# The Effect of Competence and Job Satisfaction on Employee Performance at Golden Age Islamic School Sukabumi City

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**ABSTRACT**

*This paper objective is to asses the effect of competence and job satisfaction on employee performance at the Golden Age Islamic School (GAIS) Sukabumi City. Based on preliminary research conducted by researchers regarding employee performance, problems related to performance indicators were found, namely: the number of employees owned is still lacking to support the operational implementation of the work program so that it is following the predetermined plan, it was found that the quality of work of employees is still low so that their work results are less productive and optimal. This study aims to determine the significance of competence and job satisfaction on employee performance at the Golden Age Islamic School in Sukabumi City. This study uses a survey method to obtain data by using a quantitative descriptive approach. The research data were analyzed statistically by descriptive method, simple linear regression, and multiple linear regression. The results of this study indicate that partially it can be concluded that; a) competence has no positive and significant effect on employee performance, b) job satisfaction has no positive and significant effect on employee performance, and c) competence and job satisfaction simultaneously or together have a positive and significant effect on employee performance with the termination of 82.6%.*

**Keywords:** *Competence, Job Satisfaction, Employee Performance*

## 1. PRELIMINARY

Good employee performance will determine whether or not the performance of an organization or educational institution is good. Then employee performance is a particular concern for every organization because it is closely related to achieving the goals that have been set. Istijanto (2006: 181); said that: Employees who work well will be able to improve the overall performance of the company, which in turn brings prosperity together.

Good employee performance is undoubtedly hoped for every organization, for that it is necessary to know what factors can affect the occurrence of good performance. Including the GAIS Golden Age Islamic School Kindergarten).

GAIS Kindergarten in Sukabumi City has 4-grade levels as described in the table below:

Table 1.
GAIS Kindergarten Student Data in 2021

| No | Class | The number of students | LK | pr | Graduated/ Alumni | Ket |
|---|---|---|---|---|---|---|
| 1 | Toddler | 3 | 2 | 1 | | |
| 2 | Preschool | 10 | 5 | 5 | | |
| 3 | Kindergarten A | 16 | 9 | 7 | | |
| 4 | Kindergarten B | 10 | 8 | 2 | 6 people (2019), 4 people (2020) | |
| Quantity | | 39 | 24 | 15 | | |

Source: GAIS Kindergarten Class Data in 2021

Table 1 data above shows that GAIS Kindergarten is a school that operates at the toddler, preschool, TK A, and TK B levels as schools that prepare students to enter the Elementary School level by having class levels according to the age of the students. In total, there are 39 students, with 24 boys and 15 girls. The grade level shows the students who enter and the number of interested students who register at the GAIS Kindergarten. The lowest class is the toddler

class which offers the least number of students, namely 3 people compared to the type above, which is the preschool class as many as 10 people. This shows that the number of enthusiasts entering GAIS Kindergarten has decreased, as well, as the graduates from 2019 as many as 6 people decreased in 2020 to 4 people. The fact that the data shows some problems must be corrected immediately for improvements to occur. According to data from interviews with GAIS kindergarten teachers, some things need to be improved immediately regarding employees who are still lacking in discipline, time, and work assignments. Furthermore, the employee data of GAIS Kindergarten based on data obtained from GAIS Kindergarten are as follows:

Table 2.
GAIS Kindergarten Employee Data in 2021

| No | Number of employees | LK | pr | Quantity | Education | Information |
|---|---|---|---|---|---|---|
| 1 | Principal | - | 1 | 1 | S1 | S1 = English Literature |
| | | | | | | |
| 2 | Teacher | - | 6 | 6 | S1 = 1<br>Lecture 2 | PG Paud = 1<br>PBI = 2<br>English Literature = 2<br>PG Early Childhood Lecture = 1 |
| 3 | Admin | - | 1 | 1 | high school | |
| 4 | security | 1 | | 1 | high school | |
| 5 | Office Boy | 1 | | 1 | high school | |
| Quantity | | 2 | 8 | 10 | | |

Source: GAIS Kindergarten Data in 2021

Based on the data in table 2 above, it shows that: the teachers who teach are not all PAUD graduates, namely; there are only 1 PG PAUD graduate, 2 English Education graduates who are still studying in English literature major and 1 PAUD PG major in college and the principal has English literature discipline, this shows that everything is not linear. GAIS Kindergarten has excellent programs, namely the Montessori program and English, which are its selling points.

This research is due to many limitations in several respects, so it only focuses on employee competence and job satisfaction factors on employee performance.

The purpose of this study is to find out whether there is an influence of employee competence on performance, whether there is an effect of job satisfaction on employee performance, and whether there is an influence of competence and employee job satisfaction on employee performance together. The usefulness of this research is expected to provide benefits for educational institutions whether competence and job satisfaction still have to be improved partially or must be improved simultaneously together so that employee performance can increase significantly, which is also expected to impact productivity and achievement of the institution. GAIS Education.

In addition, theoretically, this research is helpful to increase knowledge and understanding of human resource management, especially about competence and job satisfaction and their influence on employee performance.

Practically this research helps to find the problems faced, such as how to improve employee performance by understanding the factors that can influence performance, namely, increasing employee competence and job satisfaction.

## 2. LITERATURE REVIEW

### 2.1 Competence

Competence is a person's ability related to knowledge, skills, and attitudes that are following standards to carry out their obligations in carrying out their duties properly. Gaol (2014: 503) says that "Competence is the skills, expertise, and attitudes that exist in a person in carrying out obligations following the specified performance."

Boyatzis in Priansa (2014) defines that competence as the capacity that exists in someone who can make a person able to fulfill what is required by work in an organization so that the organization can achieve what is expected. Meanwhile, according to Rivai and Sagala (2011), "competence is the desire to have an impact on others and the ability to influence others through persuading and influencing strategies.

Based on some of the opinions above, it can be understood that competence is the capacity of a person related to knowledge, skills, and attitudes to carry out his obligations in carrying out the tasks carried out according to predetermined standards. The competencies that are already owned can be used as tools Strategy to achieve goals can also be used to influence other people to achieve goals together. Still, the most important thing from a competency is to produce attitudes and products that are beneficial to themselves and their environment.

**2.2 Job satisfaction**

Job satisfaction is a person's subjective response to the work situation. The awards received, the quality of work done, and work implementation together in certain times and circumstances. Robbins (2013: 312) in Hari Wahyuni, "Job satisfaction is an employee's universal perspective on what he is doing, which shows the difference in the amount of compensation received and the amount that is believed to be obtained." Of course, job satisfaction in general, but there is a personal satisfaction impact associated with the work done. Mangkunegara (2012: 117) states that job satisfaction is a sense of satisfaction in employees who positively affect or are not related to their work.

Job satisfaction in the world of education, for example, is a teacher who has carried out his duties, namely providing learning to students properly according to applicable regulations. According to Davis (2014) in Haryanto et al. argues that job satisfaction is a condition of liking or disliking according to the teacher's view of his work

Job satisfaction requires indicators because the more aspects that make an employee satisfied the higher the level and the stronger the employee satisfaction. According to (Handoko, 2000: 192) in Oktaviani, the more aspects in work that follow the wishes and value systems adopted by individuals, the higher the level of satisfaction obtained, and vice versa, the more elements in work that are not following the wishes and procedure. Values held by individuals, the lower the level of satisfaction obtained. The low employee job satisfaction that occurs today is a symptom of instability in the company. Employee dissatisfaction can be caused by several factors, including the leader's attitude, compensation, the work itself, coworkers, and the work environment.

Based on the description above, it can be understood that job satisfaction is a person's subjective point of view. It takes several aspects that can increase and strengthen employee satisfaction because it will impact the work done.

**2.3 Performance**

Performance is a person's behavior in carrying out the tasks that are their obligations. Related to performance as behavior, (Richard in Sudarmanto, 2014: 8) states that performance is a set of behaviors relevant to the organization's goals or organizational unit where people work.

Performance is the result of a person's work following his duties and functions as the implementation of tasks in the field that is his responsibility. according to Sedarmayanti (2012: 260), performance is the result of work that can be achieved by a person or group of people in an organization, following their respective authorities and responsibilities, to achieve the goals of the organization concerned legally not violating the law and according to morals and ethics. Performance according to Wibowo, (2014: 65). there must be an agreed standard of work. Good standards are developed based on the mutual agreement so that they become effective performance contact. In the event of a disagreement, the manager must make the final decision.

Based on the description above, performance results from an employee's work in carrying out their duties to achieve the specified goals. Performance requires standards to make an employee's performance clear, effective, and efficient to achieve individual or organizational goals.

**2.4 Hypothesis**

The hypothesis in this study is as follows:

1. There is an influence of competence on employee performance at GAIS Kindergarten Sukabumi City
2. There is an effect of job satisfaction on employee performance at GAIS Kindergarten, Sukabumi City
3. There is a joint influence of competence and job satisfaction on the performance of GAIS Kindergarten employees in Sukabumi City.

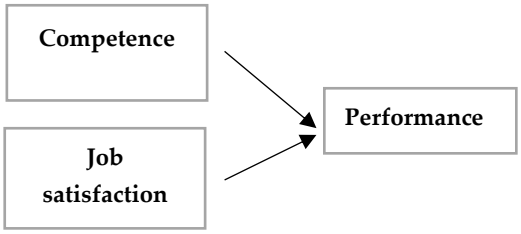


Figure 1

Research Thinking Framework

Source: Processed literature, 2021

## 3. RESEARCH METHODS

### 3.1 Research Strategy

The strategy in research uses a survey strategy that seeks to describe the tendencies, opinions, or attitudes of a particular population quantitatively by examining a sample of that population. Survey research includes cross-sectional and longitudinal studies using questionnaires or planned interviews in data collection, aiming to generalize the population based on a predetermined sample.

### 3.2 Measurement

The variable measurement method used in this study is the ordinal scale method. The ordinal scale is used to measure variables that not only state categories but also the ranking of the constructs being measured (Sugiyono, 2014). Researchers use a Likert scale to measure the attitudes and opinions of existing respondents.

### 3.3 Population and Sample Unit

The population is a generalization area consisting of objects/subjects with specific quantities and characteristics determined by the researcher to be studied, and then conclusions can be drawn. 9 people.

### 3.4 Sampling

The sample, according to Sugiyono (2018: 149), is part of the number and characteristics possessed by the population. Then the sampling technique used in this study is saturated sampling. Saturated sampling is a sampling technique when all members of the population are used as samples. This is often done when the population is relatively small, less than 30 people, or research that wants to make generalizations with minimal errors, Sugiyono (2018: 156). The number of samples that make up the population in this study is 9 people.

### 3.5 Research Object

Sugiyono (2013: 61) The object of research is a variable of an attribute or nature or value of people, things or activities that have certain variations determined by researchers to be studied and then drawn conclusions. In this study, the object of research is the independent variables, namely; competence and job satisfaction, while the dependent variable is employee performance.

### 3.6 Method of collecting data

According to Sugiyono (2013: 308), Data collection techniques are the essential steps in research because the primary purpose of research is to obtain data. Without knowing the data collection techniques, the researcher will not get data that meets the data standards set. The data collection technique in this research is by distributing questionnaires to all employees, namely; circulating a list of questions that must be filled out by respondents who are all population elements. This technique is carried out to obtain primary data and complete the data that has been received.

### 3.7 Research Instruments

The research instrument, according to Sugiyono (2018: 178), is a tool used to measure the observed natural or social phenomena. Specifically, all of these phenomena are called research variables. The instruments used in the study were observation guidelines, questionnaire guidelines, and documentation guidelines.

### 3.8 Data analysis method

The data analysis method in this research uses multiple linear regression analysis. This analysis technique is used because it is suspected that there is no correlation between the independent variables based on the paradigm. Before the data is processed into multiple linear regression analysis, it will first be tested with validity, reliability, and classical assumptions. The conditions for performing multiple linear regression analysis are free from classical assumptions. Multiple linear regression was used to determine the effect of the independent variables (X1 and X2) on the dependent variable (Y).

## 4. RESULTS AND DISCUSSION

### 4.1 Validity

The validity of the data in a study is the main requirement for an instrument to be feasible as a tool to collect research data. The instrument is said to be valid if it can measure the object correctly to be measured. While the instrument is said to be reliable if it has stability or consistency in measuring the same thing in various time frames. The validity of data, according to V. Wiranata Sujarweni (2014: 192), states as follows: If r count > r product moment table, then the questionnaire items are declared valid, and if r count < r product moment table, then the questionnaire items are declared invalid.

According to Joanathan Sarwono (2015: 249), If the value of r arithmetic > r critical 0.30, then the questionnaire items are declared valid, and if r arithmetic < r essential 0.30, then the questionnaire items are declared invalid.

The validity test of the corrected item-total correlation is also known as the calculated r-value. At the same time, the r-value of the product-moment table is searched for the distribution of the r statistical table values based on the df (degree of freedom) value in the study. The formula 'df' is n-2. In this study, n = the number of respondents as much as 10-2 = 8., look at the distribution of the r value of the product-moment table for the number 8 at 5% significance, it is found that the r table value is 0.707.

The validity test results of the variables X1 (competence), X2 Job satisfaction, and Y (Performance) show valid results because each variable's calculated r values are more significant than the r table.

### 4.2 Reliability

The reliability test requirement is that the questionnaire items must be valid. Reliability testing can be done in combination or individually per item. The reliability test uses the split-half method, which is carried out by dividing two (half) things on the variable instrument and then connecting the halves using the Spearman-Brown correlation formula. According to Jonathan Sarwono (2015: 249), if the Guttman split-half Coefficient or 0.80, then the research instrument is declared reliable, and if the Guttman split-half Coefficient < 0.80, then the research instrument is declared unreliable.

According to Ridwan et al. (2014: 200) questions are said to be reliable if the Guttman split-half Coefficient value > r table product moment. Questionnaire items are unreliable if the value of the Guttman split-half Coefficient < r table product moment.

Based on the output table “Reliability Statistics”, it is known that the Guttman split-half Coefficient correlation value is (X1) the result is 0.920 > 0.80, (X2) the result is 0.976 > 0.80 and (Y) the result is 0.958 > 0.80. Thus, it can be concluded that the items for the competency variables (X1, X2, and Y) as a whole (combined) are declared reliable.

The Split-Half reliability test (item of a question) is based on Jonathan Sarwono (2015: 262) that the item is reliable if it has a Cronbach's Alpha If item Deleted 0.80. Based on the output table "Item-Total Statistics," it is known that the value of Cronbach's Alpha if Item Deleted for all items (X1, X2, and Y) as many as 22 questions > 0.80, so it can be concluded that the items for the variable competence, job satisfaction and performance (X1, X2, and Y) were declared reliable.

### 4.3 Normality test

The normality test uses the Kolmogorov-Smirnov theory, which is part of the classical assumption test to know the residual value, whether it is normally distributed or not. A good regression model must have a residual value that is typically distributed. The residual Kolmogorov-Smirnov normality test uses SPSS 26. The basis for making the decision is if the significance value is > 0.05, then the residual value is generally distributed. If the significance value is < 0.05, then the residual value is not normally distributed.

Table 3.

**One-Sample Kolmogorov-Smirnov Test**

Unstandardized Residual

| | | |
|---|---|---|
| N | | 10 |
| Normal Parameters[a,b] | Mean | .0000000 |
| | Std. Deviation | .95835993 |
| Most Extreme Differences | Absolute | .234 |
| | Positive | .234 |
| | Negative | -.223 |
| Test Statistic | | .234 |
| Asymp. Sig. (2-tailed) | | .129[c] |

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on the normality test results, it can be seen that the significance value is 0.129 > 0.05, so it can be concluded that the residual value is usually distributed.

### 4.4 Multicollinearity Test

The multicollinearity test is part of the classical assumption test in multiple linear regression analysis. The purpose is to determine whether there is an intercorrelation (strong relationship) between the independent variables. A good regression model is characterized by no intercorrelation between independent variables (no multicollinearity symptoms). One accurate way to detect the presence or absence of multicollinearity symptoms is to use the Tolerance and VIF (Variant Inflation Factor) methods. Perform multicollinearity test using Tolerance and VIF methods for the regression equation for the effect of Competence (X1) and Job Satisfaction (X2) on Performance (Y).

The basis for making multicollinearity test decisions is to look at the Tolerance value. If the Tolerance value is> 0.10, then there is no multicollinearity. Next, look at the VIF value; if < 10.00, then there is no multicollinearity.

The data in this study after the mutilinearity test showed a Tolerance value of 0.167 > 0.10 which means that there is no multicollinearity, and a VIF value of 5.998 < 10.00, which means that there is no multicollinearity.

Tabel 4.

**Coefficients**

| Model | | Un-std Coef | | Std Coef | t | Sig. | Collinearity Statistics | |
|---|---|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 | (Constant) | 1,942 | 1996 | | .973 | .363 | | |
| | Competence | .156 | .258 | .232 | .602 | .566 | .167 | 5,998 |
| | Job satisfaction | .222 | -124 | .692 | 1,794 | .116 | .167 | 5,998 |

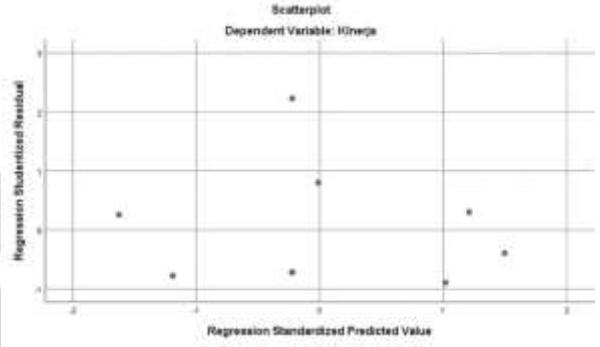
a. Dependent Variable: Performance

### 4.5 Heteroscedasticity Test

Heteroscedasticity test is part of the regression model's classical assumptions, which is a requirement to be fulfilled in the regression model. A good regression model is the absence of a symptom of heteroscedasticity. Heteroscedasticity test with Scatterplot using SPSS version 26.

The characteristics of the absence of heteroscedasticity symptoms are a) the data points spread above and below or around the number 0 (zero), b) the points collected not only above or below the number 0 (zero), c) the spread of data points must not form a wave pattern, widen then narrow and widen d again) the spread of data points is not patterned. From the data processed in this study, the results follow the indicator's intent, which shows no symptoms of heteroscedasticity, as illustrated in the distribution pattern of the data points below.

Tabel 5.




The heteroscedasticity test aims to determine whether there is a similarity between the variances of the residual values for all observations in the regression model. One way to detect heteroscedasticity is by using the Glejser test. The Glejser test is carried out by regressing the independent variable with the absolute value of the residual.

The basis for making the decision is that if the significance value (Sig) between the independent variable and the absolute residual is greater than 0.05, there is no heteroscedasticity problem. In this study, the significance value (Sig) shows that the X1 (Competency) variable has a significance value of 0.510, which is greater than 0.05, and the significance value of X2 (Job satisfaction) is 0.407, so there are no symptoms of heteroscedasticity. As the data in the table below:

Tabel 6.

**Coefficients**

| Model | | Unstd Coef | | Std Coef | | |
|---|---|---|---|---|---|---|
| | | B | Std. Err | Beta | t | Sig. |
| 1 | (Constant) | 1.218 | 1.170 | | 1.041 | .333 |
| | Competence | .105 | .151 | .606 | .693 | .510 |
| | Job satisfaction | -.064 | .073 | -.772 | -.883 | .407 |

a. Dependent Variable: Abs_Res

**4.6 Multiple Regression Analysis**

The basic concept of multiple regression analysis aims to determine whether or not there is an effect of two or more independent variables (X) on the dependent variable (Y)

*t-test* seeks to determine whether or not there is a partial effect given by the independent variable (X) on the dependent variable (Y).

*F Uji* test aims to determine whether or not there is a simultaneous effect given by the independent variable (X) on the dependent variable (Y).

*The coefficient of determination* determines how many percent of the influence is given by the independent variable (X) simultaneously on the dependent variable (Y).

*Hypothesis formulation*

H1 = There is an effect of Competence (X1) on Performance (Y)
H2 = There is an effect of Job Satisfaction (X2) on Performance (Y)
H3 = There is an effect of Competence (X1) and Job Satisfaction (X2) simultaneously on Performance (Y)
*95% confidence level*, a = 0.05
t test if the value of Sig < 0.05 or t count > t table then there is an effect of variable X on variable Y
If the value of Sig > 0.05 or t count < t table then there is no effect of variable X on variable Y
T table = t(a/2:nk-1) = t(0.025:70 = 2.365
*F Uji test* if the value of sig < 0.05, or F arithmetic > F table then there is an effect of variable X simultaneously on variable Y
If the value of sig > 0.05, or F count < F table, then there is no simultaneous effect of variable X on variable Y
F table = f(k;nk) = F(2;8) = 4.46

**Hypothesis testing Hi and H2 with t-test**

**Coefficients**

| Model | | Un-std Coef B | Un-std Coef Std. Error | Std Coef Beta | t | Sig. |
|---|---|---|---|---|---|---|
| 1 | (Constant) | 1,942 | 1996 | | .973 | .363 |
| | Competence | .156 | .258 | .232 | .602 | .566 |
| | Job satisfaction | .222 | -124 | .692 | 1,794 | .116 |

a. Dependent Variable: Performance

**Testing the first hypothesis (H1)**

It is known that the Sig value for the effect of X1 on Y is 0.566> 0.05, and the t value is 0.602 < t table 2.365, so it can be concluded that H1 is rejected, which means that there is no effect of X1 on Y.

**Second Hypothesis Testing (H2)**

It is known that the Sig result for the effect of X2 on Y is 0.116 > 0.05, and the t value is 1.794 < 2.365, so it can be concluded that H2 is rejected, which means that there is no effect of X2 on Y.

**Third Hypothesis Testing (H3)**

**ANOVAa**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | 39,334 | 2 | 19,667 | 16,655 | .002b |
| | Residual | 8.266 | 7 | 1.181 | | |
| | Total | 47,600 | 9 | | | |

a. Dependent Variable: Performance

b. Predictors: (Constant), Job Satisfaction, Competence

Based on the output above, it is known that the significance value for the effect of X1 and X2 simultaneously on Y is 0.002 < 0.05, and the calculated F value is 16.655 > 4.46, so it can be concluded that H3 is accepted, which means that there is an effect of X1 and X2 simultaneously on Y.

**Termination Coefficient**

**Model Summary**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|---|---|---|---|---|
| 1 | .909a | .826 | .777 | 1.08668 |

a. Predictors: (Constant), Job Satisfaction, Competence

The coefficient of determination aims to determine what percentage of the influence of the independent variable (X) simultaneously on the dependent variable (Y). Based on the output above, it is known that the R Square value is 0.826. This means that the effect of the variables X1 (Competence) and X2 (Job Satisfaction) simultaneously on the Y variable (Performance) is 82.6%.

Competence and job satisfaction partially do not show a significant effect but simultaneously affect performance. This indicates that competence and job satisfaction require an increase for casualty, which impacts employee performance—for example, providing training to increase employee competence, giving salary increases to encourage and build harmony with all employees. Thus the motivation of employees will increase, which has an impact on improving employee performance.

## 5. CONCLUSION

Based on the results of research analysis, discussion, and hypothesis testing, conclusions can be drawn from this study as follows:

1. Competence is partially not proven to have a significant effect because of its significance value (0.566 > 0.05) on the performance of GAIS Kindergarten employees in Sukabumi City. This means that competence alone cannot significantly increase employee performance.
2. Partial job satisfaction was not proven to have a significant effect because of its significance value (0.116 > 0.05) on the performance of GAIS Kindergarten employees in Sukabumi. This shows that job satisfaction does not have a strong influence on employee performance.
3. Competence and job satisfaction simultaneously have a significant effect (0.002 < 0.05) on employee performance. This shows that competence and job satisfaction can significantly affect employee performance with a determination value of 82.6% influence.

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