

The Effect of Competence, Workload, and Compensation on Employee Performance at SMK Negeri 2 Semarang

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Abstract

This study aims to examine the effect of competence, workload, and compensation on employee performance at SMK Negeri 2 Semarang, both partially and simultaneously. Research on these three variables simultaneously within vocational high school environments remains limited, even though they are considered important factors influencing employee performance. This study employed a quantitative approach using a causal associative design. The sample consisted of 81 employees selected through a saturated sampling technique. Data were collected using Likert-scale questionnaires and analyzed through multiple linear regression, t-test, F-test, and coefficient of determination analysis. The findings revealed that competence and compensation had a positive and significant effect on employee performance, while workload did not significantly affect employee performance. Compensation was identified as the most dominant factor influencing employee performance, indicated by the highest regression coefficient among the independent variables. Simultaneously, competence, workload, and compensation significantly affected employee performance with an Adjusted R Square value of 0.614. The findings suggest that compensation plays a more dominant role than workload in improving employee performance within vocational high schools. This study contributes to the development of human resource management studies in the field of education and provides practical implications for schools in improving employee performance through competency development, proportional workload management, and fair and consistent compensation practices.

Keywords: Competence; Workload; Compensation; Employee Performance; Human Resource Management.

INTRODUCTION

Human resources play an important role in determining the success of an organization. In educational institutions, all school activities highly depend on the management of educators and educational staff within the organization (Fataruba, 2025). Employees not only perform administrative duties but also contribute to supporting educational services and ensuring that school activities are carried out effectively (Mujahid et al., 2024). Employee performance is considered one of the key factors influencing the effectiveness of school operations because it directly affects service quality and the achievement of educational objectives (Syafa'at, 2020). Therefore, continuous efforts to improve employee performance are necessary to maintain the quality of educational services and support the achievement of school goals. Doan et al., (2022) also stated that employee performance management is closely

related to organizational effectiveness, as employee performance is associated with productivity, service quality, and the achievement of organizational objectives as a whole.

Employee performance basically refers to the work outcomes achieved by employees in carrying out their duties and responsibilities, which can be assessed through work quality, work quantity, timeliness, teamwork ability, and attendance (Wulandari, 2021). Employees with good performance are generally able to complete their tasks on time and in accordance with established standards. Employee performance is also considered an important indicator in determining organizational productivity because work outcomes can be measured and evaluated (Feno, 2024). In practice, these expectations have not been fully achieved due to several obstacles affecting employee performance, such as limited staffing,

low work discipline, and suboptimal service quality (Zhahral & Wahyudi, 2025). Therefore, the implementation of performance standards still needs to be improved so that employee performance can become more optimal and aligned with organizational goals.

Education is considered one of the important elements in developing qualified human resources (Sari et al., 2023). Through education, positive character and values can be developed to prepare future generations of the nation (Purbayanti & Mukhibat, 2025). SMK Negeri 2 Semarang is one of the leading vocational high schools supported by the role of employees in maintaining the quality of educational services. Employee performance plays an important role in supporting administrative effectiveness and ensuring that school activities run properly. However, several problems related to employee performance are still found within the school environment. These problems can be seen in the unequal distribution of tasks among employees, which results in differences in individual work outcomes. The timeliness of task completion has also not been fully consistent, affecting work effectiveness. Some employees have not fully mastered the technical aspects required by their jobs due to differences in educational background and work experience. Employee training and competency development programs have also not been implemented optimally. In addition, the unequal distribution of tasks has created imbalanced workloads among employees. Non-financial compensation such as appreciation, recognition, and incentives has not been provided consistently, which may affect employee work motivation. To strengthen these findings, a preliminary survey regarding employee performance was conducted, showing “Yes” responses of 85.6% and “No” responses of 14.4%. Based on the interview results, it can be concluded that competence, workload, and compensation all influence employee performance, although the level of influence varies for each factor.

These conditions are related to several factors that influence employee performance, including competence, workload, and compensation. Competence is associated with employees’ ability to perform their duties, where higher levels of competence tend to improve employee performance (Hasibuan, 2019). Good competence enables employees to complete their work more effectively because it

is related to their abilities, skills, and adaptability to organizational work demands (Zunizar et al., 2023). Workload is also an important factor because excessive job demands may affect employees’ ability to perform their tasks optimally (Purba & Setiyono, 2022). In addition, both financial and non-financial compensation can increase employees’ work motivation and influence their work outcomes (Supriyani et al., 2023). These three factors are closely related and need to be managed properly to support optimal employee performance.

Previous studies have shown that competence, workload, and compensation are related to employee performance; however, the findings remain inconsistent. Maulana, (2025) found that competence and workload did not significantly affect employee performance, while compensation had a significant effect on employee performance. Similar findings were reported by Putri et al., (2025) who stated that competence did not significantly influence employee performance. In contrast, Rahmawati & Wicaksono, (2025) found that competence and workload significantly affected employee performance. Another study conducted by Futriyani et al., (2025) revealed that workload and compensation had a significant effect on employee performance. Yuniarti & Prijati, (2024) also found that workload and compensation significantly influenced employee performance, while Permadi et al., (2022) stated that competence, workload, and compensation affected employee performance. These differences in research findings indicate inconsistencies regarding the influence of competence, workload, and compensation on employee performance. In addition, studies examining these three variables simultaneously within educational institutions, particularly vocational high schools, are still relatively limited.

This study differs from previous research because it examines the simultaneous effect of competence, workload, and compensation on employee performance within a vocational high school environment. The findings indicate that compensation is the most dominant factor in improving employee performance, while workload does not have a significant effect on employee performance. These findings suggest that rewards and work-related compensation play a greater role in improving employee performance than workload within educational institutions. This study is expected to contribute

to the development of human resource management studies, particularly those related to factors affecting employee performance in educational institutions. In addition, the findings may serve as a reference for schools in improving employee performance through more effective management of competence, workload, and compensation. Based on these considerations, this study aims to examine the effect of competence on employee performance, the effect of workload on employee performance, and the effect of compensation on employee performance at SMK Negeri 2 Semarang, both partially and simultaneously.

METHODOLOGY

This study employed a quantitative approach with a causal associative research design to analyze the effect of competence, workload, and compensation on employee performance at SMK Negeri 2 Semarang. A quantitative approach was chosen because this study aimed to objectively measure the relationships among variables through numerical data processing and statistical analysis. The causal associative design was used to examine the causal relationship between the independent variables and the dependent variable. The population of this study consisted of all employees of SMK Negeri 2 Semarang, totaling 81 employees. The sampling technique used was saturated sampling because the entire population was included as the research sample, allowing the data to represent the actual population conditions more accurately. Data were collected through questionnaires using a

five-point Likert scale, supported by documentation and observation to strengthen the research data. Data analysis was conducted using multiple linear regression because this study involved more than one independent variable influencing a single dependent variable. Before conducting the regression analysis, the data were tested through validity and reliability tests to ensure the feasibility of the research instrument, as well as classical assumption tests including normality, multicollinearity, and heteroscedasticity tests. Hypothesis testing was carried out using the t-test to determine partial effects and the F-test to determine simultaneous effects, while the coefficient of determination was used to measure the contribution of the independent variables to the dependent variable.

The employee performance variable in this study was measured using indicators proposed by John Miner 1988 dalam Sudarmanto, (2015), namely quality, quantity, work time utilization, and cooperation with others. The competence variable was measured using indicators proposed by Lubis et al., (2018) consisting of knowledge, skills, attitudes, and personality. The workload variable was measured based on indicators proposed by Koesmowidjojo, (2017) including working conditions, work time utilization, and work targets to be achieved. Meanwhile, the compensation variable was measured using indicators proposed by Afandi, (2018) consisting of salary, allowances, bonuses, and facilities. All indicators were then developed into questionnaire statement items using a five-point Likert scale.

Tabel 1. Uji Validitas and Reliabilitas

Variabel	Validitas	Keandalan		
	Jumlah	Keterangan	Hasil	Keterangan
Employee Performance (Y)	12 Butir Soal	Valid	0,649	Reliabel
Competence (X1)	9 Butir Soal	Valid	0,778	Reliabel
Workload (X2)	9 Butir Soal	Valid	0,793	Reliabel
Compensation (X3)	12 Butir Soal	Valid	0,716	Reliabel

The instrument testing results showed that all questionnaire items were declared valid because they had significance values below 0.05. These results indicate that each statement item was able to measure the research variables properly in accordance with the research objectives. The reliability test showed that the *Cronbach's Alpha* values for all variables were

greater than 0.70, indicating that the research instrument was reliable according to the criteria proposed by (Ghozali, 2018). Therefore, the research instrument was considered appropriate and capable of consistently measuring the research variables, making it suitable for use in the data collection process.

RESULTS and DISCUSSION

Results

**Tabel 2. Uji Normalitas
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		81
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.99943563
Most Extreme Differences	Absolute	.091
	Positive	.086
	Negative	-.091
Test Statistic		.091
Asymp. Sig. (2-tailed) ^c		.097
Monte Carlo Sig. (2-tailed) ^d	Sig.	.101
	99 % Confidence Interval	
	Lower Bound	.093
	Upper Bound	.108

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000

The normality test using the *One Sample Kolmogorov-Smirnov Test* showed an *Asymp. Sig. (2-tailed)* value of 0.097, which is greater than 0.05. These results indicate that the research data were normally distributed and met

the normality assumption. Therefore, the data were considered appropriate for use in multiple linear regression analysis because there was no deviation in the data distribution that could affect the statistical testing results.

**Tabel 3. Regresi Linier Berganda
Coefficient^a**

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1	(Constant)	9.127	3.581	2.549	.013
	X1	.154	.075	2.054	.043
	X2	.086	.057	1.515	.134
	X3	.629	.079	7.927	.001

a. Dependent Variable: Employee Performance (Y)

The results of the multiple linear regression analysis produced the equation $Y = 9.127 + 0.154X_1 + 0.086X_2 + 0.629X_3$. The equation indicates that competence and compensation have a positive effect on employee performance, while workload does not show a significant effect on employee performance. The regression coefficient value of competence was 0.154, indicating that an increase in competence would be followed by

an increase in employee performance. The compensation variable had the largest regression coefficient value of 0.629, indicating that compensation was the most dominant factor in improving employee performance at SMK Negeri 2 Semarang. Meanwhile, the workload variable had a significance value of 0.134, which was greater than 0.05, indicating that workload did not have a significant effect on employee performance.

**Tabel 4. Uji F (Simultan)
ANOVA^a**

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1215.036	3	405.012	43.330	<.001 ^b
Residual	719.729	77	9.347		
Total	1934.765	80			

a. Dependent Variable: Employee Performance (Y)

b. Predictors: (Constant), Compensation (X3), Workload (X2), Competence(X1)

The simultaneous test results showed that competence, workload, and compensation simultaneously had a significant effect on employee performance, with an Fcount value of 43.330 and a significance value below 0.05. These findings indicate that the three

independent variables have a strong relationship in explaining changes in employee performance at SMK Negeri 2 Semarang. Therefore, competence, workload, and compensation collectively influence the level of employee performance within the school environment.

**Tabel 5. Koefisien Determinasi
Model Summary ^b**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.792 ^a	.628	.614	3.05731

a. Predictors (Constant), Compensation (X3), Workload (X2), Competence (X1)

b. Dependent Variable: Employee Performance (Y)

The *Adjusted R Square* value of 0.614 indicates that competence, workload, and compensation were able to explain 61.4% of employee performance, while the remaining 38.6% was influenced by other factors outside the scope of this study. These findings indicate that the three independent variables made a fairly strong contribution in explaining changes in employee performance within the school environment. Therefore, competence, workload, and compensation are important factors that need to be considered in efforts to improve employee performance at SMK Negeri 2 Semarang.

Discussion

The Effect of Competence on Employee Performance at SMK Negeri 2 Semarang

The competence variable showed a tcount value of 2.054 with a significance value of $0.043 < 0.05$, indicating that employee competence had a positive and significant effect on employee performance. These findings suggest that an increase in competence is followed by an improvement in employee performance. The regression coefficient value of 0.154 indicates that every one-unit increase in competence would improve employee performance by 0.154 units. This finding demonstrates that competence plays an important role in determining employee performance within the school environment. Employees who possess good abilities, knowledge, and skills tend to be more capable of completing their work on time and in accordance with established work standards. In educational institutions, competence is also related to employees' ability to provide orderly, efficient, and responsive administrative services that support the needs of the school and contribute to the smooth implementation of

educational activities. These conditions indicate that the quality of human resources is an important factor in maintaining service effectiveness and work productivity within educational institutions.

The findings of this study are consistent with the research conducted by Wospakrik et al., (2025) which showed that competence had a significant effect on employee performance with a tcount value of 5.147, greater than the ttable value of 2.048, and a significance value of $0.001 < 0.05$. These findings indicate that better employee competence leads to improved employee performance. Another study conducted by Fauili et al., (2025) also found that competence had a positive and significant effect on employee performance, with a tcount value of 2.074, a significance value of $0.045 < 0.05$, and a regression coefficient of 0.281. These results indicate that every increase in competence would be followed by an improvement in employee performance.

The findings of this study strengthen human resource management theory, which states that competence is one of the main factors in improving employee performance. In the school environment, the competence of administrative staff plays an important role because it is directly related to the quality of educational services, accuracy in administrative management, and the smooth operation of school activities. The findings also indicate that competence not only affects the completion of individual tasks but also contributes to the overall effectiveness of educational services. Therefore, improving competence through training programs, work capability development, and the enhancement of administrative skills should be carried out continuously in order to improve employee performance at SMK Negeri 2 Semarang.

The Effect of Workload on Employee Performance at SMK Negeri 2 Semarang

The workload variable showed a tcount value of 1.515 with a significance value of $0.134 > 0.05$, indicating that workload did not have a significant effect on employee performance. Although the regression coefficient showed a positive direction of 0.086, the effect was not statistically strong enough to influence employee performance. These findings indicate that the number of tasks assigned to employees does not necessarily determine the level of employee performance. This condition may occur because most employees are accustomed to routine and administrative work patterns, allowing them to complete their tasks even when the workload is relatively high. In addition, employees' work experience and adaptability enable them to manage their tasks effectively without reducing the quality of work outcomes. The findings suggest that within the school environment, stable task distribution and employees' work experience help employees adapt to job demands, so workload does not directly affect employee performance.

Within the school environment, relatively stable task distribution allows employees to adapt more easily to work demands compared to organizations that experience rapid changes in work targets. This condition causes workload not to become the dominant factor in determining employee performance. The findings of this study also indicate that internal factors such as competence and compensation have a greater influence on improving employee performance compared to the amount of work assigned to employees. These findings are consistent with the study conducted by L. D. Putri & Endratno, (2023) which found that workload had a negative and insignificant effect on employee performance, with a tcount value of -0.098 and a significance value of $0.922 > 0.05$. These results indicate that workload is not the main factor in improving employee performance. Another study conducted by Luthan, (2023) also found that workload did not affect employee performance, with a tcount value of 0.590 and a significance value of $0.560 > 0.05$. The findings of Alifah & Sulistyarini (2025) further showed that workload did not influence employee performance because employees were still able to maintain work quality when

supported by job satisfaction and a good work environment. Aisyah et al., (2022) found that workload had a negative and insignificant effect on employee performance through job satisfaction. These findings indicate that high workload does not always reduce employee performance when employees possess good work adaptability. Overall, these findings strengthen the argument that employees tend to adapt to work demands, so workload is not the main factor determining employee performance.

The findings of this study provide a theoretical contribution to the development of human resource management studies, particularly regarding the relationship between workload and employee performance within educational institutions. The results indicate that workload does not always determine the level of employee performance, especially in organizations characterized by routine work patterns and relatively stable task distribution. In the school environment, employees' adaptability, work experience, and structured work systems can help maintain performance stability even when workloads are relatively high. These findings suggest that the effect of workload on employee performance is not absolute, as it may be influenced by organizational conditions and job characteristics. Therefore, workload management within schools should be adjusted to employees' capabilities, proportional task distribution, and adequate work support to ensure that employee performance remains optimal.

The Effect of Compensation on Employee Performance at SMK Negeri 2 Semarang

The compensation variable showed a tcount value of 7.927 with a significance value of $< 0.001 < 0.05$, indicating that compensation had a positive and significant effect on employee performance. The regression coefficient value of 0.629 indicates that compensation had the greatest influence compared to the other variables. These findings suggest that compensation is the dominant factor in improving employee performance. In the school environment, compensation is not only understood as financial rewards but also as a form of appreciation for employees' contributions in supporting educational services. Consistent provision of rewards, work recognition, and incentives can increase

employees' sense of appreciation, making them more motivated to complete their work. These conditions indicate that compensation plays an important role in encouraging work motivation and improving employee performance within the school environment.

The findings of this study are consistent with the research conducted by Susilo et al., (2025) which found that compensation had a positive and significant effect on employee performance, with the regression equation $Y = 16.081 + 0.205X$ and a contribution value of 41.8%. These findings indicate that an increase in compensation would be followed by an improvement in employee performance. Another study conducted by Mulki Syaputra & Sumiaty, (2025) also showed that compensation had a positive and significant effect on employee performance, with a t -count value of 6.381 greater than the t -table value of 1.989, a significance value of $0.000 < 0.05$, and a regression coefficient of 0.455. These results indicate that every increase in compensation would improve employee performance. The findings strengthen the argument that compensation is an important factor in encouraging improved employee performance. Therefore, the implementation of a fair, appropriate, and consistent compensation system can become an effective strategy for improving employee performance at SMK Negeri 2 Semarang.

The findings of this study strengthen human resource management theory, which explains that compensation is one of the factors contributing to improved employee performance. In educational institutions, compensation is not only viewed as financial rewards but also as a form of organizational appreciation for employees' contributions in supporting the effectiveness of educational services. The findings indicate that appropriate compensation can increase employees' work motivation, responsibility, and organizational commitment, which ultimately contributes to improving the overall quality of educational services. The results also reveal that work appreciation has a greater influence than workload in improving employee performance within vocational high school environments. Therefore, the implementation of a fair, consistent, and contribution-based compensation system should become an important consideration in efforts to improve employee performance sustainably.

The Effect of Competence, Workload, and Compensation on Employee Performance at SMK Negeri 2 Semarang

Based on the F-test results, the F_{count} value was 43.330, which was greater than the F_{table} value of 3.096, with a significance value of $< 0.001 < 0.05$. These findings indicate that competence, workload, and compensation simultaneously had a significant effect on employee performance. The results suggest that employee performance is not influenced by a single factor but is formed through the combination of several interrelated factors. Competence is related to employees' ability to complete their work, workload is associated with the job demands received by employees, while compensation is related to the rewards provided by the organization to employees. These three factors support one another in shaping the quality of employee performance within the school environment and influence service effectiveness as well as the achievement of organizational goals.

The *Adjusted R Square* value of 0.614 indicates that competence, workload, and compensation were able to explain 61.4% of employee performance, while the remaining 38.6% was influenced by other factors outside the scope of this study. These findings indicate that human resource management within educational institutions needs to be carried out comprehensively in order to improve employee performance optimally. Improving employee competence, managing workload proportionally, and providing fair and consistent compensation are important factors that should receive attention from schools in efforts to improve the quality of employee performance at SMK Negeri 2 Semarang.

CONCLUSION

Based on the results and discussion regarding the effect of competence, workload, and compensation on employee performance at SMK Negeri 2 Semarang, it can be concluded that competence had a positive and significant effect on employee performance, as indicated by a significance value of $0.043 < 0.05$. These findings indicate that higher employee competence leads to better employee performance. Workload did not show a significant effect on employee performance, with a significance value of $0.134 > 0.05$, indicating that workload was not the main factor

determining employee performance in this study. Compensation was proven to have a positive and significant effect on employee performance, with a significance value of $< 0.001 < 0.05$, and became the most dominant variable in improving employee performance. Simultaneously, competence, workload, and compensation also had a significant effect on employee performance, with an Fcount value of 43.330 greater than the Ftable value of 3.096 and an Adjusted R Square value of 0.614. These findings indicate that 61.4% of employee performance was influenced by the three variables.

This study contributes to the development of human resource management studies within educational institutions, particularly regarding factors affecting school employee performance. The findings indicate that competence and compensation are more influential factors than workload in improving employee performance. Practically, the results of this study may serve as a reference for schools in improving employee competence, managing workload more proportionally, and providing fair and consistent compensation. This study still has several limitations because it was conducted in only one school and involved limited research variables. Therefore, future studies are expected to expand the research object and include additional variables such as work motivation, leadership, and work environment in order to produce more comprehensive findings.

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