

Employee Performance Based on Technical Competency Development Through Education and Training (EaT) as Panacea

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ABSTRACT

The State Civil Apparatus (SCA) who master the technical competence in their field of duty can show good performance. The results of this study explain the development of technical competence as the basis for improving the performance of SCA in Makassar City, Indonesia. This descriptive research was conducted to explain the meaning behind the reality of the performance of SCA in carrying out their main duties, functions, and roles as public servants. Data obtained by using observation and documentation techniques to be processed and analyzed descriptively. The results showed that the improvement of the performance of SCA at the Regional Personnel Board (RPB) of Makassar City was carried out through strengthening and developing technical competencies through Education and Training (EaT) as a Panacea. The strengthening and development of SCA's technical competence are carried out through increasing the qualifications of education and training, functional technical training, increasing and expanding work experience in various fields of assignment. The strengthening and development of technical competencies support increasing the professionalism and integrity of SCA in carrying out their main tasks, functions, and roles as state servants and public servants.

Keywords: Competency Development, State Civil Apparatus (SCA), Technical Competence, Competency-based Performance, Education and Training (EaT), Panacea.

INTRODUCTION

The urgency of developing the competence of civil servants in Indonesia has been carried out in the context of implementing Law Number 5 of 2014 concerning State Civil Apparatus (SCA). Furthermore, SCA career development is not only carried out based on qualifications, competencies, performance appraisals, and the needs of government agencies, it is also carried out by considering aspects of integrity and morality. According to the expe(Ajayi & Fapojuwo, 2013; Akume, 2014; Ali, 2013; F. Boxall, 1993) that employee competency development is very necessary for an agency because, with the program, it can help improve the abilities and skills possessed in carrying out their main tasks, functions, and roles as state servants and public servants.

The development of SCA competence that has been emphasized so far is education and training (EaT) because it is one of the policies that are considered the most effective in achieving the competencies required by an apparatus position, as stipulated in Government Regulation Number 101 of 2000 concerning Education and Training (EaT) for SCA Positions. The regulation states that EaT aims, among other things, to improve competence (knowledge, expertise, skills, and attitudes) to be able to carry out professional duties. EaT for the development of human resource competence of the apparatus includes 1) Structural/Leadership EaT, implemented to achieve leadership/managerial competence of the apparatus by the level; 2) Functional EaT, carried out to

achieve competency requirements by the type and level of each functional position; 3) Technical Training, carried out to achieve the technical competence requirements needed for the implementation of tasks.

All forms of training mentioned above if followed by employees or SCA carefully, apart from being a panacea for employees, they also have an impact on improving their performance, as assumed at the beginning of this paper. Meanwhile, the performance of SCA can be implemented and fulfilled if several factors influence it. One of the factors in question is culture, in other words, organizational culture affects employee performance (Osibanjo & Adeniji, 2013; Raharjo et al., 2018; Sabuhari et al., 2020). So that employees are always consistent in their work, at least the organization must always pay attention to the environment in which employees carry out their duties, for example, colleagues, leaders, work atmosphere, and other things that affect a person's ability to carry out their duties.

Discussing the problem of work culture is essential for an organization because it relates to the quality of work-life (QWL) in the organization (Jamaluddin et al., 2017; Rahmat et al., 2021; Rauf et al., 2021). Organizational culture is a philosophy, ideology, values, assumptions, beliefs, expectations, attitudes, and norms that are shared and binding in a particular community. One indication of the low development of SCA is because there is still a lack of job training and job training opportunities that are attended by employees are still rarely carried out so that in an ordinary organization only some or only a few employees have developed their competencies. In addition, SCA is required to be able to develop themselves proactively so that the organization as a place to work can continue to survive and compete. The dominance of technology alone is not enough if it is not supported by reliable SCA capabilities. According to the view of some experts (Akib et al., 2019; Friedman, 2007; Ogreaan et al., 2009) that SCA who do not have the ability or ability to face the demands of globalization consider work as a burden. The employees in question carry out work as a necessity and routine demands so that the SCA is considered to have low performance. This reality is also seen at the research locus.

The Regional Personnel Board (RPB) is a regional technical institution that has the main task and function of managing personnel administration data and providing accurate and valid information services as a form of public services provided to service recipients. To support the implementation of the duties of this public institution, it is necessary to support SCA who performs based on their competence. However, it is alleged that the personal development of SCA has not been well patterned because following the EaT is not based on needs as it should be.

Based on this reality, there are at least two aspects that need to be anticipated in the SCA competency development program, namely the types of competencies that need to be developed and the suitability and accuracy of the placement locus for competent employees. This is based on the reason that mastery of competence in carrying out tasks is very important to estimate the level of employee performance. In other words, competency development is expected to support continuous improvement of employee performance, as stipulated in Government Regulation Number 11 of 2017, article 203 paragraph (3) that every SCA has the same rights and opportunities to be included in competency development by taking into account the results of performance appraisals. and assessment of the competence of the employee concerned. Then in paragraph (4) regarding competency development for each SCA as referred to in paragraph (3), at least 20 hours of lessons are carried out in 1 (one) year.

Technical EaT alone is not considered sufficient to ensure the achievement of the objectives. Therefore, the attitude of employees towards the implementation of tasks is also a factor that needs to be considered in achieving organizational success. Attitude development must be sought in achieving employee achievements and career development, then career development is one of the important tasks of Human Resource Management (HRM) so that organizational goals can be realized effectively and efficiently.

The Makassar City Government Organization has 11,100 employees and specifically in the Regional Personnel Board (RPB) which serves only 75 employees, consisting of 20 structural officials, 2 special functional employees, and 53 general functional employees. As it is understood that SCA performance problems are still often faced by government agencies, including in these agencies because they are related to the mastery of their technical competencies. According to Sartika (2018), the quality of SCA is still far from what is expected due to the lack of expertise and motivation in serving the public. Another underlying factor is the employee recruitment system that is carried out, because if the recruitment does not pay attention to the capacity and competence it will have an impact on the employee concerned and in the end will have an impact on services for the community which is ineffective and efficient (Hakim, 2014).

Employee Performance Based on Technical Competency Development Through Education and Training (EaT) as Panacea

LITERATURE REVIEW

Employee development is part of human resource planning in an organization. The efficiency of a government agency is very dependent on the good and bad development of employees or members of the organization itself. Organizational goals will be realized and implemented properly if employees can carry out their duties effectively and efficiently. Development is an effort to improve the ability of employees in a complex manner according to the needs of the job or position through EaT. Education aims to improve the theoretical, conceptual, and moral skills of employees or employees. While the training aims to improve the technical skills of the employee's work or employees.

According to some experts (Clardy, 2008; Elkin, 1990; Gangani et al., 2006) that development can be in the form of formal education, work experience, interdependence (interpersonal), or the relationship between personality and the ability to help employees or employees prepare for a better future. Employee development is the preparation of humans or employees to assume higher responsibilities in an organization or company. Employee development is closely related to improving the intellectual abilities needed to do a better job. Employee development rests on the fact that every workforce needs better knowledge, expertise, and skills. Development focuses more on long-term needs and assists employees in preparing themselves for changes in jobs or positions caused by new technologies or new product markets (Samsudin & Basiron, 2006).

It is understood that development is an effort that is made consciously, planned, and directed to make or improve so that it becomes a more useful product to improve better quality and effectiveness. Development is the whole of a change in the implementation of physical and spiritual work activities carried out by humans to increase their competence so that in carrying out tasks following the dynamics of the work they face (Elkin, 1990; Swanson, 2001; Ulferts et al., 2009).

Competence. Competence is a characteristic of a person that allows employees to issue superior performance in their work and states that competence is an underlying characteristic of a person related to the effectiveness of individual performance in the organization (Clardy, 2008; Nguyen et al., 2020; Ogreaan et al., 2009). Competence is the performance of routine tasks that integrative and integrates resources and capabilities of knowledge, assets, and processes, both visible and invisible Competence is knowledge and skills that greatly affect performance in an organization Competency development as regulated in Government Regulation of the Republic of Indonesia Number 11 of 2017 includes: 1) Competence Technical, 2) Managerial Competence, and 3) Socio-Cultural Competence.

Education and Training (EaT). Every organization, regardless of its form, will strive to achieve its goals effectively and efficiently. Effective and efficient greatly depends on the good and bad development of human resources or employees of members of the organization itself. This underlies the need for employees to be given the best possible training and education, even as perfect as possible and one of the methods of employee development is education.

Education is a conscious and planned effort to create an effective and optimal learning process and learning atmosphere. According to Hitka et al., (2019) that education provides knowledge about a particular subject, but it is more general and more structured for a much longer period, while training refers to the development of work skills that can be used immediately.

Training is a process in which people or groups achieve organizational goals through the stages of activity, assessment, implementation, and evaluation (English et al., 2003; Wilson, 2014). According to Martell & Dougherty (1978) that training aims to help achieve organizational goals by providing opportunities for individual human resources at all levels of the organization to acquire the necessary knowledge, expertise, skills, skills, and attitudes. Training is the responsibility of the entire management of an organization that has goals to be achieved. Training should be held in a real work environment, as well as a comparison between theory and practice.

There are several methods in manpower training, including on-the-job training and off-the-job training methods. The on-the-job training method is the method most companies use in training their workforce. Employees learn their jobs while doing them firsthand. Most companies use company insiders who conduct training on their human resources, usually by their immediate supervisor. By using this method, it is more effective and efficient to carry out the training because, in addition to lower training costs, the trained workforce is more familiar with the trainer. The four methods used are job rotation, planned assignments, mentoring, and position

training. Meanwhile, in the off-the-job training method, training is carried out where employees are not working to focus on training activities only. Trainers are brought in from outside the organization or participants attend training outside the organization. This is done because of the lack or unavailability of trainers in the company. The advantage of this method is that the trainees do not feel bored being trained by their direct superiors, the methods taught by the trainer are different so that they expand their knowledge. The disadvantage is that the costs incurred are relatively large, and the trainer does not know more about the trainees, so it takes a longer time for training. This method can be done with several techniques, including Business games, Vestibule school, and Case study.

Performance. The concept of performance is the level of achievement or achievement that is usually achieved by an employee or an organization based on predetermined performance indicators. Measuring the success of the performance, both employee performance or organizational performance is very necessary, because it aims to determine the level of success that has been achieved so that after knowing the level of performance that has been achieved can be evaluated. The concept of performance can be seen from two aspects, namely the performance of employees (individuals) and organizational performance. Employee performance is the result of one's work in an organization, while organizational performance is the totality of the work achieved by an organization. Employee performance and organizational performance have a very close relationship. The achievement of organizational goals cannot be separated from the resources owned by the organization that is driven or run by employees who play an active role as actors in efforts to achieve organizational goals.

According to Blackmon (2008), that performance is a description of the level of achievement of the implementation of a program of activities or policies in realizing the goals, objectives, vision, and mission of the organization as outlined through the strategic planning of an organization. Meanwhile, Ayers (2015) argues that employee performance is the ability of employees to do certain skills. Employee performance is very necessary because with this performance it can be seen the ability of employees to carry out the tasks assigned to them. For this reason, it is necessary to determine clear and measurable criteria and set them together as a reference. Hansford & Hattie (1982) said that performance is a description of the level of achievement of the implementation of an activity or program or policy in realizing the goals, objectives, mission, and vision of the organization contained in strategic planning.

In this regard, efforts to conduct an assessment of the performance of an organization are important. Employee performance is a combination of three important factors, namely the ability and interest of a worker, ability, and acceptance of the explanation of task delegation, as well as the role and level of motivation of a worker. The higher the achievement of these three factors, the greater (good) the work performance of the employee concerned.

RESEARCH METHODS

This descriptive-qualitative research (Patton, 2005; Silverman, 2020) describes the phenomena that occur at the research locus at the Office of the Makassar City Civil Service and SCA Development Agency based on facts about the truth itself, as clearly distinct differences and marking something called what it is so that it takes the form of proof descriptive. The descriptive method is used as a problem-solving procedure that is investigated by describing or describing the condition of the subject or object of research on individuals and institutions that accommodate the implementation of education and training as they are.

This study is intended to analyze and explain the development of technical competence in improving employee performance at the Regional Personnel Board (RPB) in Makassar City (Mannayong, 2021). The data sources in this study are primary data and secondary data. The informants in this study were key informants, namely the Head of the RPB of Makassar City along with some other informants representing SCA and recipients of staffing services. The focus of this research is technical competence as measured by the level and specialization of education, functional technical training, and technical work experience. In collecting data and information used research instruments, namely researchers using three tools in the form of Observation Guides, Interview Guidelines, and document review instruments.

Data and information processing is carried out simultaneously with the implementation of data and information collection activities based on the techniques used where data and information are categorized according to their characteristics to be presented and analyzed. The data analysis technique used follows the stages

Employee Performance Based on Technical Competency Development Through Education and Training (EaT) as Panacea

of an interactive model (Miles et al., 2018) which includes data collection, data condensation, data presentation, conclusion drawing/ verification.

RESULTS AND DISCUSSION

The development of SCA competence in the public agencies studied is based on the competency development plan in the annual budget work plan in the context of career development. SCA career development considers measurable technical competencies as follows.

Based on the results of research at the RPB Office of Makassar City, the competence possessed by each employee is still very lacking so that employee performance is not optimal (Mannayong, 2021). This reality is due to the lack of employee participation in every training, the lack of opportunities for employees to further study to a higher formal education level (Strata One/S1, Strata Two/S2), thus greatly affecting the performance improvement at the RPB Office of Makassar City. Based on the data and information from the research results above, it can be understood that administrative employees can improve performance in completing their work by being influenced by the level of education and training. This is evidenced by the choice of answers or statements from most of the respondents (10 employees) who say high. Competence is understood by employees as the ability to shape their personality and increase their knowledge to do things more quickly and precisely.

Based on the results of the analysis, it is interpreted that the higher the level of competence of a person, the higher the level of performance, achievement, and productivity in carrying out certain tasks. Along with this assumption, the data and information obtained also show a link between competence and employee performance in carrying out administrative tasks, in the sense that mastery of competence is related to improving work performance efficiently and effectively shown by employees in carrying out administrative work tasks at the RPB Office of Makassar City. In other words, competence can be used as a determining factor for efforts to improve employee performance.

It is understood that every organization is always required to be able to adapt and move quickly in a dynamic environment. Changes in the organizational structure have an impact, especially on the career development of individual employees. Organizations will utilize and utilize the competence and performance advantages of employees to achieve strategic goals by providing opportunities and facilitating each employee to develop their careers (Ma'arif, 2012). The main problem in the field of Human Resources (HR) of the apparatus is the quality and distribution of civil servants. Therefore, an analysis of the needs of civil servants is needed, so that the composition of civil servants in each agency, both for the main and supporting positions, is truly based on the needs of the agency. Efforts are needed to manage human resources for the apparatus starting from recruitment, coaching, placement, transfer, and promotion (Report on the Performance of Government Agencies/RPGA Deputy of Program and Bureaucratic Reform of the Ministry of Administrative Reform, 2012).

The state employment system consists of three status tasks/positions, namely structural, specific functional, and generally functional. In general, at the acceptance stage (between groups I/a to III/a), every civil servant enters the general functional status, then they can choose a career whether to become a civil servant of a structural official or become a civil servant of a certain functional official. In Indonesia, at the beginning of 2013, the percentage of structural civil servants was 5.34 percent, specific functional 50.41 percent, and general functional 44.26 percent. The government plans to increase the professionalism of civil servants by converting 44.26 percent of general functional civil servants to functions according to their work experience background, latest education, and interest, namely to become certain functional civil servants to above 50.41 percent.

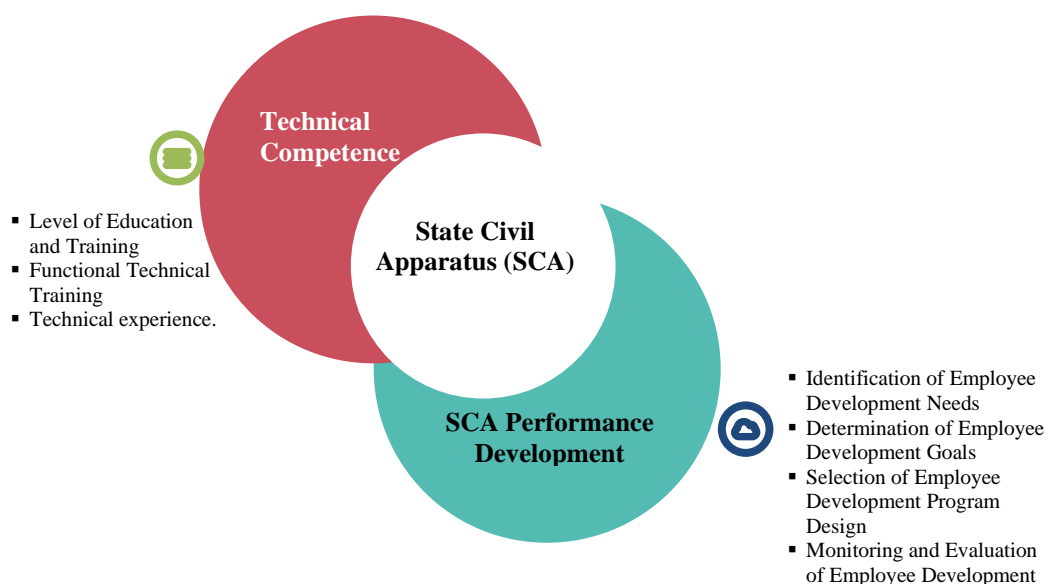
Career development is expected to be one of the important keys for employees and management in realizing the effectiveness of individual employees and organizations in achieving their goals. The vision in the context of future development in the field of personnel is to prepare civil servants who are professional, able to compete, and able to anticipate rapid world developments in various aspects of life to improve service quality and high performance. (Ma'arif, 2010).

The results of the study indicate that the regional apparatus organization (RAO) with the RPB in Makassar City and its structure is always faced with demands to be able to adapt and move quickly in a dynamic environment. Changes in the organizational structure have an impact on every individual in the organization, especially in the career development of individual employees. Every employee is always required to develop and realize their competencies. This reality is by the expert's view (Ma'arif (2012) that organizations utilize and

empower the superior competence and performance of employees to achieve strategic goals by providing opportunities and facilitating each employee to develop his career.

The application of the career system to create professionalism of civil servants at the RPB office of Makassar City are: 1) carrying out clear career planning, both carried out by the agency and the civil servant concerned; 2) each unit follows a definitive career pattern as an employee's direction in determining their career; 3) improve the method and substance of competency assessment in the civil servant career development process, and 4) change the pattern of civil servant career development from the traditional to the modern career development system. According to Rakhmawanto (2010) that this principle is to create a level of professionalism of civil servants in carrying out each agency's mission in all government institutions, the goal is to provide reliable and adequate civil servant human resources in all government bureaucratic units. Meanwhile, according to Maarif (20212), the process and career development of HR is professionally oriented, which means that employee career development is not only in a structural direction but also develops expertise in a functional direction. Thus, the functional position has a role as an equal partner in the structural position.

The SCA at the RPB office of Makassar City is required to have competence in carrying out their duties and functions according to their respective work units. Competence is the ability and characteristics possessed by an SCA, in the form of knowledge, skills, and attitudes needed in carrying out their duties so that they can carry out their duties professionally, effectively, and efficiently. Apart from being an obligation, competence is part of the career development of the apparatus or SCA. In the SCA Law Number 5 of 2014, Article 69, it is stated that civil servant career development is carried out based on qualifications, competencies, performance appraisals, and the needs of government agencies. The competencies referred to include technical, managerial, and socio-cultural competencies. This is also in line with Law Number 23 of 2014 concerning Regional Government, Article 233 Paragraph (1), that SCA employees must meet the requirements of technical, managerial, and socio-cultural competence. In addition, in Article 233 Paragraph (2), it is stated that in addition to meeting the competencies as referred to in paragraph (1), every Head of Regional Apparatus, *mutatis mutandis*, is an official who occupies a position below him. The normative basis is emphasized and followed up by Article 6 paragraph 2 of the Regulation of the Minister of Home Affairs Number 108 of 2017 concerning Government Competence which states that SCA employees who occupy the position of regional heads must meet government competencies. Government Competence is the ability and characteristics possessed by SCA employees that are needed to carry out government management tasks according to their level of position within the Ministry of Home Affairs and Regional Government in a professional manner which includes; Decentralization Policy, Central and Regional Government Relations, General Government, Regional Financial Management, Government Affairs under Regional Authority, Regional Government Relations with the Regional People's Representative Council, and Government Ethics.



SCA Performance Development based on Technical Competence as a Panacea

(Source: Mannayong, 2021).

Employee Performance Based on Technical Competency Development Through Education and Training (EaT) as Panacea

Competency development for SCA is an effort to fully support Indonesia's vision for the next five years, namely the development of human resources (HR) as a priority program for the realization of the future Golden Indonesia 2045. This is in line with the statement of the President of the Republic of Indonesia, Joko Widodo in his speech at the inauguration, that HRD is one of his government's priority programs. Civil servants who do not have competence will result in or affect services to the community, for example, the service becomes slow, works carelessly, is not optimal, is not efficient and the results are not following the standard operating procedures (SOP) that have been determined.

Currently, various central and local government programs and activities have been implemented to improve the competence of civil servants as part of the bureaucratic reform program. Various types and forms of in-service training, both Leadership Training, Functional Technical Training, various technical guidance activities, workshops, seminars, and other scientific activities, all reinforce the expert view that education and training are a panacea for efforts to improve employee competence and performance, as understood by some experts and researchers (Ajayi & Fapojuwo, 2013; Akib et al., 2019; Martell & Dougherty, 1978; Niswaty et al., 2021; Souisa et al., 2019). Competency development is evaluated by the competent authority and is used as one of the bases for professional and sustainable promotion and career development.

CONCLUSION

Improving the performance of SCA at the Regional Personnel Board (RPB) of Makassar City, Indonesia is carried out through strengthening and developing technical competencies through Education and Training (EaT) as a Panacea. The focus and locus of strengthening and developing State Civil Apparatus (SCA) technical competence are carried out through increasing the qualifications of EaT in the form of functional technical training, increasing and expanding work experience in various fields of assignment. The strengthening and development of technical competencies support increasing the professionalism and integrity of SCA in carrying out their main tasks, functions, and roles as state servants and public servants. Therefore, clinical efforts are needed for each employee in analyzing their professional development needs systematically and sustainably to have an impact on improving their competence and performance.

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Employee Performance Based on Technical Competency Development Through Education and Training (EaT) as Panacea

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