

The Role of Competence as a Mediator in the Relationship between Supervision and Training on Employee Effectiveness

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ABSTRACT

This study aims to analyse the effect of supervision and training on employee work effectiveness with competence as a mediating variable at the Regional Disaster Management Agency (BPBD) of Nduga Regency. The approach used is explanatory quantitative with a saturated sampling technique involving all 85 BPBD employees. Data collection was conducted through a questionnaire using a 1–5 Likert scale. Data analysis included validity and reliability tests, linear regression, path analysis, and Sobel's mediation test. The results showed that supervision and training had a positive and significant effect on employee competence. In addition, supervision, training, and competence had a significant effect on work effectiveness. Competence was found to significantly mediate the influence of supervision and training on work effectiveness. These findings indicate that strengthening supervision, improving the quality of training, and developing competence are strategic factors in improving the work effectiveness of BPBD employees in disaster-prone areas such as Nduga Regency. This study has important implications for policy makers in planning human resource development in the disaster management sector.

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1. INTRODUCTION

The Regional Disaster Management Agency (BPBD) is a strategic element of the local government responsible for disaster management, risk mitigation, preparedness, and post-disaster recovery. In high-risk areas like Nduga Regency, the effectiveness of BPBD staff is crucial for the success of disaster response and management. However, various reports and internal evaluations indicate that BPBD staff effectiveness still faces challenges,

particularly related to limited technical competency, suboptimal supervision, and incompletely structured training.

Supervision plays a fundamental role in ensuring employees understand work standards, operational procedures, and their respective responsibilities. According to Hersey and Blanchard (2013), effective supervision encompasses more than just oversight, but also guidance, direction, and feedback to improve employee performance. In the context of the

Nduga Regional Disaster Management Agency (BPBD), supervision becomes even more crucial because operational activities often take place in emergency situations that require tight coordination and precise decision-making.

In addition to supervision, training is also a crucial tool for improving employee capacity. Training in the disaster sector must be tailored to field needs to enhance employee technical knowledge, skills, and mental preparedness. Noe (2017) emphasized that relevant training can significantly improve competency and productivity. However, in many underdeveloped regions, such as Nduga, training is often hampered by infrastructure, budget constraints, and access to professional training institutions.

Employee competence is also a crucial factor in determining work effectiveness. Spencer and Spencer (1993) explain that competence is a combination of knowledge, skills, and behaviors that enable a person to perform a task effectively. In the context of the Regional Disaster Management Agency (BPBD), competence encompasses not only technical expertise but also communication skills, inter-agency coordination, and an understanding of disaster procedures.

Work effectiveness in public institutions, including the Regional Disaster Management Agency (BPBD), is heavily influenced by both organizational and individual factors. Robbins and Judge (2018) state that work effectiveness can be achieved if employees are able to complete tasks according to targets, quality standards, and time allocation. Within the Nduga BPBD, work effectiveness is a critical issue because delays or errors in disaster management can directly impact public safety.

Although numerous previous studies have examined supervision, training, competency, and work effectiveness, research specifically focusing on disaster management institutions in the mountainous regions of Papua is still very limited. Therefore, this study makes an important contribution by examining

how supervision and training influence work effectiveness through competency as a mediating variable. It also provides evidence-based policy recommendations that local governments can use to improve the capacity of BPBD employees.

The development of the state apparatus in Indonesia aims to create institutions that are not only efficient and effective, but also clean, strong, and authoritative. This is very important so that the state apparatus can carry out its governmental and development duties properly. Improving the capabilities of the apparatus, including in planning, implementing, and controlling development, is key to achieving these objectives. According to Adamy (2023 : 2) Human resource development in public organizations must be carried out continuously to ensure that employees have the skills and knowledge necessary to perform their duties optimally.

Employee work effectiveness is one of the main elements in achieving organizational goals. Setyaningrum et al., (2022:55) Effectiveness is defined as the degree to which predetermined goals are achieved. In this context, employee effectiveness is measured not only by the final result, but also by the process undertaken to achieve that result. Research shows that work effectiveness can be increased through good planning and implementation that aligns with organizational goals. Aryadi (2020:29). Thus, a deep understanding of the factors that influence work effectiveness becomes very important.

One of the factors that influences work effectiveness is human resource competence. Wahyuni et al., (2024) explains that competence consists of a combination of knowledge, skills, attitudes, and experience required to perform a specific task effectively. Good competence not only increases employee confidence but also encourages them to work more productively. Research by Dwinanda et al., (2023); And Mukminin et al., (2025) Studies show that there is a positive relationship between employee competence and work effectiveness.

However, there is also research that shows that competence does not always have a significant effect on employee productivity.[7] This shows the need to study more deeply the influence of competence on work effectiveness.

Supervision is one way to improve employee competence.(Soelistya, 2023:11) states that supervision is a process of evaluating the implementation of work which aims to ensure that each stage is carried out according to procedure. With good supervision, employees can obtain constructive feedback, which in turn can improve their competence (Sewell et al., 2023). Research by Sudiro and Ferine (2023)) shows that supervision has a positive influence on employee competence. This increase in competence is expected to contribute to increasing the overall effectiveness of the organization's work.

Apart from supervision, training also plays an important role in improving employee competence.Sopian and Najib (2022)explains that training is a process that helps employees gain effectiveness in their work. A well-designed training program can increase employees' opportunities to acquire new knowledge and skills. Research byKhoirurrahman et al., (2022)shows that training has a significant effect on employee competence. However, there is also research that shows that training does not always have a significant effect on work competence (Riska et al., 2024)Thus, it is important to further explore how training can be optimized to have a positive impact on employee competency and work effectiveness.

In the context of the Nduga Regional Disaster Management Agency (BPBD), it is important to understand how supervision and training can influence employee performance through competence as a mediator. The Nduga BPBD's vision is to create community resilience in the face of disasters, which requires competent and effective employees to carry out their duties. However, the problem faced is the suboptimal effectiveness of employee performance in providing services to the

community. This may be caused by a lack of appropriate supervision and training, resulting in employee competency not reaching the expected level. Therefore, this study aims to analyze the relationship between supervision and training on employee performance through competence as a mediator.

By understanding the role of competency in this relationship, it is hoped that more effective strategies can be found to improve the work effectiveness of BPBD Nduga employees. This research is expected to contribute to the development of human resource management theory and practice, particularly in the context of public organizations. Furthermore, the results of this study can serve as a reference for BPBD Nduga in designing more effective supervision and training programs to improve employee competency and work effectiveness.

2. LITERATURE REVIEW

Human Resource Management

Human Resource Management (HRM) is a very important discipline in organizations, both in the public and private sectors. According to(Juliastuti, 2024:2) Human resource management focuses not only on employee management but also on creating synergy between people, technology, and organizational strategy. This demonstrates the crucial role of human resource management in achieving an organization's long-term goals.Priatna et al., (2025:1) emphasizes that a strategic approach to HR management aims to improve organizational performance and employee well-being. In this context, HR management encompasses a wide range of activities, from recruitment to employee career development.

Farida et al., (2021 : 1) He added that HR management strives to achieve maximum results in an organization by managing employee relationships and roles. Thus, HR management functions not only as a manager but also as a catalyst for change and innovation within the organization.Adamy (2023 : 2)explains that humans are the main element in an organization;

without the active involvement of employees, the sophisticated tools owned by the organization will not function effectively.

From the various definitions above, it can be concluded that human resource management is a structured process aimed at managing employees so they can contribute optimally to organizational goals. This encompasses various aspects, including planning, organizing, directing, and controlling employee-related activities.

Human Resource Management Functions

Human resource management functions are divided into two main categories: managerial functions and operative functions. Wiyati and Pradana (2022:7) explains that managerial functions include planning, organizing, directing, and controlling, which aim to ensure that all HR activities run according to plan.

Operational functions, on the other hand, include staffing, development, compensation, integration, maintenance, and separation of the workforce. In this context, staffing involves the selection and placement of appropriate employees, while development aims to improve employee skills through training and education. Hasibuan, (2021 : 21), These management functions are interrelated and influence each other. An imbalance in one function can negatively impact the others. Therefore, it is crucial for organizations to implement holistic HR management to achieve work effectiveness and efficiency.

Objectives of Human Resource Management

The main objective of HR management is to increase employee productivity and effectiveness. Cen (2022:9) He stated that there are four main objectives in human resource management: societal objectives, organizational objectives, functional objectives, and personal objectives. Societal objectives relate to the organization's social responsibility, while organizational objectives focus on the

contribution of human resources to achieving the organization's overall objectives.

Functional objectives aim to ensure that every part of the organization functions well, while personal objectives relate to the development of individual employees. Adamy (2023 : 6) emphasizes that HR management objectives must be in line with organizational objectives in order to create positive synergy in achieving performance.

Overall, the implementation of effective HR management can have broad positive effects and support the achievement of an organization's long-term goals. Therefore, HR management plays a role not only in employee management but also in developing employee competency and work effectiveness.

Supervision

Supervision is a process of monitoring carried out by superiors on employees to ensure that work is carried out in accordance with established standards. According to Maryance et al., (2022:2) Supervision is more humane and aims at development, not just finding mistakes. Sastrohadiwiryo and Syuhada (2021:347) defines supervision as a systematic effort to establish standards of implementation and measure deviations that occur in the implementation of tasks.

Supervision also includes important elements such as supervision, direction, motivation, employee development, and evaluation. Parmawati (2024:2), emphasizing that supervision aims to support employee performance development and professionalism. Therefore, effective supervision can improve work quality and employee productivity.

The main purpose of supervision is to increase employee productivity and ensure compliance with established standards and procedures. According to Parmawati (2024:2) Good supervision can help employees understand organizational goals and improve their skills. Furthermore, supervision also creates a positive work environment, which can improve employee morale and well-being.

Effective supervision has many benefits, including improving employee understanding of their tasks, providing constructive feedback, and helping employees resolve problems they encounter. This is in line with the opinion Soelistya (2023:13) which states that supervision can train and develop employee work skills, as well as ensure the quality of work performed. The principles of effective supervision must be followed to ensure that supervision runs smoothly. Aisyah and Wiranata (2024) states that supervision must be oriented toward organizational goals, objective, and continuous. Furthermore, supervision must provide constructive feedback for future improvement. Babua (2020:58) He added that information obtained from supervision must be accurate and timely. By following these principles, supervision can be carried out more effectively and efficiently, thereby supporting the achievement of organizational goals.

Conceptual Model and Hypothesis Development

Based on Human Resource Management (HRM) theory, organizational behavior theory, and previous research findings, this study develops a model that explains the relationship between supervision, training, competence, and the work effectiveness of BPBD employees.

Theoretically, effective supervision can improve competence through coaching and performance monitoring. Similarly, training plays a role in improving employee skills and knowledge. Both supervision and training directly and indirectly (through competence) influence employee work effectiveness.

This research's conceptual model depicts competency as a mediating variable that bridges the relationship between human resource development and work effectiveness. Based on this theoretical thinking, the following hypotheses are developed:

H1: Supervision has a significant influence on competence.

H2: Training has a significant impact on competence.

H3: Supervision has a significant influence on work effectiveness.

H4: Training has a significant impact on work effectiveness.

H5: Competence has a significant influence on work effectiveness.

H6: Competence mediates the influence of supervision and training on work effectiveness.

3. RESEARCH METHODS

Types of research

This study employed a quantitative approach with an explanatory research design. The quantitative approach was chosen because it aimed to test causal relationships between variables through numerical measurements and statistical analysis. Explanatory research focused on explaining the influence of supervision and training on work effectiveness, both directly and through competency as a mediating variable. This design allowed researchers to measurably test hypotheses and generalize findings to the Nduga Regency Regional Disaster Management Agency (BPBD) employee population.

In addition, the explanatory model provides an analytical framework for understanding the mechanisms by which independent variables influence dependent variables through intervening variables, in accordance with the research objectives.

Research Location and Sample

The research was conducted at the Regional Disaster Management Agency (BPBD) of Nduga Regency, a local government agency responsible for disaster mitigation, preparedness, response, and recovery in Nduga Regency, Papua Mountains Province. The BPBD was chosen as the research location because its duties require high performance, rapid coordination, and adequate technical competence.

The study population was all employees of the Nduga Regency Regional Disaster Management Agency (BPBD). Because the population size was relatively small and could not be fully studied, the census sampling method used was used, where all members of the population were sampled. The total number of respondents was 85 employees, consisting of civil servants (ASN), contract workers, and technical staff directly involved in disaster management. The census sampling approach was chosen to avoid sample selection bias and ensure that all employee perceptions were captured in the study results.

Data collection technique

Data were collected using a structured questionnaire based on indicators for each variable. The questionnaire was distributed directly to employees to ensure a high response rate, given field conditions and limited internet connectivity in the area. The measurement scale used was a 1–5 Likert scale. The questionnaire instrument consisted of four main variables:

1. Supervision (X1) is measured through indicators of work direction, monitoring, evaluation, and providing feedback.
2. Training (X2) is measured through indicators of training materials, training methods, instructors, and relevance of training to tasks.
3. Competence (Z): measured through technical knowledge, work skills, behavioral abilities, and problem-solving abilities.
4. Work Effectiveness (Y): measured through punctuality, work quality, productivity, and compliance with SOPs.

The instrument was first tested through validity and reliability tests to ensure that each item could measure the intended variable accurately and consistently.

Data Analysis Techniques

The data was analyzed through several statistical stages as follows:

a. Validity and Reliability Test

Validity testing was conducted using Pearson Product Moment correlation to ensure that each question item had a significant relationship with the total score of its variable. Reliability testing used Cronbach's Alpha with a criterion of $\alpha > 0.70$ as an indicator of good reliability. Both tests ensured that the instrument was suitable for use in research.

b. Multiple Linear Regression Analysis

Regression was used to test the direct effect of supervision and training on competency, as well as the effect of supervision, training, and competency on work effectiveness. The regression model used is:

- a. Model 1: Effect of X1 and X2 on Z
- b. Model 2: The Effect of X1, X2, and Z on Y This analysis produces the coefficient β , t-count, and significance (p-value) values to test the hypothesis.

c. Path Analysis

Path analysis is used to examine the direct and indirect influences between variables. This method allows researchers to understand the role of competence as a mediating variable in the relationship between supervision, training, and work effectiveness.

Mediation Test (Sobel Test)

The Sobel test is used to determine whether competence significantly mediates the influence of supervision and training on work effectiveness. This test calculates a Z-score to assess the strength of the mediation effect. If Z-score > 1.96 , the mediation is considered significant at the 95% confidence level.

4 RESULTS AND DISCUSSION

The Influence of Supervision and Training on Competence

To determine the effect of supervision (X1) and training (X2) on employee competency (Z), a multiple linear regression analysis was conducted. The first regression model evaluates the contribution of each independent variable in

shaping BPBD employee competency. The second model of this path analysis examines the effect of competency on employee work effectiveness. The results indicate that competency has a significant influence on work effectiveness. This is in line with research conducted by Mulyadi & Hermina (2024), which

found that increasing employee competency has a positive impact on their work productivity. At BPBD Nduga, employees with better competency tend to be able to complete their tasks more efficiently, especially in emergency situations.

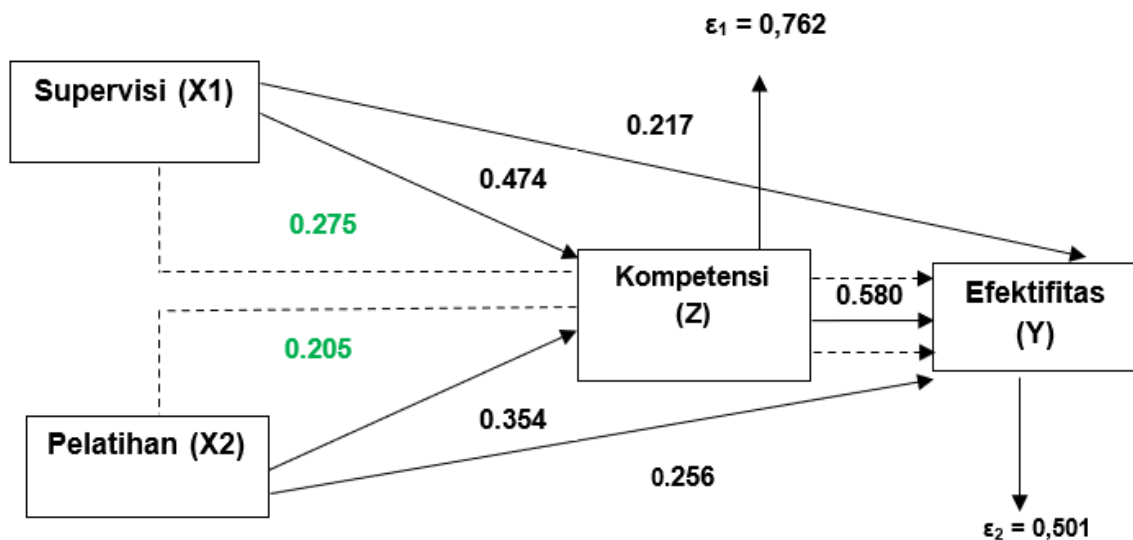


Figure 4.1
Path Analysis Results between Supervision and Training
Towards Effectiveness through Competence

Information :

$$\varepsilon_1 = \sqrt{1 - 0.420} = 0.762$$

$$\varepsilon_2 = \sqrt{1 - 0.749} = 0.501$$

Based on Figure 4.1, namely the results of the path test regarding the influence of supervision and training on effectiveness through competence at the Regional Disaster Management Agency of Nduga Regency, Papua Mountains Province in Wamena, a path analysis will be presented which aims to test the research hypothesis which can be described as follows:

The Influence of Supervision on Effectiveness through Competence

The magnitude of the indirect influence of supervision on effectiveness through competence at the Regional Disaster Management Agency of Nduga Regency, Papua Mountains Province in Wamena is 0.217 or 21.70%. So the total influence is 0.492 or 49.20% $(0.217 + 0.275 \times 100)$, thus to be able to prove that competence can mediate the influence of supervision on effectiveness, a Sobel test can be carried out using a Sobel calculator which can be shown in the following table:

Table 4.1 Results of the Sobel Test: The Effect of Supervision on Effectiveness Through Competence

Input:		Test statistic:	Std. Error:	p-value:
a	0.474	Sobel test: 4.5025068	0.06105932	0.00000672
b	0.580	Aroian test: 4.48466475	0.06130224	0.0000073
s _a	0.094	Goodman test: 4.52056351	0.06081543	0.00000617
s _b	0.058	Reset all	Calculate	

Source: Processed primary data, 2025

Table 4.1 is the result of the Sobel test on the influence of supervision on effectiveness through competency in Regional Disaster Management Agency of Nduga Regency, Papua Mountain Province in Wamena, where seen from the statistical Sobel test value of 4.502 and the value $p\text{-value} = 0.000$. Because the Sobel test statistic value is 4.502 and the value $p\text{-value} 0.000 < 0.05$, this study can prove that competence can mediate the influence of supervision on effectiveness. This indicates that the better the implementation of supervision carried out by management, the more knowledge, abilities and skills (competencies) will be provided to employees, so that with work competencies, it will influence the increase in employee work effectiveness..

The Influence of Training on Effectiveness Through Competence

The magnitude of the direct influence of training on effectiveness through competence is 0.256, and the indirect influence is 0.205 or 20.50% ($0.354 \times 0.580 \times 100$), while the total influence of training on effectiveness through competence is 0.461 or 46.10% ($0.256 + 0.205$).

Proof of competency can mediate the influence of training on effectiveness at the Regional Disaster Management Agency of Nduga Regency, Papua Mountains Province in Wamena, which can be done using the Sobel test. Using the online Sobel calculator, it can be shown in Table 4.15, as follows:

Table 4.2 Results of the Sobel test regarding the Influence of Training on Effectiveness through Competence

Input:		Test statistic:	Std. Error:	p-value:
a	0.354	Sobel test: 3.16764605	0.06481785	0.00153678
b	0.580	Aroian test: 3.15349245	0.06510877	0.00161329
s _a	0.106	Goodman test: 3.18199194	0.06452562	0.00146266
s _b	0.058	Reset all	Calculate	

Source: Processed Primary Data, 2025

Table 4.2, namely the results of the mediation test using the online statistical Sobel test, the value of the statistical Sobel test is 3.167 and the value $p\text{-value}$ of 0.001, because the statistical value is 3.167 and the value $p\text{-value} =$

$0.001 < 0.05$. This indicates that competence can mediate the effect of training on effectiveness. The findings in this study indicate that the training possessed by each employee will have an impact on competence in completing each

task or job given, thus having an impact on increasing work effectiveness at the Regional Disaster Management Agency of Nduga Regency, Papua Mountains Province in Wamena.

In relation to the results of the path tests conducted thus far, this study demonstrates that

both direct and indirect supervision and training have a positive and significant impact on work effectiveness through competency. Therefore, this study will present the results of the hypothesis testing, which can be seen in the following table:

Table 4.3 Research Hypothesis Testing

No	Track Test	Standardized Coefficient			qvalue
		Direct Effect	Indirect Effect	Total Effect	
H.1	Supervision-> Competence	0.474	-	0.474	0.001
H.2	Training -> Competence	0.354	-	0.354	0.001
H.3	Supervision -> Effectiveness	0.217	-	0.217	0.002
H.4	Training -> Effectiveness	0.256	-	0.256	0.001
H.5	Competence -> Effectiveness	0.580	-	0.580	0.001
P.6	Supervision -> Competence -> Effectiveness	0.217	0.275	0.492	0.000
P.7	Training -> Competence -> Effectiveness	0.256	0.205	0.461	0.001

Source: Processed data, 2025

Based on the table of research hypothesis testing results, it can be seen that from the first hypothesis to the fifth hypothesis, the results obtained have a positive and significant effect, while for testing the sixth and seventh hypotheses, the conclusion was obtained that competence can mediate the influence between supervision and training on effectiveness.

Discussion

This study confirms that improving the work effectiveness of Nduga Regency BPBD employees does not occur in isolation, but rather is formed through a chain of interconnected human resource development involving supervision, training, and competency. Empirically, the analysis shows that supervision and training have a positive effect on competency, while all three simultaneously influence employee work effectiveness. This finding is consistent with the research objective, which positions competency as an explanatory mechanism (mediator) that

transmits the impact of supervision and training to work effectiveness.

The influence of supervision on employee competence

Supervision path coefficient→A score of 0.474 with a p-value of 0.001 indicates that improvements in supervision quality are strongly correlated with increases in employee competency. Substantively, supervision at the Regional Disaster Management Agency (BPBD) is not merely administrative control, but rather work coaching that provides clear standards, rapid corrections when SOP deviations occur, and feedback that helps employees build knowledge and skills relevant to field conditions. This aligns with the argument that supervision that includes guidance, direction, and feedback encourages strengthening work capabilities, especially in organizations that operate under high situational pressure such as disaster management.

The influence of training on employee competence

Training→Competency has a coefficient of 0.354 (p-value 0.001). This shows that training whose materials, methods, instructors, and relevance meet task requirements truly contributes to increasing employee capacity. In the context of disasters, training becomes a means of "transferring" technical skills and procedural readiness that influence employees' ability to carry out field tasks. Because areas like Nduga face challenges in access, budget, and training infrastructure, the quality of training design (based on real needs) is a determining factor so that training does not remain a formality but turns into usable competencies.

The influence of supervision, training, and competence on work effectiveness

The results of the direct path show that supervision→effectiveness (0.217; p-value 0.002) and training→effectiveness (0.256; p-value 0.001) both contribute to work effectiveness. However, the greatest influence comes from competence→effectiveness of 0.580 (p-value 0.001). This means that the effectiveness of BPBD employees—as reflected in punctuality, work quality, productivity, and SOP compliance—is determined more by the employee's "real capacity" to execute tasks, rather than solely by the presence of supervision or training as organizational activities. In other words, supervision and training will be more meaningful when they truly improve the competencies needed for rapid decision-making, cross-party coordination, and emergency response.

The mediating role of competence

The mediation test strengthens the position of competence as the main "bridge." For the supervision pathway→competence→effectiveness, the indirect effect was recorded at 0.275 and the total effect at 0.492, with a Sobel test of 4.502 and a p-value of 0.000. For the training

pathway→competence→effectiveness, an indirect effect of 0.205 and a total effect of 0.461, with a Sobel test of 3.167 and a p-value of 0.001. Since the direct effect of supervision and training on effectiveness remains, while the indirect path through competence is also evident, this pattern illustrates partial mediation: supervision and training increase effectiveness both directly and through increased competence. Practically, this suggests that organizations need not simply "increase the frequency" of supervision or "increase the amount" of training, but need to ensure that both actually result in increased competence (e.g., technical disaster skills, problem-solving, and SOP compliance) for their impact on effectiveness to be maximized.

Implications of the Nduga BPBD context

For disaster organizations in vulnerable and challenging areas like Nduga Regency, these findings suggest that the improvement agenda needs to be directed at strengthening quality assurance supervision (field coaching, regular evaluations, case-based feedback) and improving training quality (based on task requirements, more simulations, and procedural practices), with competency as an intermediate indicator to be measured and targeted. With this framework, improvements in work effectiveness become more measurable because the organization can assess whether supervision and training have truly transformed into competencies that drive quality disaster response.

5. CONCLUSION

Based on the analysis of BPBD employees in Nduga Regency, this study concluded that supervision and training play a role in improving competency and ultimately driving employee work effectiveness. Supervision has a positive effect on competency (coefficient 0.474; p-value 0.001), and training also has a positive effect on competency (0.354; p-value 0.001).

In addition, supervision has a direct effect on work effectiveness (0.217; p-value 0.002) and training has a direct effect on work effectiveness (0.256; p-value 0.001).

Competence was proven to be the strongest factor in increasing work effectiveness (0.580; p-value 0.001).

Mediation findings show that competence mediates the influence of supervision on effectiveness (indirect effect 0.275; total effect 0.492; p-value 0.000) and mediates the influence of training on

effectiveness (indirect effect 0.205; total effect 0.461; p-value 0.001).

Thus, increasing the effectiveness of the work of Nduga BPBD employees is most optimally achieved when supervision and training do not stop at administrative activities, but are directed at forming work competencies that are truly relevant to the demands of disaster management tasks.

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