

## Employee Performance Analysis with Employee Competency as a Mediation Variable

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### ABSTRACT

Employee performance is the main target to improve organizational progress, and employee competence is a solution to improve employee performance as well as improve organizational performance. Organizational performance can be improved through organizational learning and organizational commitment. The purpose of this research is to improve employee performance which is supported by organizational learning and organizational commitment with employee competence as a solution to performance problems. The population in this study were all staff of Audit Board of the Republic of Indonesia (BPK) functional employees in Central Java Province, which amounted to 245 employees and all employees were sampled. The analytical tool uses SPSS 22. The results of the study found that organizational learning and organizational commitment have a significant effect on employee performance. Organizational learning and employee commitment have a significant effect on employee competence. Employee competence mediates organizational learning and mediates organizational commitment to employee performance.

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### Introduction

Human resources are a source of progress and competitive advantage for organizations, especially if human resources are continuously willing to learn. Every employee is required to have competence in order to be able to improve organizational performance. Employee competence must be facilitated and supported so that employees continue to learn and have a commitment to the organization. Performance as a qualitative and quantitative expression of a person or group in order to be able to carry out and complete work, according to their knowledge, skills and abilities, to achieve goals; Altındağ & Köseadağı [1]. Employee performance development is a solution to maintain the existence of the company's organization in a sustainable manner in a constantly changing environment; Diamantidis & Chatzoglou [2].

Employee Development aims to improve competence according to their skills and expertise. Competence comes from the word "competency" which is a noun which, according to Powell is defined as skill, ability, competence, authority [3]. Employees are able to have high competence if employees carry out organizational learning and have a commitment to the organization.

The general consensus in the organizational learning literature at the organizational level is that learning is a prerequisite for successful change and organizational performance; Hendry [4]. Organizational learning can be thought of as a dynamic process

of creation, acquisition and integration of knowledge aimed at developing resources and capabilities that contribute to better performance; Lopez et al.; Wu and Cavusgil. However, there are still many studies that give different results so that it is still a debate, causing a research gap. Basori, Rahardjo & Purwanto found that organizational learning has a significant effect on employee performance, but Purnamasari's research, organizational learning has no significant effect on employee performance [5-9].

Similarly, organizational commitment is a condition in which an employee sided with a particular organization, goals, and desire to maintain membership in the organization (Robbins & Judge [10]. Zhang et al. mentions organizational commitment as the alignment and loyalty of employees to the organization and organizational goals [11]. The results of this study are also still being debated, causing a research gap; Rahardjo & Purwanto found organizational commitment has a significant effect on employee performance [8]. However, research by Gielhan Abraham Rembet et al., organizational commitment has no significant effect on employee performance [12].

At the Financial Representative Agency (BPK) of Central Java Province where research was carried out on the main performance index target (IKU) of examiners from 2017 to 2020 from the 100% achievement target, it turned out that the target did not reach as expected; successively from 2017 to 2020 the realization was only 97.81%; 97.20%; 100%; and 97.35%. Targets and realizations were achieved in 2019, but the other three years were not achieved. Because the achievement target is still lacking, research needs

to be done in terms of organizational learning or organizational commitment.

By looking at the background above, the objectives of this research are: between

1. To analyze the effect of organizational learning and organizational commitment on employee performance;
2. To analyze the effect of organizational learning and organizational commitment on employee competence;
3. To analyze the effect of employee competence on employee performance.
4. To analyze the competence to mediate organizational learning on employee performance
5. To analyze competence to mediate organizational commitment to employee performance

## Literature Review

### Organizational Learning and Organizational Commitment to Employee Performance

In his research, Jashapara reported that learning in an organization has a positive impact on organizational performance. Skerlavaj, Stemberger, Skrinjar and Dimovski report from their study that organizational learning has a positive direct impact on performance. Findings from a study conducted by Spicer and Sadler-Smith in small manufacturing firms indicate that organizational learning has a positive relationship with the financial and non-financial performance of firms. Many other empirical studies show a positive relationship between organizational learning and performance outcomes; Correa, Morales, and Pozo Jimenez and Navarro Khandekar and Sharma Power and Waddell [13-19].

According to Yousef, organizational commitment is an antecedent that can function to determine work performance. While Jarmillo et al. [20, 5] stated that organizational commitment has a positive correlation with overall work performance. The same idea is supported by Sharma & Dhar [21]. Research conducted by Barrick, Stewart, Piotrowski, established a positive relationship and a direct impact between organizational commitment and employee performance [22]. Research conducted by Jaramillo et al., shows that organizational commitment has a significant and positive effect on employee performance [23]. Likewise, Jamal shows that organizational commitment has a significant effect on employee performance [24]. The results of Panji and Aji's research show that there is a significant positive relationship between organizational commitment and the performance of employees who work from home during the Covid-19 pandemic. Panji Galih Anugrah and Aji Bagus Priyambodo [25]. The findings of Digra Lestari's research show that self-efficacy has a significant effect on organizational commitment and employee performance; Digra Lestari et al 2021 [26]. The same thing Organizational commitment has a positive influence on employee performance; Tuti Setyorini1, et al [27].

### Thus it can be hypothesized

H1: Organizational learning has a positive and significant effect on employee performance

H2: Organizational commitment has a positive and significant effect on employee performance.

### Organizational Learning and Organizational Commitment to Employee Competence

Dunphy et al, in a literature study found the proposition that organizational learning can improve employee competence [28]. According to the results of the literature study, learning is a process that will shape the competence of different employees, shape organizational change and improve company performance.

According to Rafael Octavianus Byre et al., Organizational learning is able to improve employee competence and improve organizational performance [29]. H. Kevin Steensma discusses the relationship between organizational learning ability and collaboration between organizations in obtaining technological competence [30]. Wang and Lo found that organizational learning has a positive influence on the core competencies of organizations [31]. Customer-focused performance and dynamic models can be built and leverage competencies. The empirical results of mental model indicators from research supported by Murray and Donegan state that organizational learning is linked through a number of levels within the organization is a factor that determines the development of organizational competence [32].

Organizational commitment according to Mathis & Jackson is the level of trust and acceptance of workers towards organizational goals and having a desire to remain in the organization which is ultimately reflected in the statistics of absenteeism and labor turnover [33]. While Greenberg & Baron, stated that organizational commitment is the extent to which employees are involved in the organization and want to remain a member, which contains an attitude of loyalty and willingness of employees to work optimally for the organization where the employee works [34]. Opinion of Meyer, Allen, & Smith, suggested indicators of organizational commitment can be divided into three as follows: 1) Affective commitment, 2) Continuance commitment, 3) Normative commitment [35]. Competence is essentially the relationship between people's abilities or capabilities with satisfactory completion of tasks. An 'integrated' approach to competency standards, integrating attributes with the support of key tasks. The competency standard approach focuses exclusively on tasks or attributes ignoring the essential relational character of competence. Competence leads to the development of higher commitment (affective and normative) to the organization, reducing turnover intention (Meyer [36]. If employees feel that the organization is investing in competency development, employees will have a higher perception of workability; Wittekind et al. [37]. Viena Rusmiati et al., in their research found that organizational commitment has an influence on employee competence [38].

### So that the hypothesis that can be put forward is

H3: Organizational learning has a positive and significant effect on employee competence.

H4: Organizational commitment has a positive and significant effect on employee competence

### Employee Competence on Employee Performance

Muh. Sirajuddin Amin in his research found that the competencies possessed by employees directly have a significant positive effect on employee performance [39]. The same thing was also expressed by Aden Prawiro Sudarso et al., that competence has a positive influence on employee performance [40]. Other studies also explain that competence has an influence on performance; O'Regan and Ghobadian [41]. Wang and Lo [31]. Fernandes et al stated that organizational competence has an influence on organizational performance [42]. According to Ibrahim 2019 et al, the results of research at the Aceh provincial irrigation service, employee competence has a positive influence on employee performance [43].

### Therefore, the hypothesis put forward is

H5: Employee competence has a positive and significant impact on employee performance.

### Employee Competence Mediates Organizational Learning on Employee Performance

Competence makes it possible not only to assess and reflect on one's work in an efficient manner but also to take responsibility for the results of the work. Career competencies are behavioral competencies common to all occupations, and combined with broad organizational (core) competencies, form the behavioral set of competencies required for success. This competency is an important force for moving towards a learning organization, Malikeh Beheshtifar et al., [44]. Organizational learning is considered as a mediating mechanism in which technological competence is developed through different levels of organizational interaction; H. Kevin Steensma [30]. Competency research can be used to measure the level of learning through competence broadly (eg management competence) such as group learning, routine learning, different learning, and superior routine learning so as to cause varying performance effects. Peter Murray and K Donegan [32].

#### Thus the Proposed hypothesis is

H6: Employee competence mediates organizational learning on employee performance.

### Employee Competence Mediates Organizational Commitment to Employee Performance

Managerial competence is an important basic characteristic in a person that is predicted to realize job success. Competence as a collection of potential dynamically shows the intellectual capacity, mental attitude and quality of one's social abilities, Martin [45]. This competency relates to the individual's potential to behave and act to deal with asset/financial management activities in accordance with the objectives to be achieved; Walker [46]. Competence cannot be separated from its role in the organization, namely a strong desire to advance the organization or its commitment to the organization. According to Moorhead and Griffin "organizational commitment is an attitude that reflects the extent to which an individual knows and is bound to the organization, has a commitment as a true member of the organization" [47]. "Employee who are committed to carrying out business activities beyond normal expectations to help succeed and advance the company". Through organizational commitment, employees seek to increase their degree in the organization with the aim of maintaining and improving membership in the organization. Increasing organizational commitment is very important to motivate quality employees and provide the best service. If an employee's commitment is good, then public service is also good and vice versa Employee participation in competency development is defined as the process of individuals developing competencies by being actively involved in various types of development activities offered by the organization A. De Vos et al [48]. Competence provides personal benefits and in the form of job improvement, this ability can trigger employees to maintain this success in the future; Akkermans et al., [49]. So, organizations that invest in employee development, employees are more committed so that it leads to better and sustainable organizational growth; Salman et al [50]. It can be concluded that employee participation in competency development means being actively involved emotionally, mentally and responsible for various competency developments so as to improve organizational commitment to improve performance.

According to Rychen & Salganik [51]. Competence is an ability that can be fulfilled in carrying out certain tasks in the organization. Organizational commitment is a strong belief in the goals and values of the organization, the willingness to work on behalf of the organization and the desire to maintain membership in the organization [52]. Thus Competence will be able to mediate organizational commitment to employee performance.

#### So that the Proposed hypothesis is

H7: Employee competence mediates organizational commitment to employee performance.

### Methodology

#### Population and Sample

The population in this study are all BPK employees in Central Java Province, the total number of both structural and functional employees is 257, structural officials are 12 people and functional officials are 245 employees. However, in this study, because the aim is to assess employee performance as well as to see employee competence, all functional officials are used as respondents for research. So the sampling technique is purposive sampling, totaling 245 functional BPK employees. The data taken in this study is primary data, which comes from questionnaires distributed to all respondents. The primary data obtained was measured using a Likert scale with a value of 1 = strongly disagree, a value of 2 = disagree, a value of 3 = moderately agree, a value of 4 = agree and a scale of 5 = strongly agree. In addition to primary data, secondary data is also used, which comes from relevant journals, as well as literature books. The variable x1 (Organizational Learning = OL) adopted from Dawood consists of 5 indicators, x11 system thinking, x12 personal mastery, x13 the mental models, x14 sharing thoughts / vision; and x15 the learning team [53]. Variable x2 (Organizational Commitment = OC) adopted from Zurnali with indicators x21 affective commitment, x22 continuance commitment, and x23 normative commitment [54]. While variable Z (Employee Competence = EC) adopted from Hopkins which includes; z1 knowledge, z2 skills, z3 attitudes, z4 potential, z5 experience, z6 intelligence, z7 agility, and z8 relevance [55]. Furthermore, the Y variable (Employee Performance = EP) according to government regulations (PP no. 30 of 2019), includes Y1 Service orientation, Y2 Independence, Y3 Initiative, Y4 Cooperation, and Y5 Leadership.

**Table 1: Research Population**

No	Position	Information	Population/ Sample	Average KPI Assessment Results (%)
1	Auditor/Examiner/ PFP (Examiner Functional Officer)	PFP	150	98,33
2	Administration/ PPL (Other Functional Officers)	PFL	95	97,64
		Amount	245	

Source: Central Java Representative BPK, 2021. Method of collecting data

**Table 2: Variables, Operational Definition, and Indicator of Variable**

No.	Variable	Definition	Indicator
1.	Organizational Learning (X1)	Organizational Learning is organizational learning ability that can be defined as organizational and managerial characteristics that facilitate organizational learning processes or enable an organization to learn [56, 57].	1. System Thinking 2. Personal Mastery 3. The Mental Models, 4. Sharing thoughts/Vision 5. The Learning Team[53, 58].
2.	Organizational Commitment (X2)	The form of organizational commitment is not only passive loyalty, but involves an active relationship with work organizations that aim to provide all efforts for the success of the organization concerned. Schwepker & Dimitriou [59].	1. Affective Commitment 2. Continuance Commitment 3. Normative ommitmentZurnali [54].
3.	Employee Competence (Z)	Competence is the skills and knowledge supported by the work attitude required in the work of Hopkins et al. [55].	1. Knowledge 2. Skills 3. Attitude 4. Potential 5. Experience 6. Intelligence 7. Agility 8. Relevance [55].
4.	Employee performance (Y)	Performance is the standard for evaluating employees in carrying out public service delivery, in accordance with Government Regulation no. 30 of 2019 concerning Performance Assessment of Civil Servants,	1. Service Orientation 2. Independence 3. Initiative 4. Cooperation 5. Leadership (PP no. 30 of 2019)

**Table 3: Validity Test**

Variablel	Items	Score r count	Score r table (df=n-2=245-2=243)	Criteria
Organizational Learning (X1)	X <sub>1,1</sub>	0,894	0,1254	Valid
	X <sub>1,2</sub>	0,852	0,1254	Valid
	X <sub>1,3</sub>	0,813	0,1254	Valid
	X <sub>1,4</sub>	0,906	0,1254	Valid
	X <sub>1,5</sub>	0,913	0,1254	Valid
Organizational Commitment (X2)	X <sub>2,1</sub>	0,893	0,1254	Valid
	X <sub>2,2</sub>	0,888	0,1254	Valid
	X <sub>2,3</sub>	0,798	0,1254	Valid
	X <sub>2,4</sub>	0,865	0,1254	Valid
	X <sub>2,5</sub>	0,886	0,1254	Valid
	X <sub>2,6</sub>	0,911	0,1254	Valid
Employee Competence (Z)	Z <sub>1</sub>	0,799	0,1254	Valid
	Z <sub>2</sub>	0,879	0,1254	Valid
	Z <sub>3</sub>	0,804	0,1254	Valid
	Z <sub>4</sub>	0,784	0,1254	Valid
	Z <sub>5</sub>	0,859	0,1254	Valid
	Z <sub>6</sub>	0,891	0,1254	Valid
	Z <sub>7</sub>	0,771	0,1254	Valid
	Z <sub>8</sub>	0,722	0,1254	Valid
Employee	Y <sub>1</sub>	0,813	0,1254	Valid
	Y <sub>2</sub>	0,848	0,1254	Valid
performance (Y)	Y <sub>3</sub>	0,812	0,1254	Valid
	Y <sub>4</sub>	0,805	0,1254	Valid
	Y <sub>5</sub>	0,720	0,1254	Valid

Source: Processed primary data, 2021

**Table 4: Reliability Test**

No.	Variable	Alpha Cronbach	Standard limit	Criteria
1	Organizational Learning (X1)	0.955	0,7	Reliable
2	Organizational Commitment (X2)	0.958	0,7	Reliable
3	Employee Competence (Z)	0.949	0,7	Reliable
4	Employee performance (Y)	0.923	0,7	Reliable

Source: Processed primary data, 2021

### Result

Table 2 shows the concept definition, operational definition of variables and indicators. While Table 3 and Table 4; to prove the validity and reliability of the instrument and all variables and indicators are declared valid, and the four variables are declared reliable.

After that, the classical assumption test is carried out which includes: a. normality test, and the distribution was declared normal by the Kolmogorov-Semirnov test with a significance  $> 0.05$  and seen from the histogram. Next b. multicollinearity test of VIF results for Organizational Learning (OL) = 2.890  $<$  of 10; while tolerance 0.346  $>$  from 0.1; The same is true for the variable Organizational Commitment (OC) = 2,947  $<$  from 10, with a tolerance of 0.339  $>$  from 0.1; Likewise for the Employee Competence (EC) variable = 3.366  $<$  out of 10, with a tolerance of 0.297  $>$  0.1; so that there is no multicollinearity. While c. Glejser test to see that there is no heteroscedasticity, with a significant value of  $> 0.05$ .

### Demographic Data Respondent Description

No.	Gender	Frequency	Percentage
1.	Man	139	56.7%
2.	Woman	106	43.3%
	Age		
1.	20 – 30 years	62	25.3%
2.	31 – 40 years	74	30.2%
3.	41 – 50 years	83	33.9%
4.	$>$ 50 years	26	10.6%
	Years of service		
1.	Less than 5 years	63	25.7%
2.	5 – 10 years	49	20%
3.	11 – 15 years	71	28.9%
4.	More than 15 years	62	25.3%
	Education		
1.	High school graduate	0	0%
2.	Graduated Diploma	13	5.3%
3.	Graduated S1Tamat S1	210	85.7%
4.	Graduated S2Tamat S2	22	9.0%
Total		245	100%

Source: Processed primary data, 2021

Demographic data shows that the number of male employees is higher, this can be explained because BPK employees often make work visits to various agencies outside the city to carry out audits so that they require a strong, agile and flexible workforce. This condition can also be proven from employees who are still quite productive and energetic, namely ages 41 to 50 with the highest number of 33.9%, other things can be observed from the tenure of employees who work between 11 years to 15 years totaling 28, 95%, and they are considered experienced. And on average they have sufficient competence because the highest level of education is S1 amounting to 85.7%.

**Variable Indicator Data**  
**Description of Variables**

No.	Variables	Mean	Total Mean	information
1.	System Thingking (x11)	<b>4.09</b>	3.89	high
2.	Personal mastery (x12)	4.04	3.89	high
3.	The Mental Models (x13)	3.98	3.89	high
4.	Sharing Thought/svision (x14)	3.98	3.89	high
5.	The Learning Team. (x15)	3.95	3.89	high
	Organizationallearning	4.01		high
1.	affective commitment (x211).	3.95	3.89	high
2.	affective commitment (x212).	<b>3.96</b>	3.89	high
3.	Continuous commitment (x221)	3.78	3.89	high
4.	Continuous commitment(x222)	3.73	3.89	low
5.	Normative commitment(x231)	3.88	3.89	Normal
6.	Normative commitment (x232)	<b>3.96</b>	3.89	high
	Organizational commitment	<b>3.88</b>		Normal
1.	Knowledge . (z1)	3.83	3.89	low
2.	Skills (z2)	4.02	3.89	high
3.	Experience (z3)	4.00	3.89	high
4.	Attitude(z4)	4.04	3.89	high
5.	Potential (z5)	3.84	3.89	low
6.	Intelligence (z6)	3.82	3.89	low
7.	Agility (z7)	3.79	3.89	low
8.	Relevance(z8)	<b>4.05</b>	3.89	high
	Employee competence	<b>3.93</b>		high
1.	Service Orientation (Y1)	3.73	3.89	low
2.	Independence (Y2)	3.67	3.89	low
3.	Initiative (Y3)	3.72	3.89	low
4.	Cooperation(Y4)	3.79	3.89	low
5.	Leadership (Y5)	<b>3.83</b>	3.89	low
	employee performance	<b>3.75</b>		low

Source: Processed primary data, 2021

From the indicator data per variable, it shows that the organizational learning variable has the highest average of 4.01, and the lowest average of the employee performance variable is 3.75. This explains that organizational learning variables have become guidelines for organizations and employees to improve their performance. However, employee performance has the lowest average value, this shows that not all employees are able to improve their performance; this can still be seen from their commitment to the organization and employee competence. Employee performance seen from the indicators shows that employee work independence is still very low, meaning employees still need training, guidance, and supervision in order to work optimally, therefore requires team work. Meanwhile, judging from the value of leadership is relatively high, it means that leadership already has the right duties and responsibilities to improve organizational performance.

**Results of linear regression model 1 and model II**

Model	Variable	Coefficient of Determination	Anova		Regression		
		(Adj R <sup>2</sup> )	F	Sig.	Beta	t	Sig.
I	-Organizational Learning to Employee Performance	0.712	201.907	0.000	0.158	2.696	0.008
	-Organizational Commitment to Employee Performance				0.217	3.672	0.000
	-Employee Competence on Employee Performance				0.531	8.418	0.000
II	--organizational Learning to Employee Competence	0.700	286.341	0.000	0.439	8.381	0.000
	-Organizational Commitment to Employee Competence				0.458	8.743	0.000

The results of data processing model I obtained a regression equation; learning organization (X1), organizational commitment (X2) and employee competence (Z) on employee performance (Y).  $Y = 0.158 X1 + 0.217 X2 + 0.531 Z$

The results of the second model data processing obtained a regression equation; learning organization (X1), employee competence (Z) to employee performance (Y).  $Z = 0.439 X1 + 0.458 X2$

The effect of organizational learning and organizational commitment on employee performance.

Hypothesis H1 results of statistical data processing obtained a probability value of  $0.008 < \text{significance level} = 5\% (0.05)$ ; with a standard beta coefficient of 0.158 (b1). Thus, the first hypothesis is accepted.

Hypothesis H2 as a result of statistical data processing obtained a probability value of  $0.000 < \text{significance level} = 5\% (0.05)$  with a standard beta coefficient of 0.217 (b2). Thus the second hypothesis is accepted.

2. The effect of organizational learning and organizational commitment on employee competence.

Hypothesis H3 from the results of data processing obtained a significance value of  $0.000 < \text{from the value of} = 5\% (0.05)$ , with a value of  $b3 = 0.439$ . Thus, the third hypothesis is accepted.

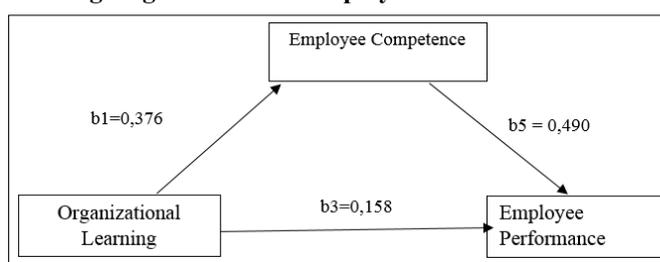
Hypothesis H4 from the results of data processing obtained a significance of  $0.000 < \text{from the value of the value of} = 5\% (0.05)$ , with a value of  $b4 = 0.458$ , thus the fourth hypothesis that organizational commitment affects employee competence can be accepted.

3. The influence of employee competence on employee performance

Hypothesis H5 results of statistical data processing obtained a probability value of  $0.000 < \text{significance level} = 5\% (0.05)$  with a standard beta coefficient of 0.531 (b5). Thus the fifth hypothesis, accepted.

4. Mediation Effect Test I

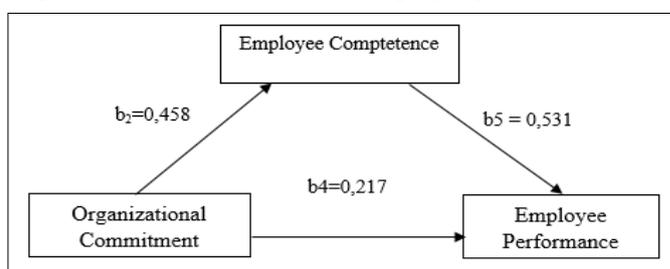
**Figure 1**  
Competence of Mediating Employees Learning Organization on Employee Performance



Employee competence mediates the influence of learning organizations on employee performance, if  $b1 \times b5 > b3$ , where the direct coefficient  $b3 = 0.158$  and the indirect coefficient  $b1 \times b5 = 0.439 \times 0.531 = 0.233$ . Thus it is known that the indirect coefficient value (0.233) is greater than the direct coefficient value (0.158) so it can be concluded that employee competence mediates the effect of organizational learning on employee performance, with a total effect calculation of 1, namely:  $\text{Total effect 1} = (b1 \times b5) + b3 = 0.233 + 0.158 = 0.391$ .

5. Mediation Effect Test II

**Figure 2**  
Competence of mediating employees Organizational commitment to employee performance



Employee Competence mediates the effect of employee competence on employee performance, if  $b2 \times b5 > b4$ , where the direct coefficient  $b4 = 0.217$  and the indirect coefficient  $b2 \times b5 = 0.458 \times 0.531 = 0.243$ . Thus it is known that the indirect coefficient value (0.243) is greater than the direct coefficient value (0.217) so it can be concluded that employee competence mediates the effect of organizational commitment on employee performance, with the calculation of total effect 2, namely:  $\text{Total effect 2} = (b2 \times b5) + b4 = 0.243 + 0.217 = 0.460$ .

## Discussion

1. The effect of organizational learning on employee performance  
The results of this study are in accordance with the findings of Jashapara that learning in an organization has a positive impact on organizational performance [13]. These results are in line with the findings of Skerlavaj, Stemberger, Skrinjar and Dimovski that organizational learning has a positive direct impact on performance [14]. The study conducted by Spicer and Sadler-Smith in small manufacturing companies also shows that organizational learning has a positive relationship with financial and non-financial performance of firms. Similarly many other empirical studies show a positive relationship between organizational learning and performance outcomes (Correa, Morales, and Pozo Jimenez and Navarro Khandekar and Sharma Power and Waddell [15-19].

The effect of organizational commitment on employee performance  
The results of this study are in line with Yousef's research, organizational commitment is an antecedent that can function to determine work performance. While Jarmillo et al [20, 5]. stated that organizational commitment has a positive correlation with overall work performance. The same idea is supported by Sharma & Dhar [21]. Research conducted by Barrick, Stewart, Piotrowski, confirms the opinion of Hakim (2001), which explains and establishes a positive relationship and direct impact between organizational commitment and employee performance [22]. Research conducted by Jaramillo et al [23]. Shows that organizational commitment has a significant and positive effect on employee performance. Likewise, Jamal shows that organizational commitment has a significant effect on employee performance [24]. The results show that there is a significant positive relationship between organizational commitment and employee performance during the Covid-19 pandemic, according to research by Panji Galih Anugrah and Aji Bagus Priyambodo [25]. Other research findings show that self-efficacy has a significant effect on organizational commitment and employee performance. Digra Lestari et al 2021, organizational commitment has a positive influence on employee performance Tuti Setyorini, et al., 2022 [26, 27].

2. The effect of organizational learning on employee competence  
The results of this study prove that research by Dunphy et al in the literature study found the proposition that organizational learning can improve company competence [28]. According to the results of the study that learning is a process and will form different competences, shape organizational change and improve company performance. This research is also in line with research by Rafael Octavianus Byre et al, 2020; Organizational learning is able to improve organizational competence and improve organizational performance [29]. It is also in accordance with the research of H. Kevin Steensma which discusses the relationship between organizational learning ability and collaboration between organizations in obtaining technological competence [30]. This condition is also stated by Wang and Lo that organizational learning has a positive influence on the core competencies of the organization [31]. Customer-focused performance and dynamic models for building and leveraging competencies: A resource-based view. The empirical results of the mental model indicators from this study are supported by Murray and Donegan which state that organizational learning is linked through a number of levels as a factor that determines the development of organizational competence [32].

The effect of employee commitment on employee competence

Organizational commitment according to is the level of trust

and acceptance of workers towards organizational goals and has a desire to remain in the organization which is ultimately reflected in the statistics of absenteeism and employee turnover [33]. Meanwhile states that organizational commitment is the extent to which employees are involved in the organization and want to remain members, which contains an attitude of loyalty and willingness of employees to work optimally for the organization where employees work [34]. The development of higher commitment (affective and normative) to the organization, reduces turnover intention [36]. If an employee feels that the organization is investing in the development of their competence, he or she will have a higher perception of employability [37]. This study supports the research of Viena Rusmiati et al in their research which found that organizational commitment has an influence on employee competence [38].

3. The influence of employee competence on employee performance

The results of this study support the competencies possessed by employees directly have a significant positive effect on employee performance, Muh. Sirajuddin Amin, [39]. The same thing was also expressed by Aden Prawiro Sudarso et al., that competence has a positive influence on employee performance. Previous research explains that employee competence has an influence on employee performance; O'Regan and Ghobadian, Wang and Lo [31, 40, 41]. Fernandes et al stated that organizational competence has an influence on organizational performance. According to Ibrahim et al, the results of research at the Aceh provincial irrigation service, employee competence has a positive influence on employee performance [42, 43].

4. Employee competence mediates the effect of organizational learning on employee performance.

Competence allows not only to assess and reflect on one's work in an efficient manner but also to take responsibility for the results of the work responsible for the results of the work. Career competencies are behavioral competencies common to all occupations, and combined with broad organizational (core) competencies, form the behavioral set of competencies required for success. These competencies are important forces for moving towards organizational learning; Malikeh Beheshtifar et al, [44]. Technological competence is developed through various levels of organizational interaction; able to mediate organizational learning; H. Kevin Steensma [30]. Competency research can be used to measure the level of learning through competence broadly (eg management competence) such as group learning, routine learning, different learning, and superior routine learning so as to cause varying performance effects [32]. In accordance with the explanation above, this study found that employee competence mediates organizational learning on employee performance.

5. Employee competence mediates the effect of organizational commitment on employee performance

Competence can be understood as a factor that distinguishes someone who is able to show optimal performance from those who are not. Competence is a collection of potentials that dynamically shows intellectual capacity, mental attitude and the quality of one's social abilities [45]. Assessment of organizational success lies in team work. The work team is one of the determining aspects of the organization being able to develop and advance. Teamwork means employees have organizational commitment. According to Moorhead and Griffin "organizational commitment is an attitude

that reflects the extent to which an individual knows and is bound to the organization, someone who is committed tends to see himself as a true member of the organization” [47]. “Employees who are committed to the organization will do business beyond normal expectations. help the success of the organization and advance the company”.

Employee participation in competency development is defined as the process of individuals developing competencies so that they are actively involved in various types of development activities offered by the organization [48]. Competence provides employees with personal benefits to improve work abilities so as to trigger employees to maintain success in the future [49]. So, organizations that invest in employee competencies will lead to better and sustainable organizational growth [50]. Thus, it can be concluded that competency development is the active participation of employees through the involvement of emotions and thoughts that are responsible for various competency developments so as to improve organizational commitment to improve performance. The results of this study are able to prove that employee competence is able to mediate organizational commitment to employee performance.

### Conclusion

The effect of employee competence in mediating employee commitment to employee performance is greater than the effect of employee competence in mediating the effect of organizational learning on employee performance. This condition shows that employee commitment in working to achieve organizational goals is prioritized rather than relying on organizational learning. Employee commitment refers to Moorhead and Griffin organizational commitment is an attitude that reflects the extent to which an individual knows and is bound to the organization, someone who is committed, employees see themselves as true members of the organization [47]. Employees who have organizational commitment will carry out business activities. exceed normal expectations to help the organization’s success and advance its company. Employee commitment shows employees have high loyalty, and a strong desire to advance the organization even though the organizational or environmental conditions are experiencing obstacles, employees will still strive to improve their competencies [60].

### Suggestion

Organizational learning becomes very significant to improve employee performance, because through organizational learning it is expected that employee competencies will be able to increase and continuously improve their performance and further impact on improving company performance.

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