) percentage of 66,49%, falling into the "High" category. This indicates that employee performance at BBPMP West Sumatra Province is generally good.

Table 1. Description of Employee Performance Data

No	Indicator	Total Score	Ideal Score	TCR (%)	Category
1	Quality	971	1.400	69,36	High
2	Quantity	934	1.400	66,71	High
3	Timeliness	925	1.400	66,07	High
4	Effectiveness	898	1.400	64,14	High
5	Responsibility	926	1.400	66,14	High
Total		4.654	7.000	66,49	High

Based on TCR calculations, all indicators under the performance variable fall into the "High" category. The Quality indicator achieved the highest TCR score at 69,36%. This shows that most employees produce work adhering to established standards, as reflected by thoroughness, tidy document preparation, and consistent work quality management.

b. Competence

HR competence data was collected via questionnaires administered to 56 respondents. Results indicated an overall mean score of 72,91 with a TCR of 66,45%, categorized as "High". This demonstrates that employees' knowledge, skills, and attitudes are adequate to support organizational effectiveness.

Table 2. Description of Competence Data

No	Competence Dimension	Total Score	Maximum Score	TCR (100%)	Category
1.	Knowledge	1.122	1.680	66,79	High
2.	Skill	1.318	1.960	67,24	High
3.	Attitude	1.643	2.515	65,33	High
Average				66,45	High

Based on TCR calculations, the Competence variable achieved an overall average TCR of 66,45%, placing it in the "High" category.

c. Simple Linier Regression Analysis

Hypothesis testing via simple linear regression yielded an F-calculated value of 156.939 with a significance value of $p = 0.000$ ($p < 0.05$). The coefficient of determination (R^2) was calculated at 0.744.

Discussion

The empirical findings demonstrate a positive and statistically significant influence of HR Competence on Employee Performance at BBPMP West Sumatra Province ($F = 156.939$, $p < 0.05$). The coefficient of determination ($R^2 = 0.744$) indicates that 74,4% of the variance in employee performance is accounted for by HR competence, while the remaining 25,6% is associated with unexamined external factors such as organizational climate, leadership behaviors, work environment, and administrative compensation systems.

Descriptive results place both employee performance (TCR: 66,49%) and HR competence (TCR: 66,45%) in the high category. The conceptual alignment between these variables suggests that solid mastery of domain knowledge, practical skills, and professional work attitudes supports employee productivity in public sector institutions. In institutions like BBPMP West Sumatra, personnel are tasked with facilitating educational quality assurance, conducting school evaluations, and delivering administrative services. A high competency baseline enables employees to maintain standard compliance and administrative accuracy, as reflected by the Quality indicator recording the highest TCR percentage (69,36%).

These empirical findings align with the competency model formulated by Spencer and Spencer (as cited in (Rahma Yudi Astuti dkk, 2021), which establishes that underlying individual characteristics—specifically knowledge and job skills serve as key predictors of job performance. Furthermore, these results corroborate previous research by (Rakhmalina, 2021), (Amelia & Setyawati, 2023), and (Wahyu & Citra,

2024), which confirmed that human resource competence contributes significantly to public sector organizational outcomes. When civil servants possess relevant academic backgrounds, technological adaptability, and positive service attitudes, organizational performance and public service efficiency are naturally reinforced.

Practical Implications for BBPMP and Public Sector Organizations

The findings offer actionable insights for organizational leadership at BBPMP West Sumatra and broader public sector entities:

- a. although skills recorded a high TCR (67,24%), rapid changes in educational technology necessitate continuous digital literacy training. Leadership should design structured technical training focused on modern data analytics and educational information management systems.
- b. human resource managers should implement competency-based placement and job mapping by aligning job assignments with individual educational backgrounds and technical expertise to minimize competency gaps and optimize workflow efficiency.
- c. given that Effectiveness recorded the lowest performance TCR (64,14%), supervisory staff should establish structured performance coaching sessions and objective key results (OKRs) to assist personnel in prioritizing strategic tasks over routine paperwork.
- d. other public agencies can adapt these findings by embedding periodic competency mapping into their human capital strategy, ensuring that employee capability development directly addresses institutional goals and enhances overall public service quality.

4. CONCLUSION

This study confirms that Human Resource (HR) Competence exerts a positive and statistically significant influence on Employee Performance at the Center for Educational Quality Assurance (BBPMP) of West Sumatra Province ($F = 156.939$, $p = 0.000 < 0.05$). The coefficient of determination ($R^2 = 0.744$) demonstrates that 74,4% of the variance in employee performance is accounted for by HR competence, while the remaining 25,6% is associated with unexamined external factors. Descriptive results place both employee performance (TCR: 66,49%) and HR competence (TCR: 66,45%) in the high category across all evaluated dimensions.

These empirical findings yield several practical implications for human resource development and organizational performance improvement at BBPMP West Sumatra and broader public sector institutions:

- a. Strategic Human Resource Development, to sustain workforce capabilities, organizational management should establish structured competence development programs. Priority should be given to continuous technical and digital literacy training, particularly in operating modern educational management information systems and data analytics tools. Furthermore, periodic supervisory coaching and workshops are recommended to foster professional work ethics and proactive attitudes among administrative and operational personnel.
- b. Organizational Performance Improvement, institutional leadership should implement competency-based job placement and mapping to align employee educational backgrounds and practical skill sets with specific departmental responsibilities. Addressing potential skill mismatches will enhance operational effectiveness, reduce task completion delays, and improve overall public service delivery in educational quality assurance.

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