

## **Analysis Of The Effect Of Competence On Employee Performance With Job Satisfaction As An Intervening Variable**

### **Analisis Pengaruh Kompetensi Terhadap Kinerja Karyawan Dengan Kepuasan Kerja Sebagai Variabel Intervening**

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#### **ABSTRACT**

*This study aimed to examine and assess the impact of competence on performance in the workplace using job satisfaction as an intermediary variable. The research approach used is a quantitative descriptive causal one. Using the slovin formula on a population of 131, a total of 57 employees were used for the sample. Prior to doing path analysis, validity, reliability, and traditional assumptions were tested using SPSS Version 22, and the Sobel Test was employed for testing mediation. The research found that competence significantly and positively affected employee performance, job satisfaction significantly and positively affected competence, and job satisfaction mediated the effect of competence on performance.*

**Keywords:** Competence, Job Satisfaction, Employee performance

#### **1. Introduction**

Modern businesses face fierce competition, but human resources can help them operate better (Armadhan, Joesyiana, & Mar'aini, 2023). When it comes to achieving business goals, employee performance is a major player. When we talk about how well an employee does their job for the company, we are talking about their performance. A worker's competencies-knowledge, understanding, skills, beliefs, and attitudes/behaviors-determine the quality of their employability. Effective performance relies on competent workers, as high levels of competence are directly correlated with high levels of output (Evalina, Syafrial, Wibowo, & Pradja, 2022). Company performance depends on competent human resources (Hayatullah & Triatmanto, 2021). Workers who are competent in their roles will report higher levels of job satisfaction when they meet or exceed all expectations (Aprilliansyah & Chalid, 2020). How happy or sad workers are with their jobs is called job satisfaction (Dewi & Surya, 2021). His performance is likely to increase in proportion to the optimism he has towards his job. Employees' level of job satisfaction is a key factor in determining how well they meet company objectives, which in turn affects their performance on the job.

This study was conducted to analyze the relationship between competence and performance with the mediating variable of employee satisfaction of PT Sari Bumi Kusuma Kumpai Unit. The phenomenon shown is that from the initial data of the last five years, it shows that there is a fluctuating and significant employee turnover. Similarly, the employee absenteeism rate. Employee turnover is one of the impacts of employee dissatisfaction (Robbins & Judge, 2017), while employee attendance is one of the dimensions that show employee performance (Edison, Anwar & Komariyah, 2018).

#### **2. Literature Review**

##### **Competence**

Having the necessary information, abilities, and character to carry out tasks effectively is what we mean when we talk about competence (Busro, 2017). According to Wibowo (2007), competence is the capacity to carry out one's job duties effectively through the application of knowledge, abilities, and attitudes. A person must have competence in order to carry out their

job duties properly (Dessler & Varkkey, 2018). Having the information, ability and character traits required to complete tasks successfully is what we mean when we talk about competence. People must be competent to meet performance effectiveness standards. Sutrisno (2019) states that indications of job-related knowledge and proper execution are part of the Knowledge dimension used to measure competence. Ability (skill) with an indication of the use of tools and good communication; Value (value), which is a standard of behavior in carrying out tasks such as enthusiasm, honesty, transparency, and democracy; and Understanding (understanding), which includes indicators of knowing the ins and outs of tasks and work that must be done efficiently and effectively. When we look at how a person faces their challenges and responsibilities, we can see signs of their attitudes.

### **Job Satisfaction**

The emotional state of a person in relation to their job is known as job satisfaction (Azima & Mundler, 2022; Luque-Reca et al., 2022). A person's level of satisfaction with his or her job can be described as a judgment that describes sentiments of pleasure or dissatisfaction (Rachman, 2021). Workers experience these ups and downs because they bring a wide variety of desires, requirements, expectations, and life lessons to the workplace. Workers will be happier if their expectations of work are achievable and high (Dewi & Surya, 2021). Various elements, including mental, social, physical, and financial, can affect how satisfied an employee is with their job (Bintoro & Daryanto, 2017). Regarding job satisfaction, Widyanti (2019) proposed a set of dimensions and indicators called "The Job Itself". Different jobs require different abilities. Jobs that require specialized knowledge can increase or decrease happiness in the workplace; Effective supervision requires understanding and gratitude for the efforts of subordinates; Workers, is a component related to the dynamics between workers and their supervisors as well as among workers engaged in similar and diverse tasks; First, there is promotion, which relates to the possibility of climbing the corporate ladder; second, there is salary or wages, which relates to the fulfillment of basic living needs in connection with one's labor.

### **Employee Performance**

Performance is an important factor that must be considered by the company. Performance is a force in corporate performance management (Rachman, 2020). Performance management is the overall activity implemented to improve organizational performance including the performance of each individual employee and work team (Rachman, 2021). With good employee performance the company will more easily achieve the targets that have been set, but if performance decreases, the company will face obstacles in achieving its goals (Evalina et al., 2022). Performance is the result of work achieved by an employee in doing his job based on the conditions determined by the company (Qustolani, 2017). Sinambela (2018) defines employee performance as the result of an evaluation of the work done by individuals compared to criteria that have been set together. Edison, Anwar & Komariyah (2022) suggest dimensions and indicators to measure employee performance as follows dimension Quantity of work, this parameter refers to the amount of work successfully completed by individuals or departments or companies as standard requirements or work targets that have been given at the beginning; dimension Quality of work This parameter refers to how good the quality of work produced by employees or departments or companies; dimension Timeliness of each work assigned has its own characteristics, not all work is considered good only when the quantity or quality is good, many jobs are also considered good if the completion time is on time; dimension Attendance, employee performance appraisal also often focuses on the figure of the employee himself and not the work completed or the product produced and finally Compliance, not only must meet targets, quality and timeliness, but also must be done in the right way, transparent and accountable.

**Effect of Competence on Employee Performance**

Research results Andardinata, Alimuddin, & Pratiwi (2023) showing competency improves employee performance. Research by Khaerani, Trio Febriyantoro, Suleman, Saputra, & Suyoto (2022) proves that competence has a positive and significant effect on employee performance, as well as research conducted by (Aryani, Sapta, & Sujana, 2021; Evalina et al., 2022; Herwina, 2022; Syahrir et al., 2021) explains that competence affects employee performance. However, research (Joan Goh, Antony Sentoso (2024) actually shows that competence does not significantly affect employee performance.

Based on the empirical above, the hypothesis can be drawn:

*H1: Competence has a positive and significant effect on employee performance*

**The Effect of Competence on Employee Satisfaction**

Researchers have shown that when workers are competent, they are happier in their jobs Almatrooshi, Singh, & Farouk (2016); Gumay, Masruchiyah, & Ratnasih (2024); Kumar. R (2018); dan Wu et al. (2018). The findings of studies undertaken by Aprilliansyah & Chalid (2020) shows that competence affects employee performance. Furthermore, research conducted by Wibawa & Mayasari (2020) also proves that competence affects employee job satisfaction.

Based on the empirical above, the following hypothesis can be formulated:

*H2: Competence has a positive and significant effect on Job Satisfaction.*

**The effect of competence on employee performance with mediation of employee satisfaction**

Getting what one wants from one's job is a goal in and of itself, but achieving job happiness is even more important. When workers are happy in their jobs, they are more likely to go above and above in their work. Employee competencies, meanwhile, have the potential to boost output. The results of research by Dendy Bagaskara et al. (2024) showed that job satisfaction mediates the effect of competence on employee performance. Likewise, Suristya & Adi's research (2021) proves that job satisfaction can mediate the effect of competence on performance. Furthermore, research (Adiva, Imelda, & Syafii, 2022) also makes it clear that job satisfaction is able to mediate the effect of competence on performance. However, the results of Mafrukah (2023) show that satisfaction cannot mediate the effect of competence on employee performance.

Based on the empirical above, a hypothesis can be put forward:

*H3: Job Satisfaction has a positive and significant effect on employee performance.*

*H4: Competence affects employee performance with mediation of job satisfaction.*

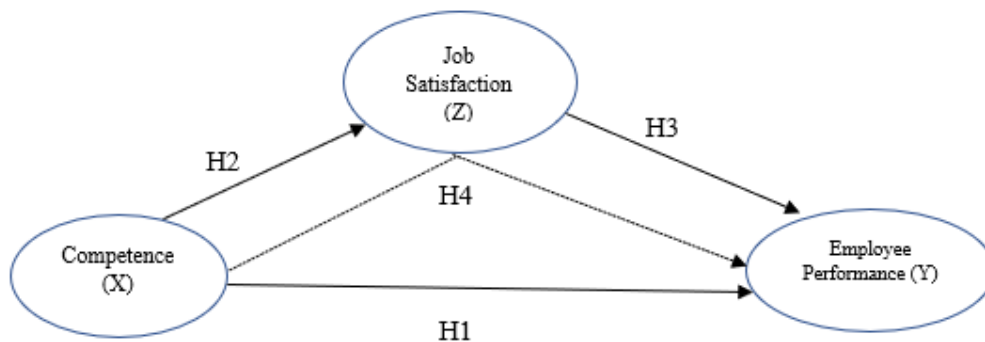


Fig. 1. Relationship Model Between Research Variables

### 3. Research Methods

This study employed a quantitative descriptive causal approach, which entailed administering questionnaires to participants. Using the Slovin formula  $n = \frac{N}{1+\epsilon^2}$ , 57 employees were selected from a total population of 131. The answer options in the questionnaire use a Likert scale of 5 (five) options, specifically, 5 for Very Agree, 4 for Agree, 3 for Neutral, 2 for Disagree, and 1 for Very Disagree. Methods for processing data acquired with the help of SPSS version 22. Hypothesis testing uses Path Analysis which has previously met validity, reliability and classical assumptions.

### 4. Results and Discussions (Hasil dan Pembahasan)

Based on gender, 54% of respondents were female and 46% were male. The highest age group was 60% between 46 - 55 years old, 17% between 36 - 45 years old, 14% > 55 years old and 9% between 21 - 35 years old. The highest working period is 61% with a working period of > 15 years, 25% with a working period of 11-15 years and 9% with a working period of 6 - 10 years and finally the least 5% with a working period of 1 - 5 years. The majority of education is SMA / SMK at 67%. The rest are elementary school and junior high school with 14% each, diploma / bachelor's degree as much as 3% and postgraduate 2%.

Table 1 - Respondent Characteristics

	Total	%
<b>Type of Gender</b>	31	54
Female	26	46
Male	57	100
Total		
<b>Age</b>		
21 - 35 years	5	9
36 - 45 years	10	17
46 - 55 years	34	60
> 55 years	8	14
Total	57	100
<b>Working Period</b>		
1 - 5 years	3	5
6 - 10 years	5	9
11 - 15 years	14	25
> 15 years	35	61
Total	57	100
<b>Education</b>		
SD	8	14
SMP	8	14
SMA/SMK	38	67
Diploma/graduate	2	3
Postgraduate	1	2
Total	57	100

### Validity Test

Table 2 - Validity Test Results

Variable	Item Statement	R Table	Pearson Correlation	Sig(2-tailed)	Description
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Competence (X)	1	0,220	0,730	0,000	Valid
	2		0,763	0,000	Valid
	3		0,703	0,000	Valid
	4		0,707	0,000	Valid
	5		0,813	0,000	Valid
	6		0,796	0,000	Valid
	7		0,726	0,000	Valid
	8		0,608	0,000	Valid
	9		0,777	0,000	Valid
	10		0,835	0,000	Valid
Job Satisfaction (Z)	1	0,220	0,640	0,000	Valid
	2		0,701	0,000	Valid
	3		0,734	0,000	Valid
	4		0,765	0,000	Valid
	5		0,677	0,000	Valid
	6		0,652	0,000	Valid
	7		0,850	0,000	Valid
	8		0,790	0,000	Valid
	9		0,805	0,000	Valid
	10		0,768	0,000	Valid
Variable	Item Statement	R Table	Pearson Correlation	Sig(2-tailed)	Description
Employee Performance (Y)	1	0,220	0,593	0,000	Valid
	2		0,702	0,000	Valid
	3		0,801	0,000	Valid
	4		0,774	0,000	Valid
	5		0,755	0,000	Valid
	6		0,660	0,000	Valid
	7		0,704	0,000	Valid
	8		0,716	0,000	Valid
	9		0,575	0,000	Valid
	10		0,774	0,000	Valid

The test results in Table 2 show that all variable items in this study are valid, namely,  $r$  count >  $r$  table 0.256 with a Sig. (2-tailed) value < 0.05 and a positive Pearson correlation value.

### Reliability Test

Reliability determination is carried out with one shot measurement technique (one-time measurement) with Cronbach's Alpha statistical test. Interpretation of the reliability coefficient according to (Parish & Guilford, 2006) is a range of 0.00 - 0.20 very low category; 0.20 - 0.40 low category; 0.40 - 0.70 moderate category; 0.70 - 0.90 high category; 0.90 - 1.00 very high category. The following are the results of the reliability test:

Table 3 - Reliability Test Results

Variable	Cronbach's Alpha	Category
Competence (X)	0,909	Very High
Job Satisfaction (Z)	0,906	Very High
Employee Performance (Y)	0,878	High

Table 3 shows the results of reliability testing for the items of the variables Competence, Job satisfaction, and Employee Performance. All items of the variables are deemed reliable or extremely reliable.

**Classical Assumption Test**

Before running linear regression analysis, it is important to run the classical assumption test to make sure the resulting regression model is the most accurate, objective, and consistent one. Classical assumptions that were examined in this research are as follows:

**Normality Test**

The best regression models have normal or nearly normal distributions. Here, we check for normality with the Kolmogorov-Smirnov test, which takes the Asymp into account. Significant (2-tailed) value > 0.05.

Table 4 - Normality Test Results of Competency Variables (X) on Job Satisfaction (Z)

<b>One-Sample Kolmogorov-Smirnov Test</b>		
		Unstandardized Residual
N		57
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	5.24830660
Most Extreme Differences	Absolute	.061
	Positive	.035
	Negative	-.061
Test Statistic		.061
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

a. Test distribution is Normal.  
 b. Calculated from data.  
 c. Lilliefors Significance Correction.  
 d. This is a lower bound of the true significance.

Table 4 shows the Asymp.sig. (2-tail) value of the residual data is 0.200, which means > 0.05. The conclusion is that the data is normally distributed.

Table 5 - Normality Test Results of Competency Variables (X) and Job Satisfaction (Z) on To Performance (Y)

<b>One-Sample Kolmogorov-Smirnov Test</b>		
		Unstandardized Residual
N		57
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	2.36101746
Most Extreme Differences	Absolute	.086
	Positive	.078
	Negative	-.086
Test Statistic		.086
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

a. Test distribution is Normal.  
 b. Calculated from data.  
 c. Lilliefors Significance Correction.  
 d. This is a lower bound of the true significance.

Table 5 shows the Asymp.sig. (2-tail) value of the residual data is 0.200 > 0.05. The conclusion is that the data is normally distributed.

**Heteroscedasticity Test**

The problem of heteroscedasticity is fatal to the regression model. The decision-making process can be tested for heteroscedasticity with the Glejser test. If the significance value (Sig.) > 0.05, then the regression model is free from heteroscedasticity. The Glejser test for heteroscedasticity gives the following results:

Table 6 - Heteroscedasticity Test of Competency Variables (X) on Job Satisfaction (Z)  
**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	-1.309	3.589		-.365	.717
	Competency (X1) TOTAL	.129	.087	.197	1.488	.143

a. Dependent Variable: ABS\_RES

Table 6 shows the significance value of testing heteroscedasticity of the variable Competence (X) on Job Satisfaction (Z) > 0.05, so the conclusion is that there is no heteroscedasticity.

Table 7 - Heteroscedasticity Test Results of Competency Variables (X) and Job Satisfaction (Z) to Performance (Y)

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients Beta		
1	(Constant)	5.077	1.505		3.374	.001
	Competency (X) Total	-.054	.041	-.203	-1.322	.192
	Job Satisfaction (Z) Total	-.026	.034	-.114	-.743	.460

a. Dependent Variabel: Abs\_RES1

Table 7 above shows the significance value of the heteroscedasticity test results for competence (X) and Job Satisfaction (Z) on Performance (Y) > 0.05, so it can be concluded that there is no heteroscedasticity.

**Multicollinearity Test**

One issue that can lower the regression model's quality is multicollinearity. You may find multicollinearity using linear regression's tolerance value and Variance Inflation Factor (VIF). Assuming the tolerance value is greater than 0.10 and the VIF value is less than 10.00, the absence of multicollinearity can be inferred:

Table 8 - Multicollinearity Test Results  
**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized	t	Sig.	Collinearity Statistics	
		B	Std. Error	Coefficients Beta			Tolerance	VIF
1	(Constant)	4.211	2.676		1.574	.121		
	Competency Total (X)	.706	.073	.733	9.633	.000	.727	1.376
	Job Satisfaction Total (Z)	.188	.061	.234	3.078	.003	.727	1.376

a. Dependent Variable: Y TOTAL

The test results are shown in Table 8 that the Tolerance Value > 0.10 and VIF Value < 10.00. Thus, it can be concluded that there are no symptoms of multicollinearity.

**Linearity Test**

The linearity test compares the significant deviation linearity value to the decision-making guideline, the 0.05 limit. The variable association is considered statistically linear if either the Sig. Linearity value is less than 0.05 or the value of Deviation from Linearity is more than 0.05.

Table 9 - Linearity Test

Variable	Sig. Linierity	Sig.Deviation from Linearity
Competence (X) - Job Satisfaction (Z)	0,015	0,942
Competence (X) - Performance (Y)	0,000	0,206
Job Satisfaction (Z) - Performance (Y)	0,000	0,414

According to Table 9, which displays the results of the linearity test, the significance levels for the deviation from linearity and linearity are greater than 0.05 and less than 0.05, respectively. It follows that the tested variables are linearly related.

**Simple Linear Regression Analysis of the Effect of Competence (X) on Employee Performance (Y)**

Table 10

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.856 <sup>a</sup>	.733	.728	2.583

a. Predictors: (Constant), X1TOTAL

Table 11

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1005.297	1	1005.297	150.679	.000 <sup>b</sup>
	Residual	366.948	55	6.672		
	Total	1372.246	56			

a. Dependent Variable: Y TOTAL

b. Predictors: (Constant), X1 TOTAL

Table 12

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	6.272	2.783		2.254	.028
	X1TOTAL	.824	.067	.856	12.275	.000

a. Dependent Variable: YTOTAL

The Coefficient test results in Table 12 show a Sig. value of 0.000 < 0.05. T table is obtained by the formula  $df = n - 2$  or  $57 - 2 = 55 = 1.673$ . T count in Table 12 shows a value of



12.275 with a positive value. The conclusion is that Competence (X) has a positive and significant effect on Employee Performance.

**Path Analysis**

Path analysis is a technique for studying the causal relationship that occurs in multiple linear regression when exogenous variables affect endogenous variables both directly and indirectly.

Table 13 - Correlation Coefficient Matrix of Competency (X), Job Satisfaction (Z) and Performance (Y) variables

		X1TOTAL	ZTOTAL	YTOTAL
X1TOTAL	Pearson Correlation	1	.523**	.856**
	Sig. (2-tailed)		.000	.000
	N	57	57	57
ZTOTAL	Pearson Correlation	.523**	1	.618**
	Sig. (2-tailed)	.000		.000
	N	57	57	57
YTOTAL	Pearson Correlation	.856**	.618**	1
	Sig. (2-tailed)	.000	.000	
	N	57	57	57

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Structure Model of the Effect of Competency Variables (X), Job Satisfaction (Z) on Employee Performance (Y)**

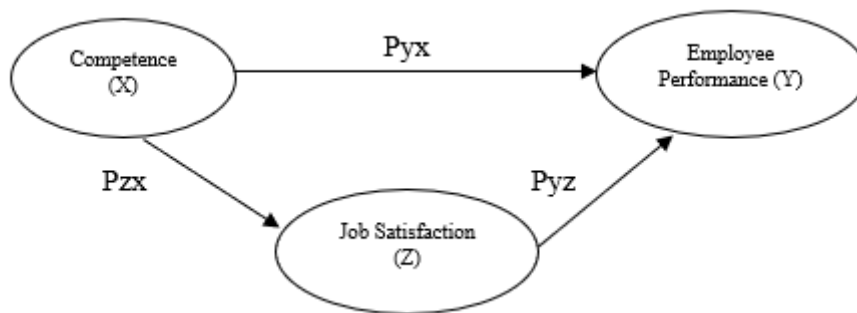


Fig. 1.

**Regression Model Sub Structure I Competence (X) on Job Satisfaction (Z)**

Table 14  
**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.523 <sup>a</sup>	.273	.260	5.296

a. Predictors: (Constant), X1TOTAL

Table 15  
ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	579.811	1	579.811	20.674	.000 <sup>b</sup>
	Residual	1542.504	55	28.046		
	Total	2122.316	56			

a. Dependent Variable: ZTOTAL  
b. Predictors: (Constant), X1TOTA

Table 16  
Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.937	5.706		1.917	.060
	X1TOTAL	.626	.138	.523	4.547	.000

a. Dependent Variable: ZTOTAL

**Regression Model Sub Structure II Job Satisfaction (Z) on Employee Performance (Y**

Table 17  
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.618 <sup>a</sup>	.382	.370	3.928

a. Predictors: (Constant), ZTOTAL

Table 18  
ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	523.602	1	523.602	33.934	.000 <sup>b</sup>
	Residual	848.644	55	15.430		
	Total	1372.246	56			

a. Dependent Variable: YTOTAL  
b. Predictors: (Constant), ZTOTAL

Table 19  
Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	21.954	3.171		6.924	.000
	ZTOTAL	.497	.085	.618	5.825	.000

a. Dependent Variable: YTOTAL

**Calculating the Path Coefficient**

**Path Coefficient of Sub Structure Model I Effect of Competence (X) on Job Satisfaction (Z)**

The regression analysis of Structure Model I in Table 13 has a significance level of Sig.0.000, which is <0.05. The findings indicate that Competence (X) has a positive and substantial effect on Job Satisfaction (Z). The R<sup>2</sup> value in Table 11 Model summary reveals a value of 0.273, indicating that the Competence variable (X) contributes 27.3% to the Employee Performance variable (Y), with the rest 72.7% contributed by other variables not in this study. The formula for calculating e1 is as follows:  $e1 = \sqrt{1-Pzx} = \sqrt{1-0.273} = 0.852$

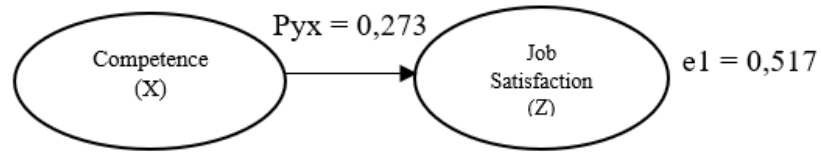


Fig. 2. Sub-Structure Model 1

Sub-Structure-1 Model Equation:  $Z = Px + e1$   
 $Z = 0,523X + 0,517e1$

**Path Coefficient of Sub Structure Model II**

The Path Coefficient of Sub Structure Model II in Table 16 shows that the Competency (X) and Job Satisfaction (Z) variables have a significance value of <0.05. This finding leads to the conclusion that the Regression Model Sub Structure II variables competence (X) and job satisfaction (Z) have a significant impact on employee performance (Y). Table 14 Model Summary reports a R<sup>2</sup> value of 0.382. This suggests that the variables Competence (X) and Job Satisfaction (Z) account for 38.2% of employee performance (Y). The remaining 61.8% is the result of other variables not included in this study. The e2 value is calculated using the formula:  $e2 = \sqrt{1-Pyz} = \sqrt{1-0.382} = 0.786$ .

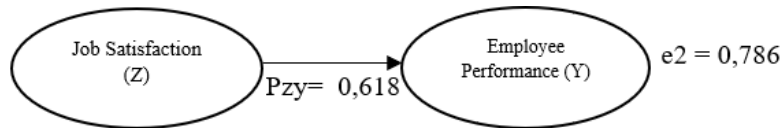


Fig. 3. Model Sub Structure II

Sub-Structure-1 Model Equation:  $Y = Pz + e2$   
 $Y = 0,382Z + 0,786e2$

**Mediation Test of Job Satisfaction (Z) in the effect of Competence (X) on Employee Performance (Y) with Sobel Test**

Table 20 - Output of Sobel Test Results Between X Against Y and Z as Mediation

Input:		Test statistic:	Std. Error:	p-value:
a	4.547	Sobel test: 29.69520094	0.89193789	0
b	5.825	Aroian test: 29.69263334	0.89201502	0
s <sub>a</sub>	0.138	Goodman test: 29.6977692	0.89186076	0
s <sub>b</sub>	0.085	Reset all	Calculate	

Input:		Test statistic:	p-value:
t <sub>a</sub>	4.547	Sobel test: 3.58427532	0.00033802
t <sub>b</sub>	5.825	Aroian test: 3.55189979	0.00038246
		Goodman test: 3.61755261	0.0002974
		Reset all	Calculate

The Sobel Calculator is used in the mediation test (Preacher, 2010–2024). A p-value of  $0.000 < 0.05$  and a test statistic with a value of  $29.695$  or  $3,584 >$  were obtained from the t table, which had a value of  $1.96$ . Based on these findings, it may be concluded that job satisfaction plays a crucial mediating role between competence (X) and employee performance (Y).

### Hypothesis Testing

*H1. Competence (X) has a positive and significant effect on employee performance (Y).*

The analytical test findings indicate that the significance value of  $0.000 < 0.05$ , which suggests that Competence (X) has a direct and significant effect on Employee Performance (Y). Therefore, the higher the level of competence exhibited by employees, the greater the enhancement in employee performance. The study's findings enhance the previously done research by (Andardinata et al., 2023; Aryani et al., 2021; Evalina et al., 2022; Herwina, 2022; Khaerani et al., 2022; Syahrir et al., 2021)

*H2: Competence has a positive and significant effect on Job Satisfaction.*

The results of the analysis test of the effect of Competence (X) on Job Satisfaction (Z) significance value of  $0.000 < 0.05$  so it can be concluded that Competence (X) has a direct effect on Job Satisfaction (Z). The results of this study strengthen the research conducted by (Aprilliansyah & Chalid, 2020; Gumay et al., 2024; Kumar. R, 2018; Wibawa & Mayasari, 2020; Wu et al., 2018)

*H3. Job Satisfaction has a positive and significant effect on employee performance*

The analysis test findings indicate that the effect of Job Satisfaction (Z) on Employee Performance (Y) is statistically significant, with a significance value of  $0.000 < 0.05$ . Therefore, it can be stated that Competence (X) directly influences Job Satisfaction (Z). The findings of this investigation corroborate the research carried out by (Egenius, Triatmanto, & Natsir, 2020; Qustolani, 2017; Ratnasih, Kasmawati, Zulher, & Norawati, 2022)

*H4. Job satisfaction (Z) significantly mediates the effect of Competence (X) on Employee Performance (Y)*

The result of the direct effect of Competence (X) on Employee Performance (Y) is  $0.856$ . The indirect effect of Competence (X) on Employee Performance (Y) through Job Satisfaction (Z) is  $0.523 \times 0.618 = 0.323$ , so that the total effect is obtained from  $0.856 + 0.323 = 1.172$ . (Ghozali, 2018).

The test results with Sobel Statistic shown in Table 20 show that Job Satisfaction (Z) mediates the effect of Competence (X) on Employee Performance (Y) with a significance value of  $0.000 < 0.05$ .

The results of this study strengthen the research conducted by (Audiva et al., 2022; Dendy Bagaskara, Frando Christo Wulur, Ahya Nurdin, Wulan Auliyani, 2024; Suristya & Adi, 2021)

### 5. Conclusion

Based on the testing and discussion of the analysis above, it can be concluded that competence has a positive and significant effect on employee performance, competence affects employee satisfaction, job satisfaction affects employee performance, and competence affects employee performance with job satisfaction as an intervening variable. For further research, it can use other variables besides the variables in the study so that its usefulness will be wider in improving employee and company performance. The limitations of this study are that it does not use the entire existing population and the limited number of variables.

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