

Research.

## THE INFLUENCE OF HUMAN RESOURCE COMPETENCY ON EMPLOYEES PERFORMANCE

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**Abstract.** Competition requires every organization to increase the quality in their competitiveness by using high quality and competent human resources. The competency should be beyond academic and working skills alone, and should include attitude as well. Inefficient quality and competency of human resources results in declination of work effectiveness. The goal of this research is to elicit whether there is positive impact on the increase of competency toward working effectiveness. The object of this research is employees at the Secretariate Directorate General of Human Resources and Post and Informatic Devices (Secretariat General SDPP). Variable indicator of the competence studies includes knowledge, ability and attitude. Data analysis to test the hypothesis is done using multiple linear regression, determination coefficient, F-test and T-test analysis. From the three independent variables that were individually tested, the most dominant compensation that affects work effectiveness of workers is knowledge, with a coefficient of 0.366. F-test analysis showed that knowledge, ability and attitude, all together has positive effect toward workers' work effectiveness.

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**Keyword:** competency, work effectiveness

### INTRODUCTION

#### Background

Indonesian economy can not be separated from globalizaton which is now happening all around the world. The impact could already been perceived by the domestic bussiness sectors where they also move fast toward improvement. The impact of this development is not only perceived by private sectors but also by the government institutions. This situation has forced organizations to improve the quality of their competitiveness by using better human resources with higher competency. Competency can not be seen olny from the level of knowledge and skill, but also from manner and attitude of human resources.

The performance of each employee can not be separated from their competency. Competency is the initial capital that sould be embedded in each individual employee for success of appointment in certain posts. It also enables him/her to function according to the duty of the position. Consequently, the employee will achieve satisfaction with his/her performances.

Low quality of human resources lead to the decrease of employees effectiveness, which is indirectly determined by competencies (Wibowo, 2007). According to Hasibuan (2003), work effectiveness is very important, as it may be defined as a condition that gives indication of the degree of success of the management in achieving a target. This degree of success can be seen in the quality of work, punctuality, satisfaction in completing the work and achieving the goal of the company. For this purpose, the company has to be supported by human resources which have competency according to the need of the company, to get effective and efficient results.

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## **Problem Formulation**

1. Does knowledge of the employee positively affect work effectiveness?
2. Does skill of the employee positively affect work effectiveness?
3. Does attitude of the employee positively affect work effectiveness?
4. Do knowledge, skill and manner/attitude all together, positively affect work effectiveness?

## **LITERATURE REVIEW**

### **Management of Competency**

According to Palan (2007) management of competency may be defined as indentifying, rating and reporting the level of competency of the employee to ensure the organization do have appropriate human resources to run their strategy. There are three main approaches in managing competency:

1. Competency acquisition: the organization intentionally and planned to carry out any effort to achieve competency required for their growth and expansion.
2. Competency development: Current level of the employee competency improves through sustainable development program.
3. Ccompetency deployment: Posting employees in various position in the organization according to his/her competency (best person-position fit).

### **Competency**

Generally, according to Andersen (Martoyo, 2003), the definition of competency is a basic characteristic which include ability, knowledge and other personel attributes which could differentiate one and another person which could and could not performed things. The main core of system or model competency is actually a shaping-tool to predict the success of someone work at certain position. Competency always has an aim and goal to encourage a motive or trait which lead to an action to get a good performances.

According to Spencer in Moehersono (2009), competency is a characteristic which laid a foundation to someone related with individual performance effectivity in his/her work or basic individual characteristic which has casual relationship or as causality with the referrence criteria, effective or with prime performance or superior in work place or in certain situation. In other words, competency is a basic character of an individual that has causllity related to reference criteria, effective and or superior performance in a job or situation. With the above definitions, meaning of competency are:

1. Basic characters – compentency is part of deep personallity and embadded to someone and relate to behaviour which can be predicted in diverse conditions of job/duty of work.
2. Causal relation which mean that competency could cause or be used to predict someone performance which means if his/her performance's is high, his.her performance is also high (cassuality).
3. Reference criteria which is used as referrence for competency, obviously can be used to predict someone can work well, must be measured and specific or standardized.

Most of competency's analysis is arranged for carrier development. But for determination of level of competency, it is required to know the expected level of work effectiveness. Skill, knowledge and attitude are determining factors for evaluating human resources competency to obtain performance level of the company.

According to Spenser and Spenser (1994) in Hutapea and Thoha (2008), there are three competency's indicators namely:

1. Knowledge

Knowledge is information owned by someone to perform his/her duty and his/her responsibility on the subject according to his/her field of work. Knowledge of the employee could determine the success or failure of the employee in accomplishing the assignment given to him/her. Employee with enough knowledge may improve the efficiency of the company.

2. Skill

Skill is a good and maximal effort to carry out the assignment and responsibility given by the company to the employee.

3. Attitude

Attitude is a manner of the employee in executing his/her assignment and responsibility according to the rule of the company. When the employee has an attitude supporting the company achievement, automatically all the assignment given to the employee will be done properly.

### **Work Effectiveness**

According to Siagian (2001), effectiveness is the utilization of resources, tools and facilities in a certain amount, which is done consciously and pre-determined, to produce a certain amount of product through services. Effectiveness shows whether a goal is successfully achieved or not. Effectiveness is considered to be higher whenever the production activity moves closer toward the achievement of targets/goals.

Work effectiveness is a complex issue. The importance of work effectiveness in the achievement of an organization's goal cannot be overstated. Furthermore, good work effectiveness is crucial for the success of an organization. Work effectiveness is related to how far an organization can achieve its short-term and long-term goals, in which the set goals show strategic constituents, subjective interest of assessors, and the organizational growth phase (Kusdi, 2009). Work effectiveness of workers is a prerequisite of a successful organization. This is because individual effectiveness will result in group effectiveness, and a group effectiveness that permeates into the organization can transform into organization effectiveness.

Organization effectiveness needs to be applied in order to achieve organizational goals within the set time window. This statement is in line with H. Emerson's study, which was referred by Handayani (1982), "effectiveness is the measurement related to the achievement of targets and goals that have been set." Siagian (2001) mentioned working effectiveness as the following: "It is the completion of a task within time allocation. Thus, the criterion of success depends on the completion of the task, not the methods or the budgets used to finish the task.

According to Hasibuan (2003), there are three indicators to measure work effectiveness. The indicators are as follows:

1. Work Quantity

Work quantity is work volume produced under normal conditions. This can be measured by the amount of work and the given working condition during the working period. Every company tries to increase work effectiveness of the workers. Thus, a company will strive to inculcate high working ethos/moral.

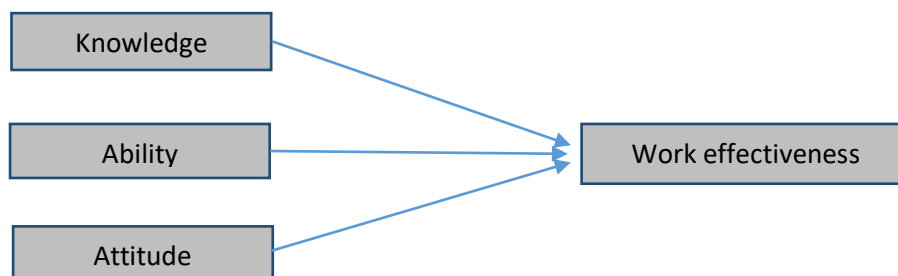
2. Work Quality

Work quality is the attitude extrapolated by workers into the product being produced. This includes tidiness, attention to details and commitment towards achieving the agreed work volume.

3. Time usage

Every worker must be able to utilize time as efficiently as possible, especially by coming to the office on time, and finishing all given tasks as best as possible within the time range that has been agreed upon (with the company).

## Research and Hypothesis Theoretical Framework



## Hypothesis

- Hypothesis 1 : Knowledge has positive effect on work effectiveness.  
Hypothesis 2 : Worker's ability has positive effect on work effectiveness.  
Hypothesis 3 : Worker's attitude has positive effect on work effectiveness.  
Hypothesis 4 : Combination of worker's knowledge, ability and attitude have positive effect on work effectiveness.

## RESEARCH METHODOLOGY

### Research Variables and Operational Definitions

Variables in this research are "human resource competency" (as the independent variable) and "work effectiveness" (as the dependent variable). Operational definitions of the two variables have been made according to conceptual definitions, as has been defined in theoretical postulates, as follows:

1. **Human resource competency variable** is defined as the ability of an individual human resource to fulfill his/her task or position successfully. The indicators of human resource competency variable are:
  - a. Knowledge ability, seen from the formal education that a person has gone through and its relevance with the field of the task/position;
  - b. Skill ability, seen from education and trainings taken that are relevant to certain positions, including education and trainings for structural positions, technical positions, and other positions.
  - c. Manner/attitude ability, which is the mannerism or attitude of an employee in conducting/finishing a task or position, related with creativity, cooperation, discipline, responsibility, honesty, etc.
2. **Work effectiveness variable** is the ability to properly choose/identify a specific goal or the tools for the achievement of a pre-determined goal. Indicators of the work effectiveness variable are as follows:
  - a. Work quantity, which is seen by the volume of work given in normal circumstances.
  - b. Work quality, which is the attitude shown by the employee/worker toward the work/product. The work quality is manifested in the form of tidiness, attention to detail and is also related to achievement of results without disregarding work volume.
  - c. Time efficiency, which is the ability to use time as efficient as possible in finishing a task/work.

### Sample Collection Method

The population of this research is the workers at the Secretariate Directorate General of Human Resources and Post and Informatic Devices (Secretariat General SDPPI), which consist of 162 people, separated into four sections/divisions: Program Making and Report Division, Law and Collaboration Division, Finance Division, and General and Organization Division. The slovin equation is utilized to determine the number of samples used (Umar, 2008), which is as follows:

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

Where:

- $n$  : Number of samples
- $N$  : Number of population
- $e$  : Percentage of error deviation from mistakes in sampling that are still tolerable or desired.

In this study  $e = 10\%$  , so that the number of samples can be counted as follows:

$$n = \frac{162}{1 + 162(0,1)^2}$$

$n = 61,83$  samples, rounded off to 62 samples

Sampling in the four divisions are determined by using *proporsional sampling* (Table 1), which is:

$$n_i = \frac{n}{N} \times N_i$$

Where:

- $n_i$  = amount of samples for every employee group within a division
- $n$  = amount of total samples
- $N$  = amount of employee population in the four divisions of the Secretariat General of SDPPI
- $N_i$  = amount of employee population of Secretariat General of SDPPI in each division

Table 1.

Proportion of Sample Amount According to the Divisions at Secretariat General of SDPPI

No	Division	Population	Samples
1	Program Making and Report	22	9
2	Law and Collaboration	23	9
3	Finance	27	10
4	General and Organization	90	34
<b>Total</b>		<b>162</b>	<b>62</b>

### Data Analysis Methods

#### 1. Classical Assumption Test

##### a. Normality Test

The Normality Test has a goal to test whether the regression model has any disturbing variables or residuals that have normal distribution (Ghozali,

2009). The foundation of decision making is that if 2-tailed > 0,05, then the regression model fulfills the normality assumption, and *vice versa*.

**b. Multicollinearity Test**

Multicollinearity test has the goal to test whether in the regression model there is high correlation with the independent variable and dependent variable (Ghozali, 2009). The Multicollinearity Test is done by seeing the tolerance value and the Variance Inflation Factor (VIF) value. If the tolerance value > 0.10 and the VIF value < 10.0, no multicollinearity will occur.

**c. Heteroscedasticity Test**

The goal of this test is to verify the occurrence of variance differences from one observation residual to another.

**Multiple Regression Analysis**

Multiple regression analysis is used to determine the correlation strength between independent variables of knowledge ( $X_1$ ), skill/ability ( $X_2$ ) and attitude/manner ( $X_3$ ), with the dependent variable of employee work effectiveness ( $Y$ ).

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

Where:

- Y = Work Effectiveness
- $\beta_1$  = Regression coefficient of  $X_1$  (Knowledge)
- $X_1$  = Knowledge
- $\beta_2$  = Regression coefficient of  $X_2$  (Skill/ability)
- $X_2$  = Skill/ability
- $\beta_3$  = Regression coefficient of  $X_3$  (Attitude)
- $X_3$  = Attitude
- e = Standar error

Hypothetical Test

**1. Determination Coefficient ( $R^2$ )**

In his book, Ghozali (2009) said that determination coefficient ( $R^2$ ) generally shows the degree of accuracy in which a model can be used to explain the dependent variables' variation.

**2. F-test**

F-test is used to know whether the independent variable affects the dependent variables.

**3. Partial Test (T-test)**

To test the truth of a hypothesis, there are two steps that need to be done: the first is the to determine the regression coefficient ( $b_i$ ), and the second step is to conduct partial test through T-test.

**RESULTS AND DISCUSSION**

**Results**

**Classical Assumption Test**

**Normality Test**

The data will be normally distributed if the significance score (sig) is more than 0.05. From the Kolmogorov-Smirnov normality test, the Z score was 0.08 and the significance score was 0,200. This means that the data is normally distributed.

### Multicolinearity Test

The results of the multicollinearity test showed that the three independent variables had a tolerance value of more than 0.1, and a VIF value lower than 10.0. This means that there are no multicollinearity symptoms (Table 2).

Table 2. Multicollinearity Test Results

Variable	Tolerance value	VIF value
Knowledge	0,510	1,961
Skill	0,610	1,639
Attitude	0,416	2,401

The data was analyzed by SPSS 22

### Heteroscedasticity Test

Table 3 shows that all tcount free variables are smaller than  $-t_{table}$  (-1,96) or  $t_{table}$  (1,96) and is backed up by significance values, which are all above 0,05. Thus, the regression model follows the assumption of not having any heteroscedasticity symptoms.

Table 3. Heteroscedasticity Test Results – Glejser Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	,701	,310		2,266	,027
KNOWLEDGE	,028	,093	,054	,306	,761
SKILL	-,049	,071	-,113	-,692	,492
ATTITUDE	-,104	,105	-,196	-,995	,324

a. Dependent Variable: RES2

### Multiple Regression Analysis

Table 4. Regression Analysis Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,219	,517		2,359	,022
	KNOWLEDGE	,366	,155	,357	2,363	,022
	SKILL	,051	,118	,060	,435	,665
	ATTITUDE	,230	,175	,219	1,311	,195

According to the Table above, a linear regression linear equation can be formulated as shown below:

$$\text{Work Effectiveness} = 1,219 + 0,366 \text{ Knowledge} + 0,051 \text{ Skill} + 0,230 \text{ Attitude} + \text{error}$$

Results of the analysis can be interpreted as follows:

1. The constant value of 1,219 shows that if the three competence factors are fixed, but are affected by variables outside the model, the work effectiveness will increase as much as 1,219.

2. Knowledge regression coefficient value of 0,366 shows that if knowledge value increases by one unit, work effectiveness will increase by 0,222, with the assumption that other variables are constant.
3. Ability regression coefficient value of 0,051 shows that if the ability value increases by one unit, work effectiveness will increase by 0,251, with the assumption that the other variables are constant.
4. Attitude regression coefficient value of 0,014 shows that if the attitude value increases by one unit, the work effectiveness will increase by 0,014, with the assumption that the other variables are constant.

### Hypothesis Test

Table 5. Data Analysis Result - SPSS

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,570 <sup>a</sup>	,325	,290	,28505

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2,271	3	,757	9,315	,000 <sup>b</sup>
	Residual	4,713	58	,081		
	Total	6,983	61			

### Determination Coefficient (R<sup>2</sup>)

As shown in Table 5, analysis resulted in an R value of 0,570. This shows that there is correlation between knowledge, ability and attitude toward employee work effectiveness. Determination coefficient (R<sup>2</sup>) is basically used to measure the proportion or percentage of how the independent variable affects the dependent variable, where:  $0 \leq R^2 \leq 1$ . Table 5 also shows that the Adjusted R Square value is 0,325. The Adjusted R Square value is also called the determination coefficient. Thus, the value of 32,5% shows the percentage of how the independent variables (knowledge, ability and attitude) affect the dependent variable (employee work effectiveness). The remaining 67.5% is affected by other variables, which are not included in this research.

### F Test

Table 5 also shows that the counted F value of 9.315 with the p-Value (sig) is smaller than 0,05 at a confidence level of 95%. This means that the fourth hypothesis (H<sub>4</sub>) is accepted: that knowledge, ability/skill, and attitude together has significant effect toward the employee work effectiveness variable. The result is in line with Spenser and Spenser, which is quoted in Hutapea and Thoha (2008:4) that "competence is a person's basic characteristic that is composed of knowledge, skill and attitude, which has significant causal effect toward work achievement and work effectiveness."

### T Test

T test is used to determine the strength of the effect of an individual independent variable in explaining variation in the dependent variable. The condition of T-test analysis is determined by probability value (sig), in which if probability value is lower than 0.05, H<sub>0</sub> is rejected. Whilst if probability value is higher than 0.05, H<sub>0</sub> is accepted.



### **First Hypothesis: There is positive effect of knowledge toward work effectiveness**

The knowledge variable has significant positive effect on work effectiveness. This is proven in Table 4, where the significance value (p-value) is 0,022. A value lower than 0,05 shows that the first hypothesis is accepted.

### **Second Hypothesis: There is positive effect of skill toward work effectiveness**

The correlation between skill and work effectiveness is positive. However, the skill variable does not have significant positive effect toward work effectiveness. This is shown in Table 4, where the significance value (p-value) is 0,665. This value is higher than 0,05. Thus, the second hypothesis is rejected.

### **Third Hypothesis: There is positive effect of attitude toward work effectiveness**

There is positive correlation between attitude and work effectiveness. However the attitude variable does not have significant positive effect toward work effectiveness. This is shown in Table 4, in which the significance value (p-value) is 0,195. This value is higher than 0,05. Thus, the third hypothesis is also rejected.

## **Discussion**

From statistical analysis, we found that the variables of knowledge, skill and attitude together, significantly affect work effectiveness of workers at the Secretariat General of SDPPI. The results indicate that the increase and decrease of work effectiveness is determined by several factors, which include knowledge, skill and attitude. These factors affect how the workers carry out tasks given by their superior officers. This condition is further strengthened by the multiple coefficient correlation value of 0.57, which shows strong correlation or connectedness between the variables. In addition, this also shows that there is strong positive correlation between the variables and work effectiveness. However, data analysis also shows that when analyzed individually, skill and attitude variables do not significant affect work effectiveness.

Competency is the basic ability owned by a person, which consists of knowledge, skill and attitude. It relates to degree of success on the completion of a given task. Whether a person is considered to have high combined competency (combination between knowledge, skill and attitude) or not, will be proven through the person's work achievements (Moehieriono, 2009). The results of the F-test analysis in this research is in line with McClelland's opinion, which is quoted in Sedarmayanti (2007), that competence is a person's basic characteristic, which has direct effect or can be used to predict his/her performance. In other words, high competency is usually what outstanding performers have. People with high competency usually exceed expectations of evaluators in many different circumstances and situations.

From the determination coefficient value ( $R^2$ ) in this research, we found that enhancement of worker competency only has contribution of 32,5% influence toward the increase of work effectiveness. Consequently, the remaining 67,5% influence is determined by other factors such as work motivation, work fulfillment, work environment, compensation, etc.

## **CONCLUSION**

According to the results from this research, on the effect of competency toward work effectiveness of workers at the Secretariat General of SDPPI, the researchers have concluded the following:

1. According to the regression equation, it can be predicted that there is positive effect of knowledge, skill and attitude toward work effectiveness. This shows that the three competence variables have good effect on work effectiveness of workers at the Secretariat General of SDPPI.

2. Based on interpretation criteria of the determination coefficient, there is only small contribution of worker's competence toward the increase of worker's work effectiveness. On the other hand, other factors, which were not defined, have greater significance in affecting work effectiveness variable of workers at the Secretariat General of SDPPI.
3. According to the results on combined effects, there is significant effect of the combined competence variables (knowledge, skill and attitude) toward work effectiveness of workers at the Secretariat General of SDPPI.
4. According to the partial results (when the variables are tested individually), only the knowledge of the workers significantly affected work effectiveness. Skill and attitude variables did not have significant effect toward work effectiveness of workers at the Secretariat General of SDPPI.

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