The Influence Of Competence and Compensation On The Performance Of Army Polytechnic Teaching Staff: Mediated By Work Motivation

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Abstract *This study aims to examine the influence of skills and rewards on the job performance of teaching staff at the Army Polytechnic Institute, considering the role of job motivation. The study population consists of 63 teaching staff members at the Army Polytechnic Institute, with samples selected using a saturated sampling technique. Data were analyzed through path analysis. The findings indicate that skills, rewards, job motivation, and job performance of teaching staff are at a good level. Skills and rewards directly contribute positively to job motivation and job performance. Moreover, job motivation also has a significant direct impact on job performance. The mediating results show that skills and rewards, through job motivation, indirectly influence the job performance of teaching staff at the Army Polytechnic Institute.*

Keywords: Skills, Rewards, Job Motivation, Job Performance, Teaching Staff

INTRODUCTION

The progress of an organization really depends on the competence of its members, where competence is the basic character of a human being which concerns performance effectiveness (Spencer, 2015:23). This character is a part of the human personality that is internally organized, lasts for a long period of time so that behavior in carrying out tasks can be predicted. Competence can actually show who can do something well or badly, as measured by specific criteria or standards. This means that compensation is a characteristic that influences a person's way of acting, thinking, or managing situations in general in the long term.

In the leadership management concept, the ability to process and utilize human resources is important to realize increased performance, so that organizational goals are quickly achieved. Thus, a leader must be able to manage his organization so that the competence of organizational members can increase. In other words, the performance of an organization is very dependent on the performance of its members or very dependent on the human resources that the organization has. Increasing this competency also depends on the organization's process of selecting the best people, in accordance with the organization's goals and the organization's ability to produce competent human resources. If the human resource selection process is in accordance with the organization's goals, then it depends on how the organization manages its resources as well as possible.

Next, compensation is a reward or right given to members of an organization for the efforts they make in carrying out the duties, obligations and responsibilities they carry out in order to achieve organizational goals. This compensation is something that is considered

important by members of the organization, because it involves the appreciation they receive for their efforts in carrying out their duties and responsibilities, which greatly influences their performance in carrying out subsequent tasks. This means that a measurable compensation system has a close relationship with work motivation. Appropriate compensation shows how much work is valued and the organization appreciates the performance achievements of its members.

To improve performance, organizational members need adequate knowledge and skills through increased competence. Apart from that, organization members must also have a positive attitude towards their profession, have professionalism and be highly dedicated in carrying out their daily tasks.

All of these things cannot be separated from the competence and quality of human resources. Awareness of the importance of human resource aspects causes HR to be placed in the highest position. This is what actually encourages organizations, especially through leadership, to instill behavioral norms, values and beliefs that can be used as a means to improve performance.

Meanwhile, motivation is a psychological process that reflects the interaction between attitudes, needs, perceptions and decisions that occur within a person. Motivation is the main reason that directs someone to work voluntarily to achieve organizational goals. Work motivation will increase thanks to encouragement and enthusiasm from the leadership. In organizational activities, work motivation is defined as the entire process of providing encouragement or stimulation to employees so that they are willing to cooperate willingly and without force (Robins, 2017).

Work motivation is a determining factor for a member to be responsible for their field of work. The availability of various adequate facilities, supported by the high capabilities of members, will not be able to improve organizational performance if someone does not have work motivation.

It has been proven that performance is a very important and beneficial part of the organization. An organization definitely wants its members to work seriously in accordance with their abilities to achieve good work results. Basically, performance includes mental attitudes and behavior that always have the view that the work carried out now must be of higher quality than the work carried out in the past, to the future will be better than the present. A person will feel proud and satisfied with the achievements achieved based on the performance they provide for the organization.

Once again, human resources are the main asset for organizations who are planners and active actors of various activities within the organization. Human resources have thoughts, feelings, desires, status and educational background whose thought patterns can be brought into an organizational environment. Human resources are not like money, machines and materials which are positive in nature and can be fully managed to support the achievement of company goals. So the success of an organization is supported by the competencies and career development opportunities provided to members of the organization. Achieving organizational goals does not only depend on technology, but is more dependent on the people who carry out their work. The ability to provide good work results to meet the needs of the organization as a whole is a contribution to the performance of its members.

Army Polytechnic is an organization operating in the education sector in Indonesia, which still faces challenges in terms of the performance of teaching staff. This low performance is caused by various internal and external factors. Law of the Republic of Indonesia No. 20 of 2003 emphasizes that teaching staff includes teachers, lecturers and the like, who have an important role in the implementation of education.

As is known, by studying at university, students can gain additional knowledge and insight that is useful in life to prepare for their future. Meanwhile, education in an organization aims to improve the knowledge, understanding or attitudes of teaching staff so that they can better adapt to their work environment. The lack of performance of teaching staff in the higher education delivery system is caused by various factors, both internal and external. Law of the Republic of Indonesia No. 20 of 2003 explains that teaching staff are educational staff who are qualified as teachers, lecturers, counselors, etc., who participate in the implementation of education.

The suboptimal performance of teaching staff at the Army Polytechnic has a negative impact on the quality of educational services for students. To improve the standard of educational services, the performance of teaching staff needs to be enhanced. According to Putri (2021), factors such as competence, compensation, and motivation influence the performance of teaching staff. Compensation, as a reward system, can enhance individual and organizational performance.

The purpose of this study is to analyze the direct and indirect effects of competence, compensation, and work motivation on the performance of teaching staff at the Army Polytechnic. With a deep understanding of these factors, it is hoped that solutions can be found to improve the performance of teaching staff and, in turn, enhance the quality of educational services for students.

RESEARCH METHOD

This study is intended to identify factors influencing the performance of teaching staff at the Army Polytechnic, which will subsequently impact the quality of educational services for students in the institution. This explanatory research involves a population and sample of 63 teaching staff. The explanatory approach is a research method aimed at providing explanations about the relationship between variables through hypothesis testing, in line with the views of Tanjung (2020). Data collection is carried out through the distribution of questionnaires to teaching staff at the Army Polytechnic, and the collected data are analyzed using the Structural Equation Model (SEM) method (Fansuri, Deshariyanto, and Diana, 2021).

RESULTS AND DISCUSSION

This research presents findings obtained from data analysis regarding the relationship between the variables of competence, compensation, work motivation, and the performance of teaching staff at the Army Polytechnic.

Instrument Test Results

A questionnaire is considered valid if the questions contained within it can reflect the concept or variable intended to be measured. Validity is tested using the criterion that if the significance value of correlation is < 0.05, then the items of the variable are considered valid. Validity is used to assess the extent to which questions in the questionnaire can measure the intended aspect (Mohajan, 2017). Meanwhile, reliability testing is conducted using the Cronbach alpha formula. A measurement item is considered reliable if its Cronbach alpha value is greater than 0.6 (Schweinsberg, Thau, and Pillutla, 2023).

The validity test results indicate that each variable has valid items. For example, the competence variable (X1) and the compensation variable (X2) each have 9 items, all of which are declared valid. Similarly, the work motivation variable (Z) and the performance variable (Y) also have all valid items because the significance value of each item is less than 0.05, thus indicating that the measurement tool is valid.

Furthermore, the results of calculations using reliability testing indicate that all variables, including competence (X1), compensation (X2), work motivation, and performance, have Cronbach Alpha values above 0.6. This indicates that all variables are reliable in measuring the intended constructs.

Result of Path Analysis Test

The results of the data analysis regarding the direct relationship between competence (X1) and compensation (X2) on work motivation (Z) are presented in Table 1 as follows:

Table 1. Model Equation 1

Variabel	Standardized Coefficients (Beta)	Significance Level	Significance Value Criteria	Description
Competence (X1)	0,434	0,000	0,05	Positive & Significant
Compensation (X2)	0,308	0,010	0,05	Positive & Significant

The results of the direct influence test indicate the equation model 1 as follows:

$$Z = 0,434X1 + 0,308X2$$

a. There is a positive and significant relationship between X1 (competence) and Z (work motivation).

b. There is a positive and significant relationship between X2 (compensation) and Z (work motivation).

The results of the path analysis indicate the indirect relationship between competence (X1) and compensation (X2) on the performance variable (Y), with work motivation (Z) as the intervening variable, presented in Table 2 below:

Table 2. Model Equation 2

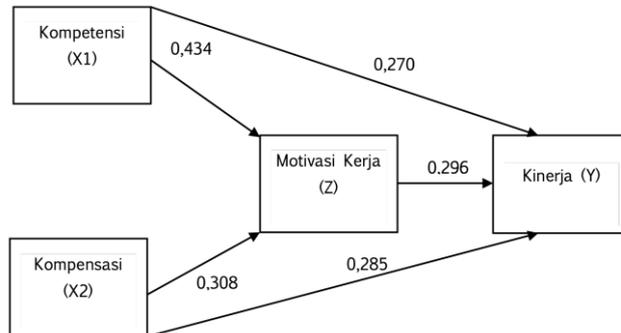| Variabel	Standardized Coefficients (Beta)	Significance Level	Significance Value Criteria	Description
Competence (X1)	0,270	0,028	0,05	Positive & Significant
Compensation (X2)	0,285	0,016	0,05	Positive & Significant
Work Motivation (Z)	0,296	0,016	0,05	Positive & Significant

The results of the indirect influence test indicate the equation model 2 as follows:

$$Z = 0,270X1 + 0,285X2 + 0,296Z$$

Based on the equation described in Table 3, it is explained that:

a. Terdapat korelasi positif dan signifikan antara kompetensi (X1) dan kinerja (Y).

b. Terdapat hubungan positif dan signifikan antara kompensasi (X2) dan kinerja (Y).

c. Terdapat korelasi positif dan signifikan antara motivasi kerja (Z) dan kinerja (Y).

From model equation 1 and model equation 2 displayed in the path analysis diagram as follows:

Gambar 1. Path Analysis Diagram

Sure, to provide a more detailed explanation of the direct and indirect relationships, the information can be presented in the following table:

Table 3: Data Analysis Results

Variable	Direct Effect	Indirect Effect	Total Effect	Significance Level	Hypothesis Conclusion
X1-Z	0,434		0,434	0,000	Positive & Significant
X2-Z	0,308		0,308	0,010	Positive & Significant
X1-Y	0,270		0,270	0,028	Positive & Significant
X2-Y	0,285		0,285	0,016	Positive & Significant
Z-Y	0,296		0,296	0,016	Positive & Significant
X1-Z-Y		0,434 x 0,296 = 0,1284	0,1284 + 0,270 = 0,3984		Positive
X2-Z-Y		0,308 x 0,296 = 0,0911	0,0911 + 0,285 = 0,3761		Positive

From Table 3, it can be observed that the competence variable (X1) and compensation (X2) have significant direct effects on work motivation (Z) with coefficients of 0.434 and 0.308, respectively. Furthermore, the competence variable (X1) and compensation (X2) also have significant direct effects on performance (Y) with coefficients of 0.270 and 0.285, respectively. Work motivation (Z) also has a significant direct effect on performance (Y) with

a coefficient of 0.296. Additionally, there are significant indirect effects from competence (X1) and compensation (X2) on performance (Y) through work motivation (Z), with coefficients of 0.1284 and 0.0911, respectively.

DISCUSSION

The competence variable has a direct impact on work motivation among teaching staff at the Army Polytechnic.

This indicates that an individual's level of competence can influence their performance. Strong work motivation serves as a driver for teaching staff to achieve optimal results. The combination of good competence and satisfactory performance should be recognized and valued by the organization. These findings suggest that having adequate competence in carrying out tasks will increase work motivation among teaching staff at the Army Polytechnic.

To enhance the work motivation of teaching staff, further attention to improving staff competence is needed. This can be achieved through the provision of learning opportunities, both formally and informally, to support staff skill development. Additionally, education and training programs organized by the Army Polytechnic in collaboration with other academic institutions can also help meet the development needs of teaching staff. Previous studies, such as those conducted by Asraf et al. (2020) on The Influence of Leadership, Organizational Culture, and Competence on Work Motivation and Performance of Members of the Regional People's Representative Assembly (DPRD) in the Southeast Sulawesi Province, and Sari Ika Rinawati et al. (2020) on The Influence of Work Environment and Competence on Employee Performance with Motivation as an Intervening Variable in Certain Non-Vertical Work Units (Snvt) of the Ministry of Public Works in Semarang, indicate that competence has a positive and significant influence on work motivation.

The compensation variable has a direct impact on the work motivation of teaching staff at the Army Polytechnic.

Emphasizing the importance of their role as strategic assets in ensuring the smooth functioning of organizational activities. As explained by Katidjan, Pawirosumarto, and Isnaryadi (2022), compensation encompasses various rewards, whether in the form of money, goods, or other benefits, received by teaching staff as recognition for their contributions to the institution. Financial factors, such as wages, have been proven to have a significant influence on motivating teaching staff.

Although financial factors play an important role, income consistency, security, and collaborative support also play vital roles. The challenge lies in achieving a balance between

meeting the individual needs of teaching staff and ensuring optimal performance. The compensation process is a series of steps aimed at recognizing the contributions of teaching staff and encouraging them to achieve the expected level of performance. In the context of financial motivation, it is important to direct the potential and motivation of teaching staff so that they can participate productively in achieving organizational goals. This motivation is closely related to the direction of behavior and the response of teaching staff to the actions they take, as well as their strength in dealing with pressure in the work environment.

The competence variable has a direct impact on the performance of teaching staff at the Army Polytechnic.

This indicates that competence is a fundamental attribute that enables individuals to deliver satisfactory performance in their work. Organizations require competence as a foundation to achieve success in carrying out their tasks, with some organizations setting competency standards that teaching staff must possess. Efforts to improve the performance of teaching staff are made by enhancing their competence, as part of the organization's strategy to achieve its established goals.

Competence encompasses the knowledge, skills, and behaviors that teaching staff must possess and deeply understand in carrying out their tasks professionally. The concept of competence describes individual activities in the workplace at various levels, outlining standards for each level, and identifying the characteristics of knowledge and skills required to execute tasks and responsibilities effectively, thus achieving the desired professional quality standards. The underlying characteristics of competence reflect personality aspects that have been inherent in individuals for a long time and have the ability to predict behavior in various work situations. Previous research by Jufrizen (2018) also confirms that competence influences employee performance.

The competence variable with work motivation as a mediator indirectly influences the performance of teaching staff at the Army Polytechnic.

This is evidenced by the greater indirect effect of competence through work motivation on the performance of teaching staff compared to its direct effect. Competence, which includes knowledge and educational qualifications, influences how teaching staff perceive their teaching tasks, leading to high motivation that impacts their performance. As part of the organization, teaching staff play a role in sharing knowledge and skills with individuals who want to learn. Research by Aksinapang, Bachri, and Azis (2019) on The Influence of Competence, Compensation, and Work Environment on Employee Performance

through Work Motivation as an Intervening Variable shows a positive influence between competence, compensation, and work environment on employee performance through work motivation.

The compensation variable, through the mediation of work motivation, indirectly influences the performance of teaching staff at the Army Polytechnic.

The compensation variable, with work motivation as a mediator, has an indirect impact on the performance of teaching staff at the Army Polytechnic. This indicates that compensation influences the performance of teaching staff at the institution through the boost of work motivation. This is reinforced by the significance of the indirect effect through work motivation, which is greater than its direct effect on the performance of teaching staff. High motivation, triggered by satisfaction with compensation, including salary, bonuses, allowances, and adequate facilities, encourages teaching staff to work more effectively and focus on achieving optimal work results. Research by Aksinapang, Bachri, and Azis (2019), which investigated the relationship between competence, compensation, work environment, work motivation, and employee performance at PT. Bank Negara Indonesia, found that competence, compensation, and work environment have a positive influence on employee performance through work motivation as a mediator.

CONCLUSION

The research findings indicate that the competence, compensation, work motivation, and performance of teaching staff at the Army Polytechnic are at a good level. Competence and compensation have a direct, positive, and significant impact on work motivation and the performance of teaching staff. Work motivation also has a positive and significant impact on the performance of teaching staff. Additionally, competence and compensation, through work motivation as a mediator, also indirectly have a positive impact on the performance of teaching staff. Suggestions that can be drawn include educational institutions considering compensation policies that can enhance the work motivation and performance of teaching staff. For teaching staff, it is recommended to contribute more to the learning process. For further research, it is suggested to explore other variables that potentially influence the performance of teaching staff.

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