

Analysis of Employee Competence and Job Satisfaction at The General Election Supervisory Agency (*BAWASLU*) during the Covid-19 Pandemic

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Abstract

During the Covid-19 pandemic that hit various parts of the world, it had an impact on various changes felt by various fields, especially government employees. There are employees who work from home (WFH) employees experience a variety of boredom and decreased level of satisfaction. This study aims to prove the effect of training and job satisfaction competencies with incentives as moderating variables. Respondents in this study were employees at The General Election Supervisory Agency (*Bawaslu*) spread over 17 districts or cities in South Sumatera Province, Indonesia. The sampling technique used is systematic random sampling which begins with selecting 9 districts/cities then random sample of 150 employees was taken from total population of 181 employees. Data collection techniques using closed questionnaires or google form, observation, and interviews. The data analysis technique was carried out using the Structural Equation Model (SEM). The results of the study show that training has a positive effect on increasing competence and employee job satisfaction. Competence has a positive effect on job satisfaction. Incentives as moderating variables have an impact on increasing the relationship between training and job satisfaction. Training conducted by employees has a positive impact on employee job satisfaction, however, if incentives are given to employees, job satisfaction will increase. This is certainly an incentive for institutions or organizations to not only provide training assignments, but the need for incentives for training participants.

Keywords

Training; Competence; Job Satisfaction

1. Introduction

Human resources are a very important factor for organizations within a company, especially to manage, regulate in utilizing existing aspects in an organization, to achieve the desired goals of the company. Because the progress or not of an organization in a company is determined by the quality of Human Resources (HR), Kasmir (2016).

Job satisfaction cannot be obtained because there are still many employees whose performance cannot be improved because the level of employee competence is still low, low competence will affect employee job satisfaction. This is also due to the lack of training programs provided by the company. Job satisfaction is basically something that is individual. Everyone has a different level of satisfaction according to the value system that applies to employees. The higher the assessment of the activity is felt in accordance with the wishes of the individual, the higher the satisfaction with the activity.

In research conducted by Renyut et al (2017) stated that competence has a positive and significant effect on job satisfaction. Nashar et al (2018) explain that training has a positive and significant direct effect on job satisfaction. In research by rizkia (2017) Explain if training has a positive effect on competence, from the results of research conducted

by researchers that there are differences in increasing the competence of Indonesian workers before and after participating in the training.

1.1 Objectives

From the description above, this study is about the intention to analyze the effect of training and competence on job satisfaction and the effect of training on the competence of Bawaslu employees in the province of South Sumatra.

2. Literature Review

Job satisfaction, Job satisfaction generally discusses a person's feelings when he has finished making a comparison of the results or performance that has been felt with everything he expected, Fengky, et al., (2017).

In the opinion of experts, it can be concluded that job satisfaction is the perceived outcome in the form of prospects, interactions with partners, salaries and opportunities in terms of influencing decisions taken on the work they complete. Job satisfaction has benefits, namely the high level of employee productivity (Wahid and Gunarto, 2022). Factors Affecting of Job Satisfaction are (1) Salary or incentives (2) Occupation (3) Partnership (4) Promotion (5) Leader.

Competence, Wibowo (2017) argues that competence is an ability that can be used to carry out and complete tasks or work based on knowledge and skills supported by the work attitude required for the job.

In the opinion of experts competence, namely a person's ability to include skills, knowledge and attitudes in completing a job or task, skills and attitudes have been previously approved. Factors affecting competence are (1) Knowledge, (2) Skills (3) Work Attitude.

Training, training is an individual activity to improve skills or abilities and knowledge systematically so that they can have work professionalism in their fields, a learning process so that employees can carry out tasks and work in accordance with standards, Wibowo (2017). Training is a process in shaping and equipping employees to improve their skills, knowledge, abilities and behavior. The training aims to shape employee behavior into what the company wants, Kasmir (2016). He also explained the benefit of training for companies is to develop knowledge and skills in running various new technologies, it is hoped that the training provided can harmonize mindsets and abilities to the fullest.

Factors Affecting Training are (1) Instructor (2) Participants (3) Material (4) Method (5) Object

Conceptual Framework. Based on the results of previous studies and the theory described above, the variables of this research were shown in Figure 1.

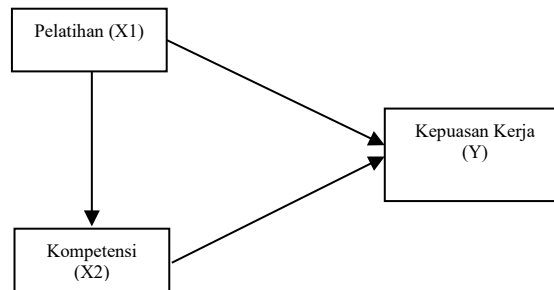


Figure 1. Conceptual Framework

Based on Figure 1, the hypotheses in this study are:

- H1=There was a positive influence of Training (X₁) on Job Satisfaction (Y)
- H₂= There was a positive influence on Competence (X₂) on Job Satisfaction (Y)
- H₃= There was a positive influence on Training (X₁) on Competence (X₂)

3. Methods

This study used a quantitative method, there were two variables, among others: Independent Variables (X) in this study were Training (X1), Competence (X2) and Job Satisfaction (Y) in this study were Bawaslu employees in the province of South Sumatra.

4. Data Collection

This research is carried out with a quantitative approach with a non-probability sampling method, namely purposive sampling, which means that sampling uses a designated subject based on certain characteristics, Helmi (2022). The respondents selected were PPNP Bawaslu in South Sumatra. The number of samples in this study refers to the statement by Hair et al (2014) that the number of samples is 5 to 10 times the number of indicators, the sample in this case is 150. The data collection technique was carried out using a closed questionnaire using google form. Questionnaires were sent to respondents via FB, Instagram, and WhatsApp. The collected data is processed by validation test, reliability test, goodness of fit (GOF), and hypothesis testing using Lisrel 8.70 program.

5. Results and Discussion

5.1 Descriptive Data Research

In this study the researcher managed a google form consisting of 10 questions for the Training variable (X1), 8 statements for the Competent variable (X2) and 5 statements for the Satisfaction variable (Y). This study was followed by 150 respondents who are non-civil servant government employees (PPNPN) Bawaslu in South Sumatra. The google form was distributed to 17 regencies/cities including the South Sumatra Province Bawaslu.(Figure 2)

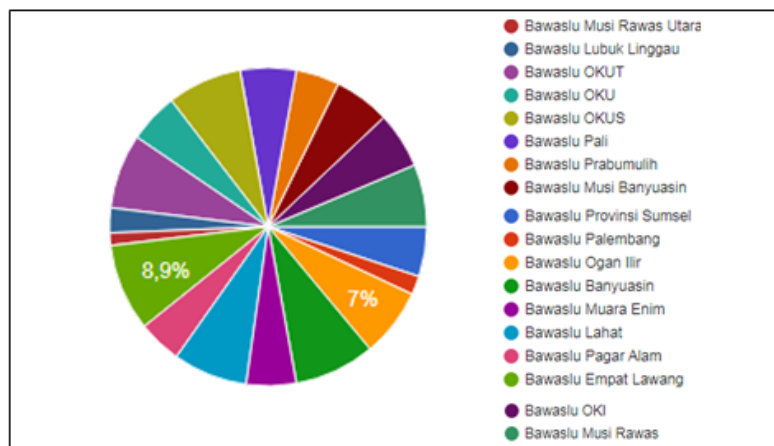


Figure 2. Social Media Usage Time

Source: Lisrel Output of Researcher, 2022

5.2 Confirmatory Factor Analysis (CFA)

CFA is done to test a construct. Before testing, researchers must analyze the initial measurement model to test the validation and test the reliability of all latent construct forming indicators by performing CFA (Gunarto, 2018). Testing the CFA model in this study was carried out in one stage (first order).

CFA models on X₁. The first variable tested with the CFA model was attitudes towards Training (X1). The results of the analysis were obtained with the Lisrel 8.70 program.

Table 1 Result of CFA X₁

Indicator	λ	λ^2	e	Ket.
X _{1,1}	0,79	0,62	0,38	Valid
X _{1,2}	0,65	0,42	0,57	Valid

X _{1,3}	0,71	0,50	0,49	Valid
X _{1,4}	0,69	0,48	0,53	Valid
X _{1,5}	0,65	0,42	0,58	Valid
X _{1,6}	0,78	0,61	0,40	Valid
X _{1,7}	0,82	0,67	0,33	Valid
X _{1,8}	0,84	0,71	0,29	Valid
X _{1,9}	0,73	0,53	0,47	Valid
X _{1,10}	0,60	0,36	0,65	Valid
Jumlah	7,26	5,33	4,69	Valid
CR	0,92			Reliable
AVE	0,53			

Source: Lisrel Output of Researcher (2022)

From Table 1. The CFA model of Training variables with 5 indicators was valid because the loading factors (λ) were more than 0.5. In addition, the reliability test showed that the attitudes toward social media advertising were reliable. This was because the CR value > 0.7 (CR=0.92) and the AVE value > 0.5 (AVE=0.53). It meant that the indicators formulated in the CFA model of training variable were valid and reliable.

CFA model on X₂. The second variable tested with the CFA model was the Ccompetence variable (X₂). The results of the CFA model were obtained with the Lisrel 8.70 program.

Table 2. Results of CFA X₂

Indicator	λ	λ^2	e	Ket.
X _{2,1}	0,51	0,26	0,74	Valid
X _{2,2}	0,60	0,36	0,64	Valid
X _{2,3}	0,76	0,58	0,43	Valid
X _{2,4}	0,85	0,72	0,28	Valid
X _{2,5}	0,90	0,81	0,19	Valid
X _{2,6}	0,87	0,76	0,24	Valid
X _{2,7}	0,77	0,59	0,40	Valid
X _{2,8}	0,78	0,61	0,39	Valid
Jumlah	6,04	4,69	3,31	Valid
CR	0,92			Reliabel
AVE	0,59			

Source: Lisrel Output of Researcher (2022)

From Table 2, 3 indicators were valid. These were because all indicators in the Competence variable had $\lambda > 0.5$. Then in the reliability test, variable X₂ had been reliable because CR > 0.7 (0.92) and AVE > 0.5 (0.59). It meant that the variable X₂ was valid and reliable.

CFA model on Y. The second variable tested with the CFA model was the Job Satisfaction variable (Y). The results of the CFA model were obtained with the Lisrel 8.70 program.

Table 3. Results of CFA Y

Indicator	Λ	λ^2	e	Ket.
Y _{.1}	0,72	0,52	0,49	Valid
Y _{.2}	0,88	0,77	0,23	Valid
Y _{.3}	0,76	0,58	0,43	Valid
Y _{.4}	0,69	0,48	0,53	Valid
Y _{.5}	0,55	0,30	0,70	Valid

Jumlah	3,60	2,65	2,38	Valid
CR	0,84			Reliabel
AVE	0,53			

Source: Lisrel Output of Researcher (2022)

From Table 3, 5 indicators were valid. These were because all indicators in the Job Satisfaction variable had $\lambda > 0.5$. Then in the reliability test, variable Y_{had} been reliable because CR > 0.7 (0.84) and AVE > 0.5 (0.53). It meant that the variable Y was valid and reliable.

5.3 Overall Analysis of the Structural Model

In the CFA measurement, all variables had been valid and reliable. This meant that all latent variables were measured well. The next step was to establish a structural model to find out how the latent variables were related. (Figure 3)

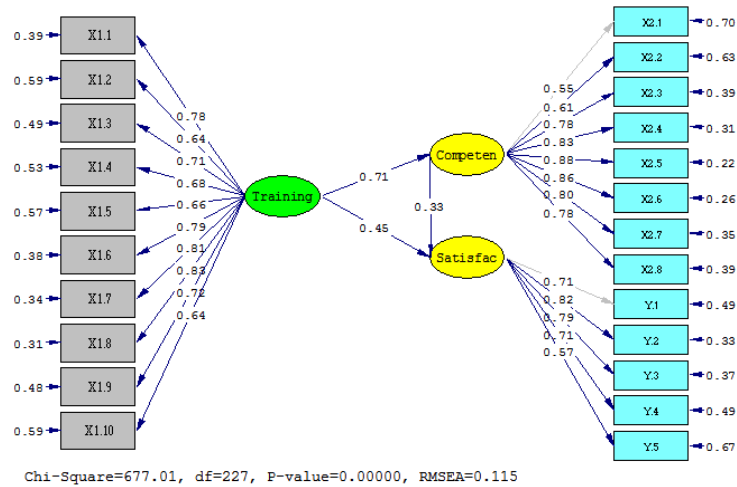


Figure 3. Standardized Solution Initial Full Model

Source: Lisrel Output of Researcher (2022)

Validation and Reliability on the Initial Full Model.

Validation testing in this study was carried out with 23 indicators. A validation test was carried out to see whether the indicators were valid or not in a study. The following were the results of the validation test on the full structural model using the Lisrel 8.70 program.

The Goodness of Fit on The Initial Full Model.

The results of the goodness of fit (GOF) in the initial full model were shown in Table 4.

Table 4. GOF Results on Initial Full Model

No	GOF index	Cut off value	Value	Explanations
Absolute/predictive fit indicators				
1	X ₂ chi-square, P-Value	Small, p 0.05	677,01 and p = 0.00	Unfit
2	RMR	≤ 0,10	0.028	Fit
3	SRMR	≤ 0,08	0.094	UnFit
4	RMSEA	≤ 0,08	0,115	UnFit
5	GFI	> 0,90	0,72	Unfit
6	AGFI	> 0,90	0,66	Unfit
Comparative fit indices				

7	NFI	> 0,90	0,91	Fit
8	IFI	> 0,90	0,94	Fit
9	CFI	> 0,90	0,94	Fit
Parsimonious fit indices				
10	PNFI	> 0,90	0.82	Unfit
11	PGFI	> 0,90	0.59	Unfit
12	AIC	Small	775,01	Fit

Source: Lisrel Output of Researcher (2022)

From Table 4. it is known that 5 of the 7 criteria meet the requirements of a measurement model that is not good (not yet fit), especially RSMEA. Based on the RSMEA criteria, it is more widely used to determine the suitability of a model (Hoyle, 2012) so it is necessary to make a structural model of this research as a whole.

5.4 Final Full Model After Modification

The results of the modifications in this study can be seen in Figure 4

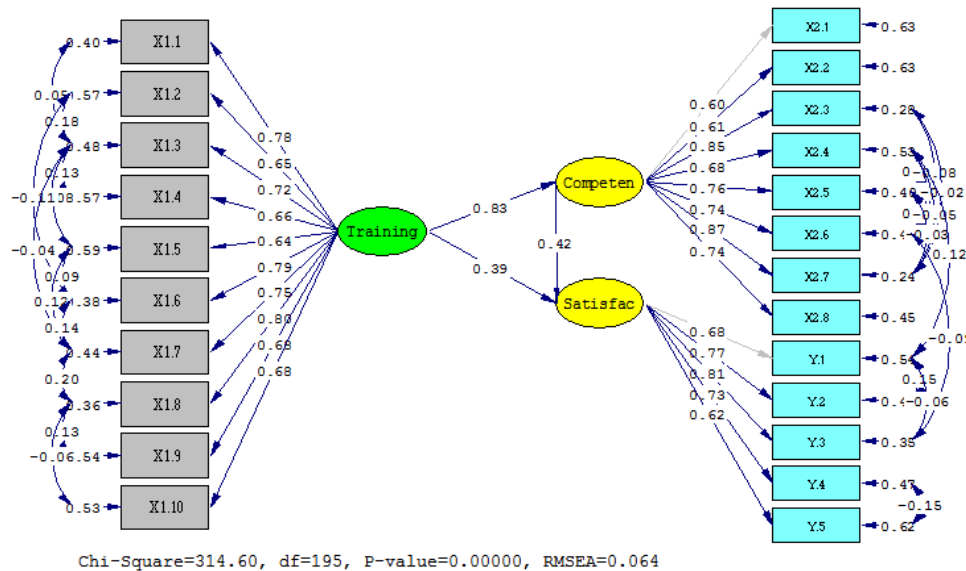


Figure 4. Standardized Solution Initial Full Model

Source: Lisrel Output of Researcher (2022)

GOF Analysis the Final Full Model.

GOF results in the final model were shown in Table 5.

Table 5 GOF Analysis the Final Full Model

No	GOF index	Cut off value	Value	Explanations
Absolute/predictive fit indicators				
1	X ₂ chi-square, P-Value	Small, p 0.05	314,60 and p = 0.00	Unfit
2	RMR	≤ 0,10	0.019	Fit
3	SRMR	≤ 0,08	0.065	Fit

4	RMSEA	≤ 0,08	0,064	Fit
5	GFI	> 0,90	0,84	Unfit
6	AGFI	> 0,90	0,78	Unfit
Comparative fit indices				
7	NFI	> 0,90	0,96	Fit
8	IFI	> 0,90	0,98	Fit
9	CFI	> 0,90	0,98	Fit
Parsimonious fit indices				
10	PNFI	> 0,90	0.74	Unfit
11	PGFI	> 0,90	0.60	Unfit
12	AIC	Small	476.60	Fit

Source: Lisrel Output of Researcher (2022)

From Table 5 it is known that 7 of the 12 criteria met the requirements of the measurement model that did not fit, especially RSMEA. Based on the consensus, the RSMEA criteria were mostly used to determine the suitability of a model (Hoyle, 2012) so it was necessary to make new modifications to the entire structural model of this research.

5.5 Hypothesis Analysis

The full model test results were shown in Figure 5. All parameters were tested by a statistical t-test. Variable declared significant if the t-value > 1.96 and if the t-value < -1.96, it meant the variable was not significant statistically.

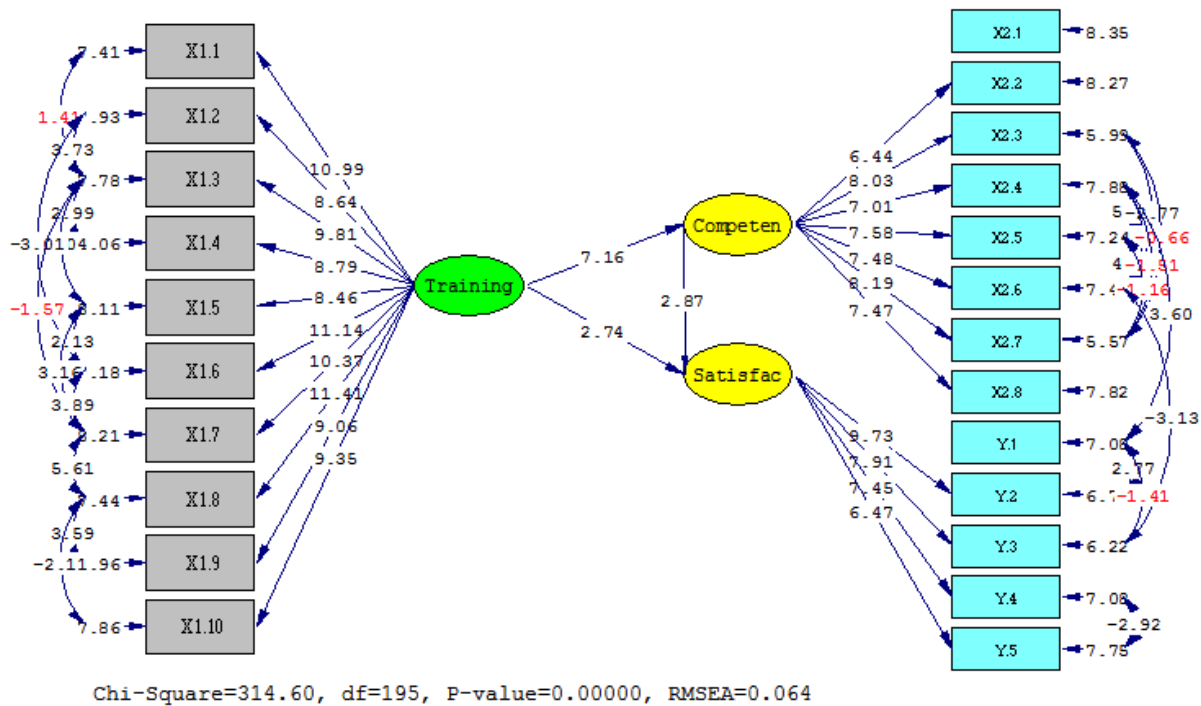


Figure 5. T-Values Final Full Model

Source: Lisrel Output of Researcher (2022)

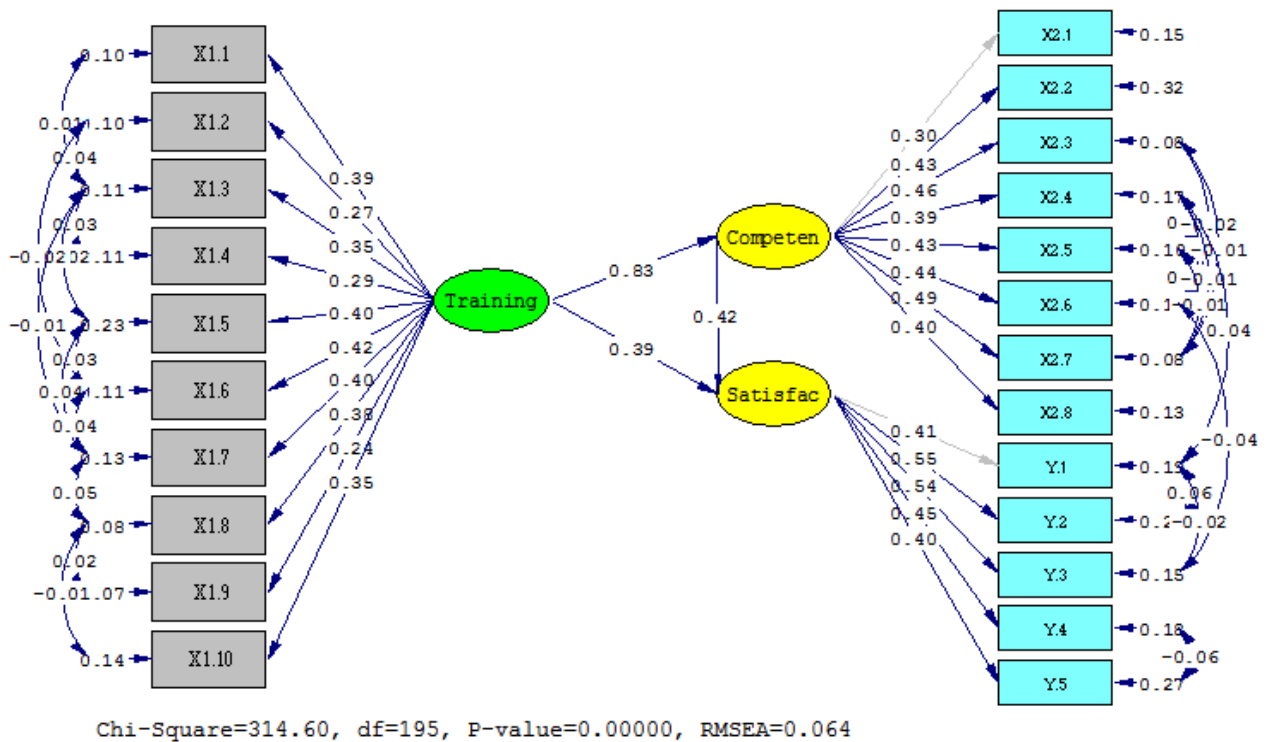


Figure 6. Estimates of Final Full Model

Source: Researcher Lisrel output (2022)

The test results for each variable are shown in Table 6. Based on Table 6, of the 3 hypotheses, all hypotheses are significant.

Table 6. Results of Hypothesis Testing for the Final Full Model

Hypothesis	Variable Effect	Estimates	T-Value	Explanations
H ₁	Y ← X ₁	0,42	2,87	Significant
H ₂	Y ← X ₂	0,39	2,74	Significant
H ₄	X ₁ ← X ₂	0,83	7,16	Significant

Source: Researcher Lisrel output (2022)

Based on Table 6, it can be concluded that each hypothesis was as follows:

1. There is a positive influence between satisfaction and competence with a t-value of 2.87 so that statistically the effect is significant because the t-value is > 1.96.
2. There is a positive effect between satisfaction and training with a t-value of 2.74, which is statistically significant because the t-value is greater than 1.96.
3. There is a positive influence between training and competence with a t-value of 7.16 because the t-value is >1.96.

5.5. Discussion

Based on the test results above, it can be stated that the effect of the dependent variable on the independent variable will be explained below :

The Effect of Training (X1) on Satisfaction (Y)

From the test results above, training (X1) has a positive effect on satisfaction (Y) with a t-count value of 2.87. The more training is held, the more satisfaction it will provide for employees. This positive influence is because employees feel more cared for by the institution with the training held and through training they will receive material refreshment. This is also directly proportional to the research conducted. This means that the institution must also improve the quality and quality of providing technical guidance or training to employees, with training it can also increase the sense of team spirit in order to motivate employees to work better and be able to trust and support each other and help one another.

The Effect of Competence (X2) on Satisfaction (Y)

The test results above, Competence (X2) has a positive effect on satisfaction (Y) with a t-count = 2.74. This implies that competence has an effect on employee job satisfaction. This result implies that institutions can always pay attention to employee competencies and focus on efforts to improve the competencies of their employees. Increased competence must also be harmonized with the facilities and conditions of the institution that can provide job satisfaction for employees so that they can achieve organizational goals, meaning that the higher the expertise or competence a person has, the job satisfaction will also increase. Employees who feel they have a high level of competence will easily feel dissatisfied with the working conditions they are facing.

The Effect of Training (X1) on Competence (X2)

The results of the above test, training (X1) has a positive effect on competence (X2) with a t-count value = 7.16. This shows that training has an influence on competence. It can be concluded that the training that has been carried out by the company has been planned to improve the competence of its employees and realize what the company wants. The training provided has an impact on employees, especially in improving their skills or abilities as well as knowledge about new things that were not known before. In this case, training is also very influential in shaping the character and attitudes of employees.

6. Conclusion

Results Based on the research obtained, the conclusions from this study, 150 respondents spread over 17 regencies/cities in South Sumatra are PPNPN Bawaslu and come from 3 existing divisions, namely HR, PHL and HPPS. and All variables stated are valid and reliable, as well as research models that have met the GOF statistical criteria and the results of hypothesis testing obtained that Training and Competence have a positive effect on objectives. The training variable also has a positive effect on Competence.

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Biography

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