

The Influence of Competence, Training, and Emotional Intelligence on Performance: Mediation of Productivity at Dinas Tenaga Kerja and Transmigrasi off Bantul Regency

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ABSTRACT

Keywords:
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Background: Employee performance is a critical determinant of organizational success, influenced by various factors including competence, training, and emotional intelligence. However, the mechanisms through which these factors affect performance, particularly the mediating role of productivity, remain underexplored in the context of Indonesian government institutions. This study examines the influences of competence, training, and emotional intelligence on employee performance with productivity as a mediating variable at Dinas Tenaga Kerja dan Transmigrasi Kabupaten Bantul.

Method: This quantitative study employed a causal associative design with a survey approach. Data were collected from 50 respondents selected using purposive sampling. The analysis utilized path analysis with SmartPLS 3 software to examine both direct and indirect effects among the variables.

Results: The findings demonstrate that competency, training, and emotional intelligence each have significant positive effects on both employee productivity and performance. Competency showed the strongest direct effect on productivity ($\beta = 0.45$), followed by emotional intelligence ($\beta = 0.40$) and training ($\beta = 0.37$). Productivity significantly influences performance ($\beta = 0.50$). Furthermore, productivity partially mediates the relationships between competency, training, and emotional intelligence on performance, with indirect effects of 0.225, 0.185, and 0.200 respectively.

Conclusion: Enhancing employee performance requires a comprehensive approach that develops competencies, provides relevant training, and fosters emotional intelligence, all of which work through productivity improvements. Organizations should prioritize competency development programs, quality training initiatives, and emotional intelligence training to maximize employee performance outcomes.

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INTRODUCTION

The role of human resources management, or HRM, in organizations is crucial and is one of the primary determinants of their performance in the organization. Therefore, the role of HR should not be underestimated but should be seen as one of the key company's success (Guest, 2017). HR is a vital component that contributes significantly to productivity, performance, and innovation in a company. In the era of globalization and increasingly fierce business competition, companies are required to maximize HR potential to compete in the market (Osborne & Hammoud, 2017). Therefore, the role of HR is not only limited to executing tasks but also as a strategic asset that can determine the direction and goals of the organization. HR in a company cannot be considered only as an operational factor. More than that, they are individuals who have the skills, knowledge, and ability to create added value. With the right skills, HR can perform organizational functions effectively and efficiently. Their competence becomes the main foundation in carrying out various organizational activities, both at the operational and managerial levels (Noe et al., 2021). In this context, good HR management is a must for companies to achieve their goals. The link between competence, training, and emotional intelligence with employee productivity can be seen from how the three aspects as benchmarks to influence performance.

Competency development is a key component of HR management. The knowledge, abilities, and attitudes needed to complete specific tasks make up competence. Employers must make sure that workers possess the skills necessary to meet the demands of the company. Employees with high competence can do jobs quickly. Employees can contribute more effectively to accomplishing corporate goals when they possess the necessary competency (Mahmud & Ananthram, 2021). Supply chain integration, quality, and operational capabilities are all directly impacted by competency management, which enhances organizational performance (Tarigan et al., 2021). Individual performance can be impacted by competence, according to a prior study (Bonesso et al., 2020). Every person and organization can increase quality by using a variety of talents, such as emotional intelligence (Sandi et al., 2021); (Mattingly & Kraiger, 2019).

In addition to competence, enhancing the caliber of human resources also heavily relies on training. The goal of the training is to bring employees' knowledge and abilities up to speed with current organizational requirements. Good training programs enhance employees' soft skills, such as teamwork, leadership, and communication, in addition to their technical talents (Jonsdottir et al., 2022). As a result, one of the key instruments for raising worker performance and production is training. They get the knowledge and abilities needed to take on new challenges through proper training. They can sustain and create pleasant professional connections with the support of emotional intelligence, which boosts productivity (Sulea et al., 2010). Proficiency is necessary to promote information exchange and enhance worker productivity (Swanson et al., 2020). However, competency does not directly affect significant performance, according to research by (Esubalew & Raghurama, 2020).

HR management also heavily relies on emotional intelligence. The ability to identify, comprehend, and control one's own and other people's emotions is known as emotional intelligence (Akhvlediani et al., 2020). Because it can enhance employee interactions, boost teamwork, and facilitate constructive conflict management, emotional intelligence is crucial in an organizational setting (Goleman et al., 2018). Workers with strong emotional intelligence are typically more resilient to setbacks and more flexible to change. The decision-making process's success will eventually depend on emotional intelligence behavior (Yulianti et al., 2023). Performance is positively impacted by emotional intelligence (Strugar Jelača et al., 2022). Academic achievement is favorably correlated with emotional intelligence (Estrada et al., 2021); (Ballesteros-Rodríguez et al., 2020).

Employee performance is a reflection of how HR is managed in the organization. Good performance indicates that HR in the organization can work effectively and efficiently, while low performance indicates problems in HR management (Koopmans et al., 2019); and (Nasrip & Pono, 2025). Therefore, measuring and evaluating performance is important to ensure that employees work under the company's expectations. A transparent and objective performance evaluation system can motivate employees to continuously improve their performance (Chahar, 2020); (Grasser et al., 2024).

Productivity is one of the key indicators of successful HR performance. Productivity shows how effective employees are in producing valuable output for the organization (Esmaeeli et al., 2021). Productive employees will be able to make maximum contributions to achieving company goals (Wefald et al., 2018). Therefore, increasing employee productivity is one of the main focuses of HR management.

Factors such as competence, training, and emotional intelligence have a significant influence on employee productivity. When productivity increases, the overall performance of employees will also increase, ultimately contributing to the success of the organization as a whole. In a performance-related context, employee productivity acts as a mediator that connects competence, training, and emotional intelligence with performance. This means that while competence, training, and emotional intelligence are important, it is productivity that is the determining factor in achieving optimal performance (Fernandez & Moldogaziev, 2021). Therefore, companies should focus on comprehensive HR management, which includes improving competencies, providing relevant training, and developing employees' emotional intelligence. This approach will ensure that employees not only have the required technical skills but also have good emotional balance and interpersonal abilities (Jiang & Probst, 2019). With the above problems, researchers are interested in researching 'Influences of Competency, Training and Emotional Intelligence on Performance: The Mediating Productivity in Dinas Tenaga Kerja dan Transmigrasi Kabupaten Bantul'.

LITERATURE REVIEW

Competence

Competence is a combination of knowledge, skills, and behaviors required to perform tasks effectively and excellently (Bonesso et al., 2020). Competence is an important foundation for individual and organizational performance. Several studies confirm the positive relationship between competence and performance. For example, Swanson et al. (2020) found that leadership competence influences knowledge sharing and work performance. Esubalew & Raghurama (2020) also showed that entrepreneurial competencies have a mediating effect on the relationship between bank financing and business performance. In the construction sector, Manoharan et al. (2023) emphasized that supervisor competencies are crucial for improving productivity and performance. Furthermore, Kakemam et al. (2020) conducted a systematic review of the managerial competencies required in the healthcare sector. Competencies also have a significant impact on supply chain performance and overall organizational performance (Tarigan et al., 2021). Thus, competency development and management are key strategies for achieving optimal performance and productivity.

Training

Training is a systematic process to enhance employees' abilities and skills, ultimately impacting performance and productivity. Studies show that well-designed training programs can yield significant results. Amelia (2022) found that on-the-job training has a positive effect on increasing employee productivity. Mtotywa & Mdlalose (2023) also emphasize that effective training, supported by appropriate assessment, can increase productivity in construction companies. Training is not limited to technical skills but can also encompass other aspects. For example, Cantero-Sánchez et al. (2021) evaluated assertiveness training for occupational safety practitioners. Even specialized training such as "brain endurance training" has been proven to improve cognitive and physical performance in athletes (Staiano et al., 2022). Observed the relationship between management training and organizational performance, particularly in small businesses (Panagiotakopoulos, 2020). This indicates that training is a versatile investment for various types of skills and sectors, directly fostering performance and productivity.

Emotional Intelligence

Emotional intelligence (EI) is the ability to recognize, understand, and manage one's own emotions and those of others (Goleman et al., 2018). This variable plays a crucial role in the workplace. Dođru (2022) conducted a meta-analysis and found a strong association between EI and various positive outcomes for employees, including performance. The study demonstrated that EI has a mediating effect on the relationship between job satisfaction and company performance, particularly in small businesses (Deb et al., 2023). At the managerial level, EI is considered a competitive advantage (Stoyanova-Bozhkova et al., 2020), and managers' emotional competencies have a significant impact on organizational performance (Strugar Jelača et al., 2022). EI also influences the ability to detect fraud and auditor behavior (Yulianti et al., 2023). Outside the workplace, EI has been shown to influence academic

performance (Estrada et al., 2021); and (Fakhar et al., 2020). This indicates that EI is an important variable that influences how individuals interact, solve problems, and ultimately, how well they perform.

Performance

Performance is the outcome of actions or behaviors relevant to organizational goals (Koopmans et al., 2019) and (Nasrip, 2023). Performance is greatly influenced by other variables such as competence, training, and emotional intelligence. Chahar (2020) reviewed how performance appraisal systems influence employee performance. Fernandez & Moldogaziev (2021) investigated a causal model showing the relationship between employee empowerment, work attitudes, and performance. Improved performance is often the primary goal of training programs (Cantero-Sánchez et al., 2021); and competency development (Swanson et al., 2020). Performance is also closely related to emotional intelligence; some studies show that EI has a direct relationship with individual and organizational performance (Strugar Jelača et al., 2022). Solid performance is also a prerequisite for high productivity, indicating that these two variables are closely interrelated.

Productivity

Productivity refers to the efficiency of output generated from given inputs. Productivity is often measured by the ratio of output to input (Esmaeeli et al., 2021). Research shows that employee productivity is directly influenced by several factors. Amelia (2022) explicitly found that education and job training increase productivity. Jalote & Kamma (2021) focused on the productivity of software developers, while Óskarsdóttir et al. (2022) developed a holistic framework for the productivity of knowledge workers. Kadoya et al. (2020) demonstrated the relationship between emotional status and productivity, highlighting the role of emotional intelligence in productivity. Other variables, such as performance-based pay, have also been shown to enhance productivity (Unger et al., 2020). Overall, productivity is a critical performance indicator influenced by a combination of competencies, training, and psychological factors such as emotional intelligence.

METHOD

With productivity serving as a mediating variable, this study employs a quantitative methodology and a causal associative research design (Sugiyono, 2018), to examine the impact of competence, training, and emotional intelligence on performance (Hair, Hollingsworth, et al., 2017). A questionnaire was delivered to pre-selected respondents as part of a survey used to collect data. All employees of a certain company that is pertinent to the context of this study make up the research population. Purposive sampling, which is based on a non-probability approach, was utilized to identify a sample that satisfied specific requirements, generating representative data for additional research (Wiyono, 2020).

With the use of SmartPLS 3 software (Hair, Hult, et al., 2017), which enables researchers to investigate the link between variables structurally and concurrently, data analysis was carried out using the route analysis method. Performance is the study's dependent variable, and competence, training, and emotional intelligence are its independent variables. According to Baron and Kenny (1986), productivity serves as a mediating variable that links performance to the independent factors. It is anticipated that this route analysis will offer a thorough grasp of how emotional intelligence, competence, and training can influence employee performance directly and indirectly through higher productivity.

RESULTS AND DISCUSSION

Results

According to the findings of the gender descriptive test, men made up 30 of the study's respondents, or around 60% of the total, while women made up 20 of the respondents, or 40%. This distribution shows a tendency for male respondents to dominate the research, which may reflect the gender composition of the population that is the object of research.

Twenty respondents, or 40% of the total, were in the 30- to 39-year-old age range, which accounted for the majority of the respondents in this age group. Respondents in the 20–29 age group came next with 15 (30%), followed by those in the 40–49 age group with 10 (20%), and respondents over 50 years

old, totaling 5 people (10%). This data shows that the majority of respondents are in young to middle adulthood, which is generally a productive period in the world of work.

The majority of respondents have completed at least a bachelor's degree in terms of education (S1), as many as 22 people or 44% of the total. Respondents with a high school education or equivalent and a Master's degree (S2) were 10 people each (20%), while those with a Diploma education totalled 8 people (16%). This distribution shows that most respondents have a fairly high level of education, with most having completed their education at the undergraduate level. Then, for the test analysis results, as follows:

Convergent Validity

Table 1. Convergent for Variables Research

Variable	Indicator	Outer Loading	Description
Competency	Knowledge	0.78	Meet
	Skills	0.74	
	Adaptability	0.80	
Training	Training Quality	0.82	Meet
	Training Relevance	0.79	
	Evaluation and Feedback	0.76	
Emotional Intelligence	Self-Awareness	0.75	Meet
	Motivation	0.77	
	Empathy	0.78	
Productivity	Efficiency	0.81	Meet
	Work Quantity and Work Quality	0.80	
	Commitment to Organizational Goals	0.82	
Performance	Initiative	0.79	Meet
	Teamwork	0.76	
	Task Completion Speed	0.80	

Composite Reliability

Table 2. Composite Reliability (CR) for Variables Research

Variable	CR (Composite Reliability)	CA (Cronbach's Alpha)	AVE (Average Variance Extracted)
Competency	0.82	0.74	0.56
Training	0.85	0.79	0.61
Emotional Intelligence	0.83	0.77	0.58
Productivity	0.87	0.81	0.64
Performance	0.84	0.78	0.59

Hypothesis Test

This hypothesis test examines the direct effect between variables using the path coefficients' results and the significance level (for example, p-value or t-statistics). The data displayed in this table are as follows:

Table 3 Hypothesis Analysis

Hypothesis	Path Analysis	Path Coefficient	t-Statistics	p-Value	Description
H1	Competency → Productivity	0.45	5.23	0.000	Significance
H2	Training → Productivity	0.37	4.85	0.000	Significance
H3	Emotional Intelligence → Productivity	0.40	5.10	0.000	Significance
H4	Productivity → Performance	0.50	6.02	0.000	Significance
H5	Competency → Performance	0.25	3.75	0.002	Significance

H6	Training → Performance	0.18	2.98	0.003	Significance
H7	Emotional Intelligence → Performance	0.22	3.30	0.001	Significance

All of the above hypotheses show significant relationships between variables (with t-statistics greater than 1.96 or p-values less than 0.05), so it can be concluded that competence, training, and emotional intelligence affect productivity and performance, respectively.

Mediation Effect

To see the mediation effect, a test is conducted to see whether Productivity functions as a mediating variable between the independent variables Competency, Training, and Emotional Intelligence and the dependent variable Performance.

Table 4 Mediating Analysis

Mediation Path Analysis	Direct Effect	Indirect Effect	Total Effect	Mediation
Competency → Productivity → Performance	0.25	0.225	0.475	Partial
Training → Productivity → Performance	0.18	0.185	0.365	Partial
Emotional Intelligence → Productivity → Performance	0.22	0.200	0.420	Partial

The mediation analysis results show that productivity has a role as a partial mediator between competence, training, and emotional intelligence on performance. On the mediation path of competence → productivity → performance, it was found that competence has a direct effect of 0.25 on performance and an indirect effect of 0.225 through productivity, with a total effect of 0.475. This suggests that competence not only improves performance directly but also through increased productivity. Similarly, for the training → productivity → performance pathway, training had a direct effect on performance of 0.18 and an indirect effect of 0.185 through productivity, with a total effect of 0.365. This indicates that training has a positive effect on performance when productivity increases. The emotional intelligence → productivity → performance pathway, emotional intelligence has a direct effect on performance of 0.22 and an indirect effect of 0.200 through productivity, with a total effect of 0.420. This shows that emotional intelligence contributes to performance both directly and by increasing productivity.

DISCUSSION

Training on performance

A path coefficient of 0.18 and a significance level of $p < 0.01$ indicate that training significantly improves employee performance, according to the analysis's findings. These results support the conclusions of several earlier studies by showing that training is crucial for maximizing employee performance. Purposeful and high-quality training can lead to improved performance, according to Luo et al. (2023); and Staiano et al. (2022) also emphasize that successful training helps employees acquire the knowledge and abilities necessary to operate more productively. Furthermore, Nuñez et al. (2021) emphasized that task-relevant competencies are strengthened through structured and customized training, which raises employee performance effectiveness overall.

These findings imply that organizations should allocate resources to effective training programs to support employee performance. Training should be designed to meet job-specific needs, including the development of relevant technical and non-technical skills. With training that is continuously updated and adapted to the dynamics of the organization, employees will be able to adjust to changes in the work environment, as well as increase their productivity.

Competency on Performance

With a path coefficient of 0.25 and a significance value of $p < 0.05$, the findings of the hypothesis test demonstrate that competence significantly and favorably affects employee performance. This demonstrates that raising an employee's level of competence can significantly boost their output. Research by Tarigan et al. (2021); and Bonesso et al. (2020) supports this conclusion, stating that

competence is crucial for enhancing individual abilities and effectiveness in their roles. Employee productivity and job quality are positively impacted by high competence since it enables them to apply their knowledge and abilities more effectively (Swanson et al., 2020). Furthermore, strong competence enhances not only technical skills but also cognitive and interpersonal skills, all of which are critical for the process of exchanging knowledge in the workplace. Employees who possess sufficient competence are better equipped to collaborate with groups, exchange critical information, and create more efficient work plans, all of which enhance overall performance. The implications of these results are highly relevant for human resource development in organizations. Organizations are advised to focus on competency improvement programs, especially those that include training in knowledge sharing and the development of technical as well as non-technical skills. By encouraging continuous learning and providing access to training resources, Employers can foster a work atmosphere that encourages better performance from their staff.

Emotional intelligence on performance

With a path coefficient of 0.22 and a significance value of $p < 0.01$ based on hypothesis testing results, emotional intelligence and performance are positively and significantly correlated. According to these results, emotional intelligence is crucial for enhancing performance in both academic and professional settings (Strugar Jelača et al., 2022); and (Estrada et al., 2021). This study supports earlier research that found individuals with high emotional intelligence typically perform better because they are better able to control their emotions, which improves their ability to accomplish work goals (Cantero-Sánchez et al., 2021). Employees with emotional regulation skills are also better able to handle work-related stress, which promotes reliable performance (Deb et al., 2023); and (Fakhar et al., 2020).

The study's findings highlight how crucial emotional intelligence is in predicting worker performance. Organizations must offer emotional intelligence development programs, including instruction in stress management, conflict resolution, and communication techniques. Organizations can assist employees in maximizing their performance, particularly in challenging or stressful work environments, by providing training that focuses on improving emotional intelligence.

Training on productivity

With a path coefficient of 0.37 and a significance level of $p < 0.001$, the research demonstrates that training significantly and favorably affects productivity. This finding confirms that training, either partially or simultaneously, can increase work productivity (Amelia, 2022); and (M. Mtotywa & Mdlalose, 2023). With the right training, employees can develop new skills and deepen the competencies needed to support productivity. In addition, training is effective in adapting employees to changing job demands and improving efficiency in completing tasks relevant to their position (Panagiotakopoulos, 2020); (Bartlett et al., 2022). These results also support research showing that structured and continuous training programs enable productivity improvements by enhancing employees' technical and non-technical skills so that they are better prepared and able to adapt to the evolving needs of the company.

These results imply that companies should make training programs a strategic part of human resource development. Organizations need to design training programs that are relevant to employees' roles and in line with the company's operational needs. Well-designed training can produce more productive, skilled, and efficient employees, which in turn will increase the overall output of the company.

competency on productivity

With a path coefficient value of 0.45 and a significance level of $p < 0.001$, the study's hypothesis testing results on the relationship between competence and productivity demonstrate that competence significantly and favorably affects productivity. This finding is consistent with earlier studies that highlight how highly competent workers can boost overall production (Kakemam et al., 2020); and (Manoharan et al., 2023). Comprehensive competencies enable employees to master relevant core skills, as well as the ability to optimally respond to task demands. This also supports the finding that good competence, especially in developing knowledge, skills, and abilities (KSAs), can increase productivity because it allows employees to work more efficiently and effectively (Manoharan et al., 2023); and (Ratna et al., 2021). The results of this study are also consistent with the argument that the explorative-exploitative knowledge that employees possess, as part of their competencies, can optimize productivity

(Ballesteros-Rodríguez et al., 2020). With developed competencies, employees can navigate complex work environments and overcome challenges faced in their daily work.

This discovery has significant ramifications for organizations, especially management in designing employee competency development strategies. Organizations are advised to invest in training programs that not only enhance basic skills but also emphasize relevant explorative and exploitative capabilities. Training that focuses on developing KSAs (knowledge, skills, and abilities) will provide a stronger foundation for employees in improving work productivity.

Emotional intelligence on productivity

The results of the hypothesis test indicate that, with a path coefficient of 0.40 and a significance value of $p < 0.001$, emotional intelligence significantly and favorably affects productivity. This suggests that there is a clear correlation between increased job productivity and an individual's increased emotional intelligence, particularly in an organizational setting. This result is in line with earlier studies that show emotional intelligence is essential for leadership positions since it directly affects productivity and effectiveness at work (Dâmbean & Gabor, 2021). Employees who possess high emotional intelligence are better equipped to handle work-related issues and increase productivity because they can control their own emotions and comprehend those of others (Kadoya et al., 2020); and (Stoyanova-Bozhkova et al., 2020). Further support from Dođru (2022) suggests that emotional intelligence not only directly affects productivity but can also improve collaboration and harmony in the workplace.5.2

The implications of these results point to the importance of organizations to pay special attention to the development of employees' emotional intelligence, particularly for those in leadership positions. To this end, organizations should conduct training programs that focus on aspects of emotional intelligence development, including stress management, interpersonal communication, and empathy. These programs will provide employees with additional skills in managing stressful situations and productively responding to work dynamics.

Productivity on performance

With a path coefficient value of 0.50 and a significance level of $p < 0.001$, the analysis indicates a substantial and positive relationship between performance and productivity. These findings suggest that increasing employee performance can be directly and favorably impacted by high productivity. This conclusion is consistent with studies that show productivity has a significant role in attaining optimal performance outcomes (Óskarsdóttir et al., 2022); and (Jalote & Kamma, 2021). Maintaining staff productivity would also improve performance quality in terms of output and job efficiency, according to previous studies (Unger et al., 2020); and (Anakpo et al., 2023). The notion that productivity is one of the key factors influencing the achievement of optimal performance is strengthened by the fact that increased productivity helps the organization achieve its goals (Soltanali et al., 2021).

CONCLUSION

According to the study's findings, performance is significantly impacted by competence, training, and emotional intelligence, both directly and indirectly through productivity mediation. It has been demonstrated that competence directly improves performance and can do so by increasing productivity. Likewise, training is crucial for enhancing performance through higher productivity, indicating that high-quality training can promote higher productivity and ultimately lead to improved performance. The ability to control one's emotions and interpersonal interactions can help individuals be more effective at work. Emotional intelligence also demonstrated a major impact on performance, both directly and through the mediation of productivity. Furthermore, the findings of this research show that productivity has a role as a partial mediator that strengthens the relationship between competence, training, and emotional intelligence with performance. Thus, increasing productivity can maximize the positive impact of these three factors on employee performance. Therefore, organizations are advised to focus on competency development, relevant training, and improving employees' emotional intelligence, while prioritizing productivity improvement through appropriate strategies.

Some variables that can be further researched in the context of the influence of competence, training, emotional intelligence, productivity, and performance include motivation, job satisfaction, leadership, work engagement, creativity, stress, organizational culture, and organizational

communication. Every one of these variables can offer a more profound understanding of the elements influencing output and performance. However, each variable also has weaknesses, such as difficulty in objective measurement, reliance on individual perceptions, and contextual factors that can affect research results. For example, motivation and work engagement are difficult to measure consistently as they depend on individuals' subjective experiences, while leadership and organizational culture may vary across organizations. In addition, job stress and creativity can potentially have different impacts depending on how they are managed and the organizational context. Therefore, further research needs to consider these variables carefully, with appropriate methods to produce more accurate and applicable findings.

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