

Boosting Employee Performance through Competency Development

Fatin Fadhilah Hasib¹, Anis Eliyana^{*2}, Desynta Rahmawati Gunawan³, Muhammad Firdaus⁴, Ayu Mas'uda⁵

¹Universitas Airlangga, Indonesia

fatin.fadhilah@feb.unair.ac.id

²Universitas Airlangga, Indonesia

anis.eliyana@feb.unair.ac.id

³PT Usaha Mulia Digital Indonesia (PT UMDI)

desyntaaa@gmail.com

⁴Universitas 17 Agustus 1945, Indonesia

firdaus@untag-sby.ac.id

⁵Universitas Airlangga, Indonesia

masudaayu40@gmail.com

Corresponding Author: Anis Eliyana

Email: anis.eliyana@feb.unair.ac.id

ABSTRACT

This study focuses on employees' perceptions of their competency development. The assumptions underlying employability are based on the assumption that the employees' perceived employability will lead to job success and organizational success. Perceived employability also concerns employees' perceptions of their opportunities to support organizational growth through competency development. This study aims to determine the effect of variables associated with competency development on performance. Furthermore, perceived employability is also tested. This study is a quantitative research done to 105 respondents and the analysis technique used is path analysis with data processing based on SmartPLS software.

Keywords: Perceived Support for Competency Development, Employee Participation in Competency Development, Perceived Employability, Performance, Sustainable Growth, Quality jobs

Correspondence:

Anis Eliyana

Universitas Airlangga, Indonesia

Email: anis.eliyana@feb.unair.ac.id

INTRODUCTION

The development of technology brings many changes that are increasingly fast in the organization. Organizations accustomed to planned change must become accustomed to unplanned change. Organizations will always be required to have a competitive advantage and sustainable growth to raise performance standards in all aspects for the sake of developing the organization and employees. As a consequence of these rising standards, effective organizations must be able to do what is necessary to survive and strengthen their strategic capabilities. By anticipating these challenges, both employees and organizations can thrive.

There is a relative consensus that the changing nature of the internal and external labor market indicates an increasingly complex field of work, and the importance of skills for managing jobs effectively (Wilton, 2019). The main principle in career theory is the concept of 'new careers' where a person will feel safe in an organization when he has employability (Rodrigues & Guest, 2010). Employability is defined as "the combination of factors that enable individuals to progress by staying employed and moving forward throughout their careers" (European Commission, 2014). Employability is the willingness and ability to do productive work because work is constantly changing by keeping up with developments in and around the organization (van Harten *et al.*, 2016; Van den Broeck *et al.*, 2014). Pinto & Ramalheira, (2017) also add that employability varies according to the economic context, and therefore employability depends not only on meeting certain job requirements but also on how a person stands against others in the job seeker hierarchy.

In addition, the effect of job-related qualifications on employability can be explained by the human capital theory (Lissitsa & Chachashvili-Bolotin, 2019). The theory suggests that a person's human capital, which reflects that person's knowledge, skills, qualifications, and experience,

is likely to increase income or productivity. The human capital theory also offers a valuable theoretical framework for studying perceived employability. Previous research by De Vos *et al* (2011) has revealed that increasing employability requires participation and support felt by employees in competency development. Perceived support for competency development is defined as employees' perceptions of support from the organization for competency development that will influence them when doing work (A. De Vos *et al.*, 2011). That way employees who receive perceived support for competency development will tend to be confident in their work abilities (Wilton, 2019). Perceived support for competency development can also improve perceived work ability among employees (Drange *et al.*, 2018). Besides, Employee participation in competency development is associated with the process of developing competencies by being actively involved in development activities offered by the organization (A. De Vos *et al.*, 2011).

Employees must not only participate in the competency development plan but also must implement it in their work to face increasingly fierce competition in the work environment. This is important because other employees are also aware of the competition in the workplace so that individuals must be able to improve their respective abilities so that they are not less competitive with other employees. On the other hand, not only employees must participate in competency development, but organizations must also support employees to participate in competency development activities. When the organization supports the development of employee competencies properly and appropriately, employees will receive support from the organization with a very positive attitude, so that individuals can apply something better than those who feel unsupported to reciprocate. These employees will overall achieve high performance in the organization. Performance is a stage of achievement in completing

certain work which also represents the level of achievement of each job and the fulfillment of policies, expectations, or requirements for the official role of the organization (Kustanto *et al.*, 2020). Meanwhile, according to Elbaz *et al.*, (2018), competency-based performance will refer to "what people expect to do in their roles, as well as what understanding, and knowledge are needed to carry out the job appropriately".

State universities have increasingly fierce competition, therefore, for universities to compete properly, resources have a crucial role, especially human resources. In the national education system, organizations that operate within the system are subsystems that have human resources that need to be managed properly. Education personnel (tendik) are known to play a very important role in achieving the goals of educational organizations, and these goals have contributed significantly to the realization of the goals of national education. According to Salman *et al.*, (2020) if the relative importance of each ability in predicting job performance can be obtained through competency development, then human resource development or management practitioners may be able to use information from HR to allocate resources or formulate strategies.

Tendik is an important component in the provision of education. In connection with the demands for the professionalism that education personnel need to have, there is a growing sense of urgency to improve the quality of education at every type and level of education which has become a commitment to national education. This classic issue will always arise during this time and requires the most appropriate effort to improve the quality of education by improving the quality of education personnel. This also applies to the Shipping Institute Politeknik Surabaya (PPNS) as a government agency engaged in education. It is a state educational institution with the status of a ministerial work unit (Satker) under the auspices of the Ministry of Education and Culture with all the rules and policies that have been set. The government has issued a regulation stipulated in PP Number 49 of 2018 concerning Government Employee Management with a Work Agreement in Article 96 which regulates the prohibition of recruiting honorary staff, this is a challenge for PPNS.

The workload demands and challenges posed by PPNS, especially in terms of quantity and quality, allow it to increase the expected capabilities of employees through increasing perceptions of work worthiness and employee performance. Based on the above background, this research was conducted to test whether there is a relationship between perceived support for competency development, Employee participation in competency development, perceived employability, and performance

LITERATURE REVIEW

Theory Basis

Perceived Support for Competency Development

Perceived support for competency development is defined as employees' perceptions of the support provided by the organization for competency development that will influence them when doing work (A. De Vos *et al.*, 2011). That way employees who receive perceived support for competency development will feel more confident in their work abilities (Wilton, 2019). According to Coberly & Goldenhar, (2007) perceived support for competency development is also called "organizational career management" or "organizational sponsorship" which refers to the processes, programs, and assistance provided

by organizations to support and enhance the careers felt by employees. Through career management, companies can provide useful and practical career advice to improve job prospects as well as strategic professional networks (Purcell *et al.*, 2013). When linking effective career management and job outcomes, competency in career management will be considered to increase the likelihood of achieving the desired initial job (Wilton, 2019). Besides, it is known that perceived support for competency development can improve employees' perceived work ability (Drange *et al.*, 2018). Therefore, employees who have a positive environment and job prospects are better than employees who do not get the competency development provided by the organization.

Employee Participation in Competency Development

Employee participation in competency development is defined as the process of individuals developing their competence by being actively involved in various types of development activities offered by the organization (A. De Vos *et al.*, 2011). The types of development activities their organizations provide, for example, formal learning, such as training, and informal learning, such as workplace learning and professional development at large. That way, it can also make employees gain knowledge and skills related to other organizations, even though the investment is internally oriented (Akkermans *et al.*, 2019). Giving employees personal benefits in the form of increased work ability can also trigger employees to maintain this success in the future (Akkermans *et al.*, 2019). So, organizations are better off investing in achieving this, as it will lead to better and sustainable organizational growth (Salman *et al.*, 2020). Thus, it can be concluded that employee participation in competency development is the active involvement of the emotions and thoughts of employees who are responsible for various competency development activities offered by the organization.

Perceived Employability

Employability is defined as "the combination of factors that enable individuals to progress or find employment while remaining employed and moving forward during their careers" (European Commission, 2014). Pinto & Ramalheira, (2017) also add that employability varies according to the economic context, and therefore employability depends not only on meeting certain job requirements but also on how a person stands relative to others in the job seeker hierarchy. The effect of job-related qualifications on employability can be explained by the human capital theory (Lissitsa & Chachashvili-Bolotin, 2019). The theory suggests that a person's human capital, which reflects the knowledge, skills, qualifications, and experience of that person will most likely increase income or productivity. The human capital theory also offers a valuable theoretical framework for studying perceived employability. Perceived employability is generally defined in terms of the opportunities that individuals perceive to find new jobs in the external labor market (Berntson & Marklund cited by (Philippaers *et al.*, 2016)). In the context of job security provided by the organization, this concept specifically describes what inspires employees to control their careers across organizational boundaries. Perceived employability also concerns employees' perceptions of their opportunities to work in the internal and/or external labor market and has been developed as an asset for current employees who are engaged in ongoing change (Akkermans *et al.*, 2019). So, a positive value for employees is to provide them with a form of job security. Perceived employability is known to be an aspect that contributes to optimal functioning but

depends on the absence or perceived job insecurity (Allen, 2016). Also, it was found that individuals who consider themselves highly job-ready tend to display a higher need for demonstrating competence through work, than "average" employees (Allen, 2016). Thus, it can be concluded that perceived employability is employees' perceptions of their abilities and opportunities in the work environment in maintaining the desired job continuously by developing self-competence optimally.

Performance

Performance is a stage of achievement in completing certain work which also represents the level of achievement of each job and the fulfillment of policies, expectations, or requirements for the official role of the organization (Kustanto *et al.*, 2020). Performance is also defined as the productivity generated by each job and can be expressed in terms of quantity, quality, and work contribution (Wardani & Eliyana, 2020). That way, when productivity is high, the overall performance in the organization will also be high. Performance is defined as representing the level of achievement of each employee's job because performance is considered a measure of the results of good quality and quantity within a certain period of time which is influenced by many factors and is carried out with the responsibility given to achieving organizational goals carried out by employees (Muzakki *et al.*, 2019). Organizational performance is a mindset that complements the strategic human resource configuration approach which contains the types of HR activities, as faced with individual activities, which are necessary to achieve company goals (Park, 2020). The organizational performance will be considered as a measure of productivity by considering the participation of company employees (Oyemomi *et al.*, 2016). Employee performance is known to be one of the factors that can significantly affect the profitability of an organization which is characterized by the work results with the best work quality (Banin *et al.*, 2020). Meanwhile, according to Elbaz *et al.*, (2018), competency-based performance will refer to "what people expect to do in their roles, as well as what understanding, and knowledge are needed to carry out the job appropriately".

Hypothesis Development

Perceived Support for Competency Development and Perceived Employability

Perceived support for competency development is defined as employees' perceptions of the support provided by the organization for competency development that will influence them when doing work (A. De Vos *et al.*, 2011). This development can also be called career management. This research is known to focus on employees' perceptions of their work abilities. This assumption underlies the literature on perceived employability which explains that the perceived employability will lead to job success (Drange *et al.*, 2018). The development of strong career management skills is considered essential for employability and, ultimately, labor market achievement (Potgieter cited by (Wilton, 2019)). These skills will enable a person to have a clear understanding of themselves and to make informed decisions about how their abilities, attributes, and experiences map out available job market opportunities. This can happen well in individuals who get perceived support for competency development. By getting support related to the development of their competencies, these individuals will be more educated with stronger job-related skills which also leads to a higher level of perceived employability (Wilton, 2019). Competency development can be interpreted as a positive

expansion or change at the level of individual competence (J. M. De Vos *et al.*, 2015). In this view, it is considered an individual learning process through acquired competencies (Naim & Lenka, 2017). Perceived support for competency development can also be in the form of providing a strategy to ensure that employees can meet competency standards in job targets from the start needed to participate in activities, as well as plans to obtain evidence of the necessary competencies and benefit (Jackson & Wilton, 2019). According to Wittekind *et al.*, (2010) found that support for competency development can increase self-perceived work ability among employees. In addition, Brouwer & Bradlow, (2015) stated that perceived support for competency development not only increases individual domain-specific knowledge or skills but also a more general perception of perceived employability. Through perceived support for competency development, job skills are well-realized and experience the same direct association by expecting that these factors mutually affect perceived employability. That way, those who feel they have a high level of perceived employability will show a willingness to be involved in some form of career planning, either long-term or short-term strategy (Wilton, 2019). Besides, it can increase the ability to adapt to different work environments and further enhance employability through competence to address more opportunities. Thus, this study hypothesizes that:

H1: Perceived Support for Competency Development has a significant effect on Perceived Employability *Employee Participation in Competency Development and Perceived Employability*

Employee participation in competency development refers to how employees develop their abilities by actively participating in various types of development activities in organizations, through more traditional formal learning activities, such as training, and informal learning, such as learning in the workplace and professional development at large. That way, it can also make employees gain knowledge and skills related to other organizations, even though the investment is internally oriented (Akkermans *et al.*, 2019). Education and competency development is one of the most important elements in measuring the extent of human resources (Lissitsa & Chachashvili-Bolotin, 2019). For example, skills acquired during formal education may be an alternative during the career of individuals who can acquire new skills that are not part of traditional formal training. Having skills can also be seen as an important attribute that gives people a foothold in the labor market. Therefore, based on human capital theory, it is assumed that skill ownership can be combined with the perception of perceived employability. According to Nelissen *et al.*, (2017) perceived employability for individuals and organizations can be increased through HR practices. It is the knowledge and skills that employees have from formal learning activities that can increase their human resources, which also leads to perceived employability. The co-advantage on the part of firms in perceived employability is likely to bind both parties, thus encouraging commitment and capability in the workplace and leading to the general idea that perceived employability explains the relationship between HR practices and what the organization needs (Akkermans *et al.*, 2019). Because according to Forrier *et al.*, (2018) perceived employability is not completely under the control of the individual alone but has always been part of an interdependent relationship that has been proposed as a blind spot in research on perceived employability. So that employee participation in competency development

is needed to support the realization of perceived employability. According to Yao & Tuliao, (2019) organizations should reconsider their approach to effective teaching methods, such as soft skill development (employee participation in competency development) and support for employee transition to work as a way to contribute to perceived employability as a whole. This needs to be done because part of the strategy can raise education standards that include an emphasis on producing skilled workers to contribute to the country's economy and as a way to improve the skills that employees and organizations need. Thus, this study hypothesizes that:

H2: Employee Participation in Competency Development has a significant effect on Perceived Employability

Perceived Employability and Performance

Perceived employability is often said to imply a feeling of controlling a career at work (Forrier *et al.*, 2015). Perceived employability is also known to be a better job than other job opportunity options and they provide a growth path for employees, which further leads to positive overall outcomes including employee performance (Philippaers *et al.*, 2016). Employability is generally described as a win-win outcome as employability will provide security to employees in a dynamic, well-performing labor market (Acikgoz *et al.*, 2016; van Harten *et al.*, 2016). Perceived employability can make employees more independent from their employers (Forrier *et al.*, 2018; Philippaers *et al.*, 2017). This independence can be interpreted either positively in terms of feeling in control of matters related to career (Philippaers *et al.*, 2019), then individuals who feel controlled will exert more effort, try harder, and initiate adaptive rather than maladaptive actions. and thus, perform at a higher level of performance. Support for a positive relationship between perceived employability and various performance indicators, both from official and supervisory records, is known to have come from studies by Hahn & Kim, (2018) and Stoffers & Van der Heijden, (2018). In addition, according to Philippaers *et al.*, (2016) perceived employability is also relevant in the context of the war for talent because it is generally assumed that it can improve employee work performance and employers may want to attract and maintain high employability. Then it is also said that traditionally, perceived employability is thought to stimulate job performance. Employees with high perceived employability will try to nurture their resources by working well because organizations prefer to hire high-performing employees. Perceived employability is also built on a large pool of resources such as knowledge and expertise (Philippaers *et al.*, 2016). Therefore, perceived employability can lead employees to invest those resources so that they can perform well to obtain other valuable resources, such as a record of good performance. Organizations have also invested in perceived employability by attracting highly job-ready workers or by providing training and may expect returns in the form of increased performance and ultimately increased productivity (Allen, 2016). Thus, this study hypothesizes that:

H3: Perceived Employability has a significant effect on Performance

Perceived Support for Competency Development and Performance

According to Coberly & Goldenhar, (2007) perceived support for competency development is also called "organizational career management" or "organizational

sponsorship" which refers to the processes, programs, and assistance provided by organizations to support and enhance the careers felt by employees. In the modern career environment, it is known that individuals make important decisions for successful career development. Especially, because the responsibility for career development lies with individuals who will acquire and will invest in career competencies consisting of the talents, skills, and interactions necessary for successful job performance (Salman *et al.*, 2020). Support for employee competency development is important to allocate resources to improve the required work performance. This support can also encourage employees to work hard to pay back the organization so that support can significantly improve organizational performance (Chen *et al.*, 2020). In carrying out their work, employees are affected by various internal and external conditions and because of changes in them such as difficult situations to maintain organizational expectations. When employees show the right behavior through perceived support for competency development, these support activities can be carried out on time in exerting the effort needed on work that refers to improving employee performance. Because according to Imran & Aldaas, (2020) the key factor needed to achieve organizational performance is motivation from the organization in the form of support. Employees who have organizational support perform better than employees who feel the organization is not supporting them. Perceptions of organizational support directly have a positive impact on employee performance for several reasons such as a form of replacement of the organization's obligation to provide support to them. Thus, this study hypothesizes that:

H4: Perceived Support for Competency Development has a significant effect on performance

Employee Participation in Competency Development and Performance

Competency is a basic characteristic possessed by an individual that is causally related to meeting the criteria needed to occupy a position and contains aspects of skills, knowledge, or personality characteristics that can affect performance (Sabuhari *et al.*, 2020). Through employee participation in competency development, companies can increase efficiency, achieve goals and implement strategies, and can increase productivity as well as quality and decision making which ultimately improves performance (Anvari *et al.*, 2016). Employee participation in competency also refers to the ability to adapt to change, readiness to develop oneself, readiness to learn, and the ability to initiate trust, action, endurance, acceptance, self-discipline, broad insight, self-esteem, individuality, and self-determination (Salman *et al.*, 2020). It is known to include a group of skills, knowledge, and abilities to identify a person's strengths and weaknesses in assessing personal and professional goals, as well as the ability to manage oneself in stressful situations and to understand and act on work motivation and emotions (Elbaz *et al.*, 2018). In addition, it is said that employee participation in competency also improves employee performance, success, and adaptation, which in essence is the main determinant of employee performance levels, which in turn facilitates the organization to successfully achieve its targets and achieve superior performance (Potnuru & Sahoo, 2016). According to Elbaz *et al.*, (2018) that competencies consisting of achievement orientation, teamwork and collaboration, and analytical thinking have a great influence on organizational performance. Therefore, individuals who have competence will precede

and lead to superior performance. Employee participation in competency development can be demonstrated through developing the abilities of an employee and the organization as a whole, such as when employees participate in competency development, the organization will develop more, and the employee's performance will increase. This can happen when employees will develop

more, they will be more satisfied with their work and more committed to their work and the performance will also increase. Furthermore, when employee performance will increase, this will lead to organizational effectiveness. Thus, this study hypothesizes that:

H5: Employee Participation in Competency Development has a significant effect on Performance

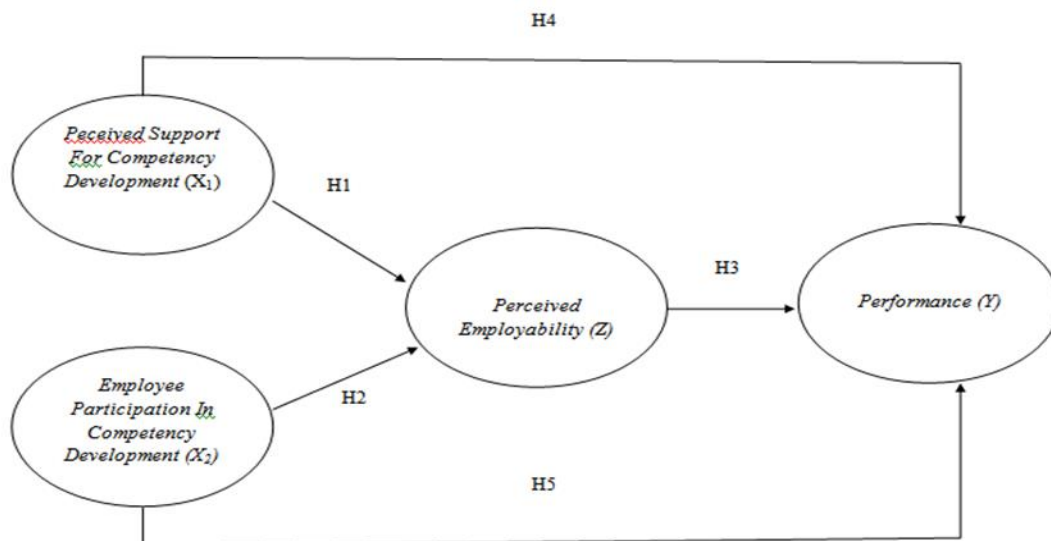


Figure 1 Conceptual Framework

RESEARCH METHODS

Research Approach

This type of research is included in research with a quantitative approach. Quantitative research is used in this research to answer questions about the relationship in measurable variables to predict, explain, and control a phenomenon. The independent variables used in this study are Perceived support for competency development and Employee participation in competency development. The dependent variable used in this study is performance. Meanwhile, the mediation variable in this study was Perceived Employability. The measurement scale used in measuring the indicators of each variable in this study uses a 5-point Likert scale which specifically uses five answer choices from a Likert scale, namely, 1 = Strongly disagree, 2 = Disagree, 3 = Enough Agree, 4 = Agree, and 5 = Strongly agree.

Measurement

Perceived Support for Competency Development

Perceived Support for Competency Development is defined as support that is felt tend to be towards the development of competencies provided by PPNS to support their work. The indicators of Perceived Support for Competency Development in this study are based on research by Ans De Vos *et al.*, (2011).

Employee Participation in Competency Development

Employee participation in competency development is defined as the involvement of emotions and physical thoughts by being actively responsible in various activities towards competency development offered by PPNS. Employee participation in competency development indicators in this study are based on research by Ans De Vos *et al.*, (2011).

Perceived Employability

Perceived employability is defined as a Tendik perception of its ability to adapt to the work environment in maintaining and or getting the desired job at PPNS continuously developing optimal self-competence and updating knowledge in skills adequately. Perceived employability indicators in this study are based on research by Van der Heijde and Van der Heijden (2006).

Performance

Performance is defined as the level of Tendik proficiency in carrying out tasks from the part of the work that contributes to the technical and social work environment. The indicators used to measure the performance variable in this study are following Abramis & Morrison (1994).

Data and Sample Collection Techniques

The population in this study were 105 Education Personnel with the status of Civil Servants (PNS) at Politeknik Surabaya which is the only vocational education institution that focuses on shipbuilding and marine-related technology in Indonesia. The sampling technique used in this study is nonprobability sampling, namely by census sampling. The census sampling method is a method of taking the entire population into a sample. So that the sample used in this study were 105 civil servants at Politeknik Surabaya.

Data Analysis Techniques

The management of data analysis in this study was carried out using Partial Least Square (PLS) as an analysis tool. This study uses PLS to determine the relationship between latent variables consisting of Perceived Support for Competency Development,

Employee Participation in Competency Development, Perceived Employability, and Performance. PLS is a method for implementing the Structural Equation Modeling (SEM) model.

Data Analysis

Performing analysis techniques using Partial Least Square (PLS), validity tests, reliability tests will be carried out by knowing the Outer and Inner Models.

Table 1. Distribution Frequency Profile Respondents

N=105		Frequency	Percentage	Total%
Gender	Male	73	70%	70
	Female	32	30%	100
Ages	22 – 30 y/o	7	7%	7
	31 – 39 y/o	22	20%	27
	40 – 48 y/o	24	23%	50
	49 – 58 y/o	52	50%	100
Education	Master	3	3%	3
	Bachelor	28	27%	30
	Diploma	21	20%	50
	Senior High School	45	43%	93
	Junior High School	8	7%	100
Years of Service	1 – 10 y/o	23	22%	22
	11– 20 y/o	27	26%	48
	21 – 30 y/o	53	50%	98
	≥31 y/o	2	2%	100

Note: Based on Table 1 it is known that four demographic variables are coded in the data as Gender, Age, Education and Years of Service.

Table 2. Convergent Validity

Variables	Code	Factor Loading			α	γ_s	CR	(AVE)
<i>Perceived Support For Competency Development</i>	PSFCD 1	0.528			0.777	0.752	0.823	0.519
	PSFCD 2	0.586						
	PSFCD 3	0.557						
	PSFCD 4	0.624						
	PSFCD 5	0.544						
	PSFCD 6	0.682						
	PSFCD 7	0.533						
	PSFCD 8	0.506						
	PSFCD 9	0.555						
	PSFCD10	0.517						
<i>Employee Participation In Competency Development</i>	EPICD 1		0.596		0.792	0.794	0.841	0.596
	EPICD 2		0.576					
	EPICD 3		0.696					
	EPICD 4		0.614					
	EPICD 5		0.603					
	EPICD 6		0.529					
	EPICD 7		0.531					
	EPICD 8		0.561					
	EPICD 9		0.584					
	EPICD 10		0.589					
<i>Perceived Employability</i>	PE 1			0.722	0.882	0.885	0.903	0.636
	PE 2			0.634				
	PE 3			0.768				
	PE 4			0.745				
	PE 5			0.776				
	PE 6			0.646				
	PE 7			0.678				
	PE 8			0.620				
	PE 9			0.662				
	PE 10			0.551				
	PE 11			0.628				
<i>Performance</i>	P 1			0.641	0.932	0.937	0.939	0.683
	P 2			0.766				
	P 3			0.707				

	P 4				0.778				
	P 5				0.744				
	P 6				0.651				
	P 7				0.587				
	P 8				0.660				
	P 9				0.757				
	P 10				0.740				
	P 11				0.648				
	P 12				0.572				
	P 13				0.655				
	P 14				0.638				
	P 15				0.714				
	P 16				0.656				
	P 17				0.559				
	P 18				0.745				

Note: Based on Table 2, it shows PSFCD (Perceived Support For Competency Development), EPICD (Employee Participation In Competency Development), PE (Perceived Employability) and P (Performance). It is known that the results of the Validity Test show that all indicators used have met the research requirements, and it is stated that all indicators in this study have an effect on latent variables. Because these results have met the validity and reliability requirements for research.

Table 3. Distribution Frequency Answer

Indicator	Information	Mean	Category
<i>Perceived Support For Competency Development</i>			
PSFCD1	Organizations have time to develop competencies	4.16	High
PSFCD2	Organizations plan personal development to find out what competencies need to be developed	4.16	High
PSFCD3	Leaders regularly provide feedback about performance	4.17	High
PSFCD4	Organizations provide training opportunities to develop competencies	4.14	High
PSFCD5	Colleagues regularly provide feedback on performance	4.12	High
PSFCD6	Can routinely do other work (without promotion) to develop new competencies	4.09	High
PSFCD7	Leaders ensure that developing competencies is necessary for a career	3.91	High
PSFCD8	All information about career opportunities in the organization is readily available	3.61	High
PSFCD9	The assignment of developing competencies for organizational investment	3.58	High
PSFCD10	Given the opportunity to develop the competencies needed for promotion	3.60	High
Mean		3,95	High
<i>Employee Participation In Competency Development</i>			
EPICD 1	Provide learning opportunities with more experienced colleagues	4.14	High
EPICD 2	The training provided is used to improve technical competence	4.15	High
EPICD 3	Important training to improve general competencies, such as communication, language and others	4.19	High
EPICD 4	The training focus is used to acquire knowledge	4.17	High
EPICD 5	The workshops that are followed can develop competencies through the interactions in them	4.13	High
EPICD 6	Dig up information from the leadership regarding work	4.03	High
EPICD 7	Competency development activities in groups make employees from various units work together to discuss certain topics	3.84	High
EPICD 8	Hold discussions about careers with leaders	3.63	High
EPICD 9	Have a discussion with a career counselor about careers	3.61	High
EPICD 10	Workshop helps in career planning	3.89	High
Mean		3.98	High
<i>Perceived Employability</i>			
PE 1	Competent to engage in in-depth discussion	3.90	High
PE 2	Competent in doing work accurately with minimal errors	3.78	High
PE 3	Competent to provide information in a way that is easy to	3.78	High

	understand		
PE 4	Competent in identifying problems to determine priorities	3.83	High
PE 5	Competent to provide practical assistance to colleagues	3.87	High
PE 6	Competent to provide reasons regarding the "pros" and "cons" of certain decisions in employment	3.76	High
PE 7	Have adequate abilities in accordance with the field of expertise	3.96	High
PE 8	Be confident in doing your job	4.02	High
PE 9	Easy to adapt to changes that occur in the work environment	4.16	High
PE 10	Have a positive attitude towards changes in work functions	4.06	High
PE 11	It's a lot of fun to feel working with new people	3.98	High
Mean		3.92	High
Performance			
P 1	Develop a work program according to the current position	4.09	High
P 2	Formulate solutions to problems that are happening	4.35	Very High
P 3	Prepare recommendations that can support the work program	4.27	Very High
P 4	Monitoring the implementation of work program management	4.51	Very High
P 5	Prepare a draft report on the management of work programs	4.19	High
P 6	Report the results of the implementation of tasks to superiors as a form of responsibility for the implementation of tasks	4.23	Very High
P 7	Carrying out other official duties ordered by the leadership	4.19	High
P 8	Developing instruments for collecting, classifying and processing data	4.13	High
P 9	Carry out internal reconciliation every month	4.37	Very High
P 10	Carry out an inventory of equipment that supports work	4.64	Very High
P 11	Carry out stock-taking of used materials regularly	4.18	High
P 12	Create work instructions	4.06	High
P 13	Carry out routine maintenance and maintenance of equipment in accordance with operational procedures	4.27	Very High
P 14	Ensure tasks are carried out according to applicable procedures	4.05	High
P 15	Conduct periodic evaluations related to the achievement of work programs	4.55	Very High
P 16	Process documents in accordance with the provisions for smooth work	4.37	Very High
P 17	Archiving work-supporting documents so that any time they are needed can be found quickly	4.05	High
P 18	Manage centrally acquired databases	4.44	Very High
Mean		4.27	Very High

Note: Based on Table 3 shows a description of the respondents' answers to the variables of Perceived support for competency development, Employee participation in competency development, and Perceived Employability which have a high category. while Performance has a very high category.

Table 4. R-square

Endogen Variable	R ² Value
Perceived employability	0.329
Performance	0.430

Note: Based on Table 4, the R² value for perceived employability is 0.329 so that it is known that the percentage of perceived employability can explain the perceived support for competency development and employee participation in competency development by 32.9%. The R² value for performance is 0.430, so it is known that the percentage of performance can explain perceived support for competency development, employee participation in competency development and perceived employability of 43.0%.

Predictive Relevance (Q²)

Predictive relevance is used to measure how well the observation value generated by the model used. The predictive relevance (Q²) value has the same meaning as the coefficient of determination (R²) in the regression analysis, so that the higher Q², the model can be said to be more fit with the data. The results of the calculation of the Q² value are as follows:

$$\begin{aligned}
 Q^2 &= 1 - [(1 - 0,329) \times (1 - 0,430)] \\
 &= 1 - (0,671 \times 0,570) \\
 &= 1 - 0,38247 \\
 &= 0,617
 \end{aligned}$$

Thus, the calculation results obtained a Q² value of 0.617, meaning that the amount of diversity of the research data that can be explained by the research model is 61.7%.

while the remaining 38.3% is explained by other factors outside the model.

Table 5. Path Coefficient Results

Variable	Original Sample	P Value	Information
<i>Perceived Support For Competency Development → Perceived Employability</i>	0.019	0.818	Not significant
<i>Employee Participation In Competency Development → Perceived Employability</i>	0.566	0.000	Positive and Significant
<i>Perceived Employability → Performance</i>	0.211	0.039	Positive and Significant
<i>Perceived Support For Competency Development → Performance</i>	0.371	0.000	Positive and Significant
<i>Employee Participation In Competency Development → Performance</i>	0.264	0.015	Positive and Significant

Note: Based on table 5, it is known that the original sample value shows the direction of influence by looking at the positive or negative and the magnitude of the influence of the independent variable on the dependent variable and P-Value <0.05 to conclude that the relationship between the variables being tested is stated to have a significant effect.

RESULTS AND DISCUSSION

Discussion

Perceived Support for Competency Development and Perceived Employability

The results of statistical testing through the SmartPLS software in this study indicate that perceived support for competency development does not significantly affect the increase in perceived employability. This can be seen based on the significance level of 0.818 <from 0.05, thus it is concluded that H1 is rejected, meaning that the perceived support for competency development cannot affect the increase in the perceived employability of the PPNS. According to hennekam (2016), older workers are employees aged > 45 years. From the characteristics of respondents based on age, there are 64 employees who are over 45 years old. In addition, a study conducted by Chorkaew, (2016) found that older workers often have an unrealistic view of their perceived employability. So, this research highlights the tendency of Education Personnel with the status of Civil Servants (PNS) at PPNS to assess their perceived employability based on past performance and outdated skills, thereby rationalizing the reasons for the lack of success in the workplace due to factors related to age rather than personal attributes related to their job. It also shows that through perceived support for competency development of Education Personnel with the status of Civil Servants (PNS) at PPNS, the work skills are realized well and experience associations, but it is known that these factors do not cause reciprocity that does not affect perceived employability significantly.

Employee Participation in Competency Development and Perceived Employability

The results of statistical testing through the SmartPLS software in this study indicate that employee participation in competency development has a positive and significant effect on perceived employability. This can be seen based on the significance level of 0.000 <from 0.05, thus it can be concluded that H2 is accepted, meaning that employee participation in competency development can affect the increase in perceived employability of PPNS. The results of this study were supported by research by Van der Heijden *et al.*, (2009) which proved that participating in formal and informal learning activities had an effect on perceived employability. Perceived employability for Education Personnel with the status of Civil Servants (PNS) at PPNS and these organizations can be improved through

their HR practices. The knowledge and skills from these formal learning activities that can increase their human resources, which also leads to perceived employability. The mutual benefit of PPNS in perceived employability is likely to bind both parties, thus encouraging commitment and capability in the workplace and leading to the general idea that perceived employability explains the relationship between HR practices and what PPNS needs. Tendik increases employability because they are more likely to know the time their job will be in danger, which creates new opportunities and what competencies are needed to get the particular job that PPNS wants and needs.

Perceived Employability and Performance

The results of statistical testing through SmartPLS software in this study indicate that perceived employability has a positive and significant effect on performance. This can be seen based on the significance level of 0.039 <from 0.05, thus it can be concluded that H3 is accepted, meaning that perceived employability can affect the performance improvement of PPNS. This research is supported by a positive relationship between perceived employability and various performance indicators, both from official and supervisory records, which are known to have come from studies by Hahn & Kim, (2018) and Stoffers & Van der Heijden, (2018). Besides, according to Philippaers *et al.*, (2016) perceived employability is also relevant in the context of the war for talent because it is generally assumed that it can improve employee work performance and employers may want to attract and maintain high employability. This shows that Educational Personnel with high perceived employability will try to foster their resources through working well because PPNS prefers to employ high-performing employees. Perceived employability is also built on large pools of resources such as knowledge and expertise. Therefore, perceived employability can lead these tendencies to invest their resources so that they can perform well in obtaining other valuable resources, such as a record of good performance. PPNS has also invested in perceived employability which ultimately expects returns in the form of increased performance and ultimately increased productivity.

Perceived Support for Competency Development and Performance

The results of statistical testing through SmartPLS software in this study indicate that perceived support for competency development has a positive and significant effect on performance. This can be seen based on the significance level of $0.000 < 0.05$, thus it can be concluded that H4 is accepted, meaning that perceived support for competency development can affect the performance improvement of PPNS. The results of this study are supported by research by Casimir *et al.*, (2015) which gives the perception that organizational support directly has a positive effect on employee performance for several reasons, namely as a form of obligation to repay the support provided by the organization to employees. This shows that Education Personnel with the status of Civil Servants (PNS) at PPNS can make important decisions for successful career development. In particular, because the responsibility for career development lies with these tendencies who will acquire and will invest in career competencies consisting of the talents, skills, and interactions needed for the successful performance of PPNS. Support for the competency development of Educational Personnel with the status of Civil Servants (PNS) at PPNS is important to allocate resources to improve the required work performance. This support can also encourage the tendency to work hard to pay back the organization so that the support can significantly improve the organization's performance. In carrying out their work, Education Personnel with the status of Civil Servants (PNS) at PPNS are influenced by various internal and external conditions as well as because of changes in them such as difficult situations to maintain organizational expectations.

Employee Participation in Competency Development and Performance

The results of statistical testing through the SmartPLS software in this study indicate that employee participation in competency development has a positive and significant effect on performance. This can be seen based on a significance level of $0.015 < 0.05$, it can be concluded that H5 is accepted, meaning that employee participation in competency development can affect performance improvement. The results of this study are supported by the statement of Champathes, (2006) which states a direct relationship between employee development and employee performance. When the personnel are more developed, they will be more satisfied with their work, more committed to work and the performance of PPNS will increase. When the performance of Education Personnel with the status of Civil Servants (PNS) at PPNS will increase, this will lead to organizational effectiveness. The competencies of employees consist of achievement orientation, teamwork, and cooperation as well as analytical thinking have a great influence on the performance of PPNS. Therefore, competent Tendik will precede and lead to superior performance. Employee participation in competency development can be demonstrated through developing organizational skills as a whole, such as when Education Personnel with the status of Civil Servants (PNS) at PPNS participate in competency development, so the organization will develop more, and employee performance will increase.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the results of this study and the description of the discussion in this study, it can be concluded that perceived support for competency development has no significant effect on perceived employability, employee participation

in competency development has a positive and significant effect on perceived employability, perceived employability can have a positive and significant effect on perceived employability. performance, perceived support for competency development can have a positive and significant impact on performance, and employee participation in competency development can have a positive and significant impact on performance. According to Salman *et al.*, (2020) if the relative importance of each ability in predicting job performance can be obtained through competency development, then human resource development or management practitioners may be able to use information from HR to allocate resources or formulate strategies. In this study, it is known that it focuses on employees' perceptions of their competency development through the influence of perceived support for competency development and employee participation in competency development on perceived employability and performance. It is known that it can allocate resources or formulate strategies appropriately, which in turn leads to sustainable growth for the organization and provides good quality work through developing the competence of their employees.

Suggestions

Based on the discussion and conclusions described in this study, this study can be used as a recommendation for company management to measure the effect of perceived support for competency development and participation in competency development on perceived employability and performance. This is known to influence employees to feel confident in their work abilities, to develop their abilities by actively participating in development activities in the organizations, to control their careers across boundaries, and to have an understanding and knowledge of what is required to carry out the job appropriately. It can be seen from the results of the average performance variable of 4.05 that employees are required to ensure that their tasks are carried out according to applicable procedures, and employees can file work supporting documents so that they can be found quickly at any time. Although the average result is in the high category, it shows the smallest category among other indicators. Thus, employees are expected to use their knowledge, abilities, and competencies properly and appropriately to ensure their work is in line with organizational goals, and employees are expected to take more initiative and pay attention to the archives of work support documents needed as aspects that can support increased employee job evaluation.

REFERENCE

1. Acikgoz, Y., Sumer, H. C., & Sumer, N. (2016). Do Employees Leave Just Because They Can? Examining the Perceived Employability-Turnover Intentions Relationship. *Journal of Psychology: Interdisciplinary and Applied*. <https://doi.org/10.1080/00223980.2016.1160023>
2. Akkermans, J., Tims, M., Beijer, S., & De Cuyper, N. (2019). Should employers invest in employability? Examining employability as a mediator in the HRM - commitment relationship. *Frontiers in Psychology*, 10(APR), 1-10. <https://doi.org/10.3389/fpsyg.2019.00717>
3. Allen, M. A. M. (2016). Employee Relations: The International Journal Article information: *Employee Relations*, 37(5), 1-37.
4. Anvari, A. F., Soltani, I., & Rafiee, M. (2016). Providing the Applicable Model of Performance Management with Competencies Oriented. *Procedia - Social and*

- Behavioral Sciences.
<https://doi.org/10.1016/j.sbspro.2016.09.024>
5. Banin, Q. Al, Eliyana, A., & Latifiyah, E. R. (2020). Enhancing employee performance with work motivation as a mediation variable. *Systematic Reviews in Pharmacy*, 11(9), 333–346. <https://doi.org/10.31838/srp.2020.9.50>
6. Brouwer, S., & Bradlow, A. R. (2015). *PDF hosted at the Radboud Repository of the Radboud University Nijmegen Article information* : 3–6.
7. Champathes, M. R. (2006). Coaching for performance improvement: The “COACH” model. In *Development and Learning in Organisations*. <https://doi.org/10.1108/14777280610645886>
8. Chen, T., Hao, S., Ding, K., Feng, X., Li, G., & Liang, X. (2020). The impact of organizational support on employee performance. *Employee Relations*, 42(1), 166–179. <https://doi.org/10.1108/ER-01-2019-0079>
9. Chorkaew, S. (2016). Employability: The New Deal of Short-Term Employment. *Sunisa Chorkaew NIDA Development Journal*.
10. Coberly, L. A., & Goldenhar, L. M. (2007). Ready or not, here they come: Acting interns’ experience and perceived competency performing basic medical procedures. *Journal of General Internal Medicine*. <https://doi.org/10.1007/s11606-007-0107-6>
11. De Vos, A., De Hauw, S., & Van der Heijden, B. I. J. M. (2011). Competency development and career success: The mediating role of employability. *Journal of Vocational Behavior*. <https://doi.org/10.1016/j.jvb.2011.05.010>
12. De Vos, J. M., Joppa, L. N., Gittleman, J. L., Stephens, P. R., & Pimm, S. L. (2015). Estimating the normal background rate of species extinction. *Conservation Biology*. <https://doi.org/10.1111/cobi.12380>
13. Drange, I., Bernstrøm, V. H., & Mamelund, S. E. (2018). Are You Moving Up or Falling Short? An Inquiry of Skills-based Variation in Self-perceived Employability among Norwegian Employees. In *Work, Employment and Society* (Vol. 32, Issue 2). <https://doi.org/10.1177/0950017017749720>
14. Elbaz, A. M., Haddoud, M. Y., & Shehawy, Y. M. (2018). Nepotism, employees’ competencies and firm performance in the tourism sector: A dual multivariate and Qualitative Comparative Analysis approach. *Tourism Management*, 67, 3–16. <https://doi.org/10.1016/j.tourman.2018.01.002>
15. Forrier, A., De Cuyper, N., & Akkermans, J. (2018). The winner takes it all, the loser has to fall: Provoking the agency perspective in employability research. *Human Resource Management Journal*. <https://doi.org/10.1111/1748-8583.12206>
16. Forrier, A., Verbruggen, M., & De Cuyper, N. (2015). Integrating different notions of employability in a dynamic chain: The relationship between job transitions, movement capital and perceived employability. *Journal of Vocational Behavior*. <https://doi.org/10.1016/j.jvb.2015.04.007>
17. Hahn, H. J., & Kim, S. (2018). An empirical study on the relationship between perceived employability and employee performance. *Human Resource Development International*. <https://doi.org/10.1080/13678868.2017.1366175>
18. Imran, R., & Aldaas, R. E. (2020). Entrepreneurial leadership: a missing link between perceived organizational support and organizational performance. *World Journal of Entrepreneurship, Management and Sustainable Development*. <https://doi.org/10.1108/WJEMSD-10-2019-0077>
19. Jackson, D. D., & Wilton, D. N. (2019). Career choice status among undergraduates and the influence of career management competencies and perceived employability. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699.
20. Kustanto, H., Hamidah, Eliyana, A., Mumpuni, J. H. S., & Gunawan, D. R. (2020). The moderation role of psychological empowerment on innovative work behaviour. *Systematic Reviews in Pharmacy*, 11(8), 254–264. <https://doi.org/10.31838/srp.2020.8.38>
21. Lissitsa, S., & Chachashvili-Bolotin, S. (2019). The effect of digital variables on perceived employability in an ethnic minority and the hegemonic group. *Israel Affairs*, 25(6), 1082–1104. <https://doi.org/10.1080/13537121.2019.1670471>
22. Muzakki, M., Eliyana, A., & Muhtadi, R. (2019). Is Employee Performance Affected by Organizational Cuoture, Work Motivation and Organizational Citizenship Behavior (OCB)?: An Empirical Investigation. *IJIEEB: International Journal of Integrated Education, Engineering and Business*, 2(1), 36–42.
23. Naim, M. F., & Lenka, U. (2017). Linking knowledge sharing, competency development, and affective commitment: evidence from Indian Gen Y employees. *Journal of Knowledge Management*, 21(4), 885–906. <https://doi.org/10.1108/JKM-08-2016-0334>
24. Nelissen, J., Forrier, A., & Verbruggen, M. (2017). Employee development and voluntary turnover: testing the employability paradox. *Human Resource Management Journal*. <https://doi.org/10.1111/1748-8583.12136>
25. Oyemomi, O., Liu, S., Neaga, I., & Alkhurairi, A. (2016). How knowledge sharing and business process contribute to organizational performance: Using the fsQCA approach. *Journal of Business Research*. <https://doi.org/10.1016/j.jbusres.2016.04.116>
26. Park, Y. H. (2020). Career competencies and perceived work performance. *Journal of Asian Finance, Economics and Business*, 7(6), 317–326. <https://doi.org/10.13106/JAFEB.2020.VOL7.NO6.317>
27. Philippaers, K., Cuyper, N. De, Forrier, A., & Elst, T. Vander. (2016). Perceived Employability in Relation to Job Performance: A Cross-lagged Study Accounting for a Negative Path via Reduced Commitment. *Scandinavian Journal of Work and Organizational Psychology*, 1(1), 1–15. <https://doi.org/10.16993/sjwop.2>
28. Philippaers, K., De Cuyper, N., & Forrier, A. (2019). Employability and performance: The role of perceived control and affective organizational commitment. *Personnel Review*, 48(5), 1299–1317. <https://doi.org/10.1108/PR-04-2017-0098>
29. Pinto, L. H., & Ramalheira, D. C. (2017). Perceived employability of business graduates: The effect of academic performance and extracurricular activities. *Journal of Vocational Behavior*, 99, 165–178. <https://doi.org/10.1016/j.jvb.2017.01.005>
30. Potnuru, R. K. G., & Sahoo, C. K. (2016). HRD interventions, employee competencies and organizational effectiveness: an empirical study. *European Journal of Training and Development*. <https://doi.org/10.1108/EJTD-02-2016-0008>
31. Rodrigues, R. A., & Guest, D. (2010). Have careers become boundaryless? *Human Relations*.

- <https://doi.org/10.1177/0018726709354344>
32. Sabuhari, R., Sudiro, A., Irawanto, D. W., & Rahayu, M. (2020). The effects of human resource flexibility, employee competency, organizational culture adaptation and job satisfaction on employee performance. *Management Science Letters*, 10(8), 1777–1786.
<https://doi.org/10.5267/j.msl.2020.1.001>
33. Salman, M., Ganie, S. A., & Saleem, I. (2020). Employee Competencies as Predictors of Organizational Performance: A Study of Public and Private Sector Banks. *Management and Labour Studies*, 45(4), 416–432. <https://doi.org/10.1177/0258042x20939014>
34. Stoffers, J. M. M., & Van der Heijden, B. I. J. M. (2018). An innovative work behaviour-enhancing employability model moderated by age. *European Journal of Training and Development*. <https://doi.org/10.1108/EJTD-10-2016-0074>
35. Van den Broeck, A., De Cuyper, N., Baillien, E., Vanbelle, E., Vanhercke, D., & De Witte, H. (2014). Perception of organization's value support and perceived employability: insights from self-determination theory. *International Journal of Human Resource Management*.
<https://doi.org/10.1080/09585192.2013.860385>
36. Van der Heijden, B. I. J. M., de Lange, A. H., Demerouti, E., & Van der Heijde, C. M. (2009). Age effects on the employability-career success relationship. *Journal of Vocational Behavior*.
<https://doi.org/10.1016/j.jvb.2008.12.009>
37. van Harten, J., Knies, E., & Leisink, P. (2016). Employer's investments in hospital workers' employability and employment opportunities. *Personnel Review*. <https://doi.org/10.1108/PR-05-2014-0115>
38. Wardani, N. K., & Eliyana, A. (2020). *The Influence of Transformational Leadership on Employees Performance with Communication Satisfaction Mediation (Case Study of Frontliner Employees of PT Bank Muamalat, TBK Surabaya)*. 117(Gcbme 2018), 247–252.
<https://doi.org/10.2991/aebmr.k.200131.053>
39. Wilton, D. N. W. (2019). *PERCEIVED EMPLOYABILITY AND CAREER SELF-MANAGEMENT AMONG BUSINESS UNDERGRADUATES*.
<http://library1.nida.ac.th/termpaper6/sd/2554/19755.pdf>
40. Wittekind, A., Raeder, S., & Grote, G. (2010). A longitudinal study of determinants of perceived employability. *Journal of Organizational Behavior*. <https://doi.org/10.1002/job.646>
41. Yao, C. W., & Tuliao, M. D. (2019). Soft skill development for employability: A case study of stem graduate students at a Vietnamese transnational university. *Higher Education, Skills and Work-Based Learning*, 9(3), 250–263.
<https://doi.org/10.1108/HESWBL-03-2018-0027>