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# The Influence of Work Competence and Work Culture on Employee Performance in the Work EnvironmentMinistry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT)Through Work Development as a Mediating Variable"

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**Abstract**

This study aims to analyze the influence of work competency, work culture on work performance through work development as a mediating variable at the Ministry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT). The research location was conducted at the Ministry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT)., using quantitative research methods and the respondents were 150 respondents, employees of the Ministry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT). The data sources used were primary data sources using questionnaires and using secondary data. The data analysis technique used Structural Equation Modeling (SEM) based on Partial Least Square (PLS). The results of the study indicate that work competence has a positive and significant effect on work development. Work culture has a positive and significant effect on work development. Work competence has a positive and significant effect on work performance. Work culture has a positive and significant effect on work performance. Work development has a positive and significant effect on work performance. With mediation, work competence has a positive and significant effect on work performance through work development as a mediating variable. And work culture has a positive and significant effect on work performance through work development as a mediating variable.

**Keywords: Work Competence, Work Culture, Work Development, and Employee Performance**



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## INTRODUCTION

In government agencies, employee performance is measured not only by achieving work targets but also by the quality of public services provided to the public. Therefore, every government agency is required to continuously improve the quality of its human resources to cope with changes in the strategic environment and increasingly complex public service demands (Robbins & Judge, 2024; Armstrong, 2023).

Ministry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT)has the task of administeringsub-divisionVillage government, which is part of the government's domestic affairs and organizes government affairs in the field of development of underdeveloped regions to assist the President in the administration of state governance. In carrying out these duties, the ministry functions to formulate and implement policies on village and rural development, village economic and investment development, acceleration of development of underdeveloped regions, technical guidance, human resource development, and supervision of the implementation of development programs. Source: Presidential Regulation Number 171 of 2024 concerningMinistry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT).

In line with these duties and functions, the success of village development programs and the development of underdeveloped regions depends heavily on the quality of employee performance. Employees are required to work professionally, adaptively, innovatively, and with a results-oriented approach to ensure the effective implementation of various government priority programs. Furthermore, the complexity of village development issues, regulatory changes, developments in information technology, and increasing public demand for public services require employees to possess adequate competencies, a strong work culture, and a willingness to continuously develop their abilities. Work competency is one of the factors determining employee success in carrying out their duties and responsibilities. Employees with good knowledge, skills, and work attitudes are more capable of completing work effectively and providing quality service. In addition to competency, work culture also plays a crucial role in shaping employee behavior through the values of integrity, professionalism, collaboration, innovation, and service orientation. A positive work culture creates a productive work environment, thereby improving employee performance (Kasmir, 2022; Armstrong, 2023). Furthermore, work development is an organizational effort to increase employee capacity through education, training, continuous learning, and competency development. Employees who receive job development opportunities tend to have better abilities in completing tasks, adapting to change, and making greater contributions to the organization (Dessler, 2022).


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Based on these conditions, research on the influence of work competence and work culture on employee performance with work development as a mediating variable is important to be carried out in the work environment.Ministry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT)The results of this study are expected to provide recommendations for the development of human resource policies to improve employee performance and support the success of village development and the acceleration of development in underdeveloped regions. Employee performance is a key factor in determining the success of public organizations, including government agencies.Ministry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT)is highly dependent on the quality of human resources implementing government policies and programs. Therefore, improving employee performance is a strategic need that must be managed systematically and sustainably.

One factor influencing employee performance is work competency. Competence reflects an employee's abilities, encompassing the knowledge, skills, and work attitudes necessary to carry out tasks effectively. Employees with high competency are better able to complete work accurately, with quality, and in accordance with organizational standards. In addition to competency, work culture also plays a crucial role in shaping employee behavior and attitudes. A positive work culture, such as discipline, cooperation, integrity, and results-oriented, will encourage employees to perform optimally. A strong work culture within a government organization can create a conducive work environment and increase employee commitment to organizational goals. However, competency and work culture may not necessarily have an optimal impact on performance if they are not supported by adequate work development. Work development, through education and training, career development, and employee capacity building, is an important mechanism for improving human resource quality. Work development acts as a mediating variable that bridges the influence of work competency and work culture on employee performance.

Based on this description, this research is important to analyze the influence of work competence and work culture on employee performance with work development as a mediating variable in the work environment.Ministry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT)Previous research conducted by Riana (2020) in the Indonesian banking sector confirmed that the managerial competency dimension contributes up to 32% to employee performance variation, based on SEM analysis with a sample of 250 respondents. Similarly, a strong organizational work culture can improve employee motivation and performance. International research by Denison (2018), replicated in the Indonesian context by Supriyanto (2023) on civil servants in Central Java, showed that a work culture based on


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the values of integrity and collaboration has a positive effect on performance, with an indirect effect through organizational commitment of 28%. Another study by Widayati et al. (2022) in the Indonesian higher education sector found that an adaptive organizational culture improves lecturer performance by up to 25%, measured by indicators of work efficiency and effectiveness.

Employee performance is a key factor determining the success of public sector organizations in achieving development goals and serving the public. Within the Ministry of Villages, improving employee performance is becoming increasingly important due to the complexity of village development programs, village fund management, and the increasingly dynamic needs of public services. Various studies have identified work competency and work culture as factors influencing employee performance. However, previous research still shows a research gap that requires further investigation. In addition to work competency, work culture is also often associated with improved employee performance. Several studies have shown that a strong, disciplined, service-oriented, and collaborative work culture can improve employee performance. However, other studies have shown that work culture does not have a significant impact on employee performance. These differences in results indicate that the influence of work culture on performance still requires further study, particularly in government organizations, which have bureaucratic characteristics that differ from those of private sector organizations.

Furthermore, most previous studies have only examined the direct influence of job competency and work culture on employee performance. Meanwhile, relatively few studies have considered job development as an intervening or mediating variable. However, job development through education and training, career development, capacity building, and continuous learning are thought to be mechanisms that can explain how job competency and work culture can more effectively improve employee performance. Thus, a research gap exists, stemming from inconsistent research findings on the influence of job competency and work culture on employee performance, as well as the limited research examining the role of job development as a mediating variable.

Therefore, this research is important to analyze the influence of work competency and work culture on employee performance through work development in the work environment.Ministry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT). The research results are expected to provide theoretical contributions to the development of public sector human resource management science and become a basis for consideration forMinistry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT)in formulating more effective employee development policies. The research gap can be seen in the table below:


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**Table 1.2 *Research Gap***

| No | Research result | Research Gaps |
|---|---|---|
| 1. | a. Wardana (2022) stated that work competence has a positive and significant effect on employee performance.<br>b. Tarigan et al. (2025) stated that work competence has a significant influence on improving employee performance. | There are inconsistencies in research results regarding the influence of work competence on employee performance. |
| | c. Salvano, Naadu, and Hara (2023) stated that work competence does not have a significant effect on employee performance.<br>d. Kharismasyah et al. (2025) stated that work competence does not have a significant influence on employee performance. | |
| 2. | a. Setiawan (2022) stated that work culture has a positive and significant influence on employee performance.<br>b. Sari and Putra (2023) stated that a good work culture can improve employee discipline, responsibility, and performance. | There are inconsistencies in research results regarding the influence of work culture on employee performance. |
| | c. Pratama and Lestari (2024) stated that work culture does not have a significant effect on employee performance.<br>d. Rahmawati (2025) stated that work culture has not been able to provide a significant direct influence on employee performance. | |
| 3. | a. Handayani (2022) stated that work development has a positive and significant effect on employee performance. | There are inconsistencies in research results regarding work |


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| | | |
|---|---|---|
| | b. Nugroho and Wibowo (2023) stated that work development can improve employee capabilities, readiness, and productivity. | development on employee performance. |
| | c. Yuliana (2024) stated that work development does not have a significant effect on employee performance.<br>d. Fauzi and Sutarti (2025) stated that work development has not been able to improve performance if it is not supported by appropriate competencies and work culture. | |
| 4. | a. Aliyyah et al. (2021) stated that competence can improve employee performance through mediating variables.<br>b. Panjaitan (2024) stated that mediating variables can strengthen the relationship between individual factors and employee performance.<br>c. Several previous studies have mostly tested the direct relationship between work competency, work culture, and employee performance without placing work development as a mediating variable.<br>d. Research on central government organizations, particularly the Ministry of Villages, is still relatively limited. | Most previous research has focused on the direct influence of job competency and work culture on employee performance. Research examining the role of job development as a mediating variable in the relationship between job competency and work culture on employee performance is still limited, particularly in the context of employees within the Ministry of Villages. Therefore, this study has novelty by placing work development as a mediating variable. |


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Based on previous research, discrepancies remain regarding the influence of work competency, work culture, and work development on employee performance. Regarding work competency, several studies have shown that work competency has a positive and significant effect on employee performance. However, other studies have shown that work competency does not significantly impact performance. These discrepancies indicate that the influence of work competency on employee performance still needs further examination.

Apart from the phenomena that occur in the environmentMinistry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT)This research is also based on a research gap or empirical gap in the results of previous studies. Various studies have shown that job competency is a crucial factor in improving employee performance. Employees with good knowledge, skills, and work attitudes tend to produce more optimal performance. However, several studies have found that job competency does not always significantly influence employee performance. This condition indicates that improving competency alone does not necessarily improve performance if it is not supported by other factors, such as opportunities to develop skills in the job or a supportive work environment.

Research on work culture also shows inconsistent results. Several studies conclude that a positive work culture can improve employee discipline, cooperation, commitment, and performance. Conversely, several other studies found that work culture has no significant impact on performance because organizational values are not fully implemented in daily work activities. These differing research findings indicate that the relationship between work culture and employee performance requires further study.

On the other hand, research on job development as an intervening variable is still relatively limited, particularly in public sector organizations. Most studies primarily examine the direct influence of job competencies and work culture on employee performance without considering the job development process as a mechanism that can strengthen this relationship. However, strong competencies and work culture do not necessarily improve performance if the organization does not provide development opportunities through training, learning, coaching, mentoring, job rotation, and ongoing competency development.

Based on these conditions, there is still an empirical gap regarding the relationship between work competency, work culture, work development, and employee performance. Therefore, this study was conducted to re-examine the influence of work competency and work culture on employee performance by positioning work development as a mediating variable for employees in the work environment.Ministry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT). The results of this study are expected to provide more comprehensive empirical evidence regarding the


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factors that influence employee performance in the public sector, particularly in the public sector environment.Ministry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT).Regarding work culture, some studies suggest that a positive work culture can improve employee discipline, responsibility, commitment, and performance. However, other studies have found that work culture does not always have a significant direct impact on employee performance. This suggests that work culture may require other factors to strengthen its influence on performance.

Furthermore, job development also continues to show inconsistent research results. Some studies suggest that job development can improve employee skills, productivity, and performance. However, other research indicates that job development may not have a significant impact if it is not supported by adequate job competencies and a work culture.

Thus, the research gap in this study lies in the persistent inconsistency of previous research findings and the limited number of studies that place work development as a mediating variable between work competency and work culture on employee performance. Furthermore, research on these variables within the context of employees within the Ministry of Villages is still limited. Therefore, this study is important to examine the influence of work competency and work culture on employee performance through work development within the Ministry of Villages environment.Ministry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT). Thus, the title of this research is "The Influence of Work Competence and Work Culture on Employee Performance in the Work Environment".**Ministry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT)Through Work Development as a Mediating Variable"**

**FORMULATION OF RESEARCH PROBLEMS**

Based on the research background above, the formulation of the problem in this research is:

1. Does work competence influence employee work development in the work environment?Ministry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT)?
2. Does work culture influence employee work development in the work environment?Ministry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT)?
3. Does work competence influence employee performance in the work environment?Ministry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT)?


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4. Does work culture influence employee performance in the work environment?Ministry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT)?
5. Does job development affect employee performance in the work environment?Ministry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT)?
6. Does work competence influence employee performance in the work environment?Ministry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT)through work development as a mediating variable?
7. Does work culture influence employee performance in the work environment?Ministry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT)through work development as a mediating variable?

**RESEARCH PURPOSES**

This study aims to identify, analyze, and provide a deeper understanding of the influence of work competencies and work culture on performance in the work environment.Ministry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT)with work development as a mediating variable.

1. To determine and analyze the influence of work competencies on employee work development in the work environmentMinistry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT).
2. To find out and analyze the influence of work culture on employee work development in the environmentMinistry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT).
3. To determine and analyze the influence of work competency on employee performance in the work environmentMinistry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT).
4. To find out and analyze the influence of work culture on employee performance in the work environmentMinistry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT).
5. To find out and analyze the influence of work development on employee performance in the work environmentMinistry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT).
6. To determine and analyze the influence of work competency on employee performance in the work environmentMinistry of Villages and Development of


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Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT)through work development as a mediating variable

7. To find out and analyze the influence of work culture on employee performance in the work environmentMinistry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT)through work development as a mediating variable.

## LITERATURE REVIEW

### *Grand Theory*

*Grand theory* A grand theory is a general theory that serves as a conceptual foundation for explaining the relationships between research variables. Grand theory serves as the basis for building a framework for thinking, formulating hypotheses, and comprehensively explaining the phenomena being studied. In this study, the grand theory used is Human Capital Theory, while Social Exchange Theory serves as a supporting theory to explain the relationship between employees and the organization.

### *1.* Human Capital Theory

*Human*Capital Theory, proposed by Gary S. Becker, states that human resources are an organization's primary asset, possessing economic value and can be enhanced through investments in education, training, work experience, and competency development. This theory explains that improving the quality of human resources will result in increased productivity, work effectiveness, and organizational performance. In the context of public sector organizations, investment in employee competency and development is a crucial factor in improving the quality of public services and supporting the achievement of organizational goals.

In this study, Human Capital Theory serves as the primary foundation for explaining that work competency and work development are forms of organizational investment in employees. Employees who possess high competency and receive opportunities to develop their abilities through education, training, and work experience will have better abilities in completing tasks, adapting to change, and producing optimal performance. Therefore, this theory supports the relationship between work competency, work development, and employee performance within the Ministry of Villages and Development of Disadvantaged Regions.

### *2. Social Exchange Theory*

*Social Exchange Theory*Blau's theory explains that the relationship between individuals and organizations is based on the principle of reciprocity. Employees who receive positive treatment from their organizations, such as a positive work environment, a supportive work culture, development opportunities, recognition, and support, will feel


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a moral obligation to make greater contributions through increased commitment, work behavior, and performance.

In this study, Social Exchange Theory is used to explain that a positive work culture and job development provided by the organization will create a reciprocal relationship between employees and the organization. When employees perceive organizational support in the form of positive work culture values and opportunities for development, they will be motivated to deliver their best performance as a form of reciprocity to the organization. Therefore, this theory supports the relationship between work culture, job development, and employee performance within the Ministry of Villages and Development of Disadvantaged Regions. This study used a survey design with a quantitative explanatory approach. A quantitative approach is a research method that interprets phenomena or variables based on numerical data obtained through quantitative measurements, such as questionnaires, tests, and observations. Explanatory research aims to examine and explain causal relationships between variables, which generally involves inferential statistical analysis to test hypotheses about these relationships (Sugeng, 2022).

The research model used in this study is a mediation model, in which job development acts as an intervening variable that bridges the influence of job competency and work culture on employee performance. Model testing was conducted using path analysis or Structural Equation Modeling (SEM) to examine the direct and indirect influences between variables.

With this research design, it is hoped that a comprehensive picture can be obtained regarding the relationship between work competencies, work culture, work development, and employee performance within the Ministry of Villages.

## SCOPE OF RESEARCH VARIABLES

This study consists of four variables: two independent variables, one mediating variable, and one dependent variable. The independent variables are work competency ($X_1$) and work culture ($X_2$). The mediating variable is work development (Z), while the dependent variable is employee performance (Y). All variables are measured using indicators compiled based on relevant theories and measured using a five-point Likert scale as the basis for developing the research instrument.

### Employee Performance

Employee performance is the level of success of employees in carrying out the tasks, responsibilities, and work targets set by the organization. Retnowati et al. (2023) explain that employee performance can be seen from the quality and quantity of work results achieved by employees in carrying out their duties in accordance with their


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assigned responsibilities. Thus, employee performance is not only assessed by the number of tasks.The work completed, but also the quality of the work produced. According to Aguinis and Burgi-Tian (2023), performance management is an ongoing process to identify, measure, and develop individual and workgroup performance, and align it with the organization's strategic goals. This means that employee performance must be understood as part of an organizational process that is continuously monitored, evaluated, and improved so that organizational goals can be achieved effectively.

In the context of sustainable performance, Hendri (2025) explains that employee performance is influenced by various factors, such as human resource management, leadership, psychological factors, employee engagement, organizational culture, organizational learning, compensation, commitment, motivation, employee resilience, digital technology, training, and empowerment. This shows that employee performance does not only depend on individual abilities, but is also influenced by organizational support and the work environment. Meanwhile, Hendri (2025) shows that employee performance is influenced by various factors, such as human resource management, leadership, psychological factors, employee engagement, organizational culture, motivation, training, and empowerment. Thus, employee performance is a concept that includes work results, work behavior, and supporting factors that influence employee success in completing their work.

**Performance Appraisal Methods**

Some performance assessment methods according to experts in the field of human resource management include:

***1) Graphic Rating Scale***

The Graphic Rating Scale method is one of the most frequently used performance appraisal methods in human resource management. In this method, employee performance is assessed based on several specific dimensions or criteria, such as responsibility, reliability, cooperation, and initiative, using a numerical rating scale. This scale typically takes the form of numbers (e.g., 1–5 or 1–10) that indicate the level of achievement or quality of each aspect being assessed.

***2) Management by Objectives (MBO)***

*Management by Objectives (MBO)*MBO is a performance appraisal method that emphasizes achieving mutually agreed-upon goals between employees and superiors. The primary focus of MBO is not on work behavior, but rather on measurable and specific work results. According toDrucker, (2020)This method assesses achievement based on the results of goals that have been mutually agreed upon between managers and employees.


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3) ***360-Degree Feedback*.**

360-Degree Feedback is a performance appraisal method that uses feedback from various parties who interact directly with employees in their daily work activities. This assessment includes opinions from direct superiors, coworkers, subordinates, and even clients or customers. According toArmstrong & Taylor, (2023)This method assesses performance based on feedback from various sources such as superiors, peers, and subordinates.

*4)* ***Behaviorally Anchored Rating Scale (BARS).***

*Behaviorally Anchored Rating Scale*(BARS) is a performance appraisal method that combines the advantages of a numerical rating scale with descriptions of specific behaviors that reflect performance at each level of the scale.

*5) Critical Incident Method.*

*Critical Incident Method*is a performance appraisal method that emphasizes recording important or extraordinary events (both positive and negative) carried out by employees during a certain period.

**Employee Performance Dimensions and Indicators**

The dimensions and indicators of employee performance consist of four (4) dimensions, namely as follows:

1) Work Quality, Work quality indicators include: Accuracy in work and conformity of work results to standards
2) Quantity of Work, Work quantity indicators include: Volume of work completed and Work productivity.
3) Punctuality, Punctuality indicators include: Completion of work according to schedule and Efficient use of working time.
4) Responsibility, Responsibility indicators include: Commitment to tasks and Willingness to accept the consequences of work

**Job Development**

Job development is a planned process undertaken by organizations to improve the knowledge, skills, abilities, and potential of employees so they can perform their duties effectively, both for current and future job requirements. Job development encompasses not only technical training but also career development, increased work capacity, and employee preparedness for changes in the organizational environment.

Dessler (2024) explains that human resource development includes employee training and development activities, as well as career management, aimed at improving employee capabilities in supporting organizational goals. In human resource management, training and development are crucial because they help employees


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understand their work, improve their competencies, and prepare for career development. In the context of government organizations, job development is a crucial part of civil servant management because it is related to improving employee competency, professionalism, and readiness to provide public services. Law Number 20 of 2023 concerning the State Civil Apparatus emphasizes the importance of transforming ASN management to create an apparatus that has high work results, is professional, and is oriented towards public service.

Based on the description, work development can be concluded as a planned and continuous process carried out by organizations to improve employee abilities, skills, capacities and careers through training, learning, work experience and career development opportunities so that employees are able to improve their performance and provide optimal contributions to the organization.

**Dimensions and Indicators of Work Development**

The dimensions and indicators of work development in this study are compiled based on the concept of human resource development according to Dessler (2024).

1) Education and Training, Education and training indicators include: Opportunity to participate in training, Suitability of training to work and Benefits of training for carrying out tasks.
2) Career Development, Career development indicators include: Clarity of career levels and Job promotion opportunities.
3) Increased Work Capacity, Indicators of increased work capacity include: Mastery of new skills and Ability to adapt to change.

**Work Competencies**

Work competency is a crucial factor in determining employee success in carrying out their duties and responsibilities. From a modern human resource management perspective, competency encompasses not only knowledge but also skills, abilities, attitudes, and behavioral characteristics that support effective work performance. Wijayanti and Sari (2023) explain that work competency is an individual's ability, encompassing knowledge, skills, and attitudes, that enables employees to achieve optimal performance. Similarly, Salsabila and Lo (2023) define competency as a combination of knowledge, skills, abilities, and behavioral characteristics necessary to perform work according to organizational standards.


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**Dimensions and Indicators of Work Competence**

According to Sutrisno, 2023; (Law No. 20 of 2023) Work competency is measured using three main dimensions commonly used in human resource management research, namely:

1) Knowledge, the indicators are as follows: Understanding of job duties and responsibilities, Understanding of work procedures, and Technical knowledge relevant to the job.
2) Skills, the indicators are as follows: Technical ability to complete work and Ability to solve work problems
3) Work Attitude (Attitude), the indicators are as follows: Responsibility for work and Discipline in work.

**Work Culture**

Robbins and Judge (2023) explain that organizational culture is a system of shared meaning held by members of an organization and distinguishes one organization from another. In the workplace, organizational culture is reflected in employee behavior, work methods, results-oriented behavior, attention to accuracy, teamwork, and the organization's ability to adapt to change. Syahputri and Bakti (2026) explain that in a public bureaucratic environment, organizational culture shapes standards of work behavior that include discipline, cooperation, accuracy, and service orientation.

**Dimensions and Indicators of Work Culture**

The dimensions of work culture in this study are compiled based on the concept of organizational culture according to Robbins and Judge (2023).

1) Service Orientation, Service orientation indicators include: Ability to understand the needs of service recipients and a friendly, responsive and solution-oriented attitude in working.
2) Work Accountability, Work accountability indicators include: Responsibility in completing work and Compliance with organizational rules and procedures.
3) Collaboration, Collaboration indicators include: Ability to work together in a team and Willingness to help colleagues.
4) Adaptivity, Adaptivity indicators include: Ability to adapt to job changes and Openness to new ideas or ways of working.

**Framework of thinking**

According toSugiyono & Lestari, (2021)A conceptual framework is a conceptual model that describes the relationship between theory and various factors identified as significant problems. A conceptual framework provides an initial explanation of the


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symptoms that are the focus of the problem. This research falls into the category of quantitative research that can be applied to investigate specific populations or samples. Generally, the sampling technique is random, while data collection uses research instruments.Sugiyono & Lestari, (2021)explains that associative research aims to explore the relationship between two or more variables. To clarify the relationship between variables, the conceptual framework can be described as follows:

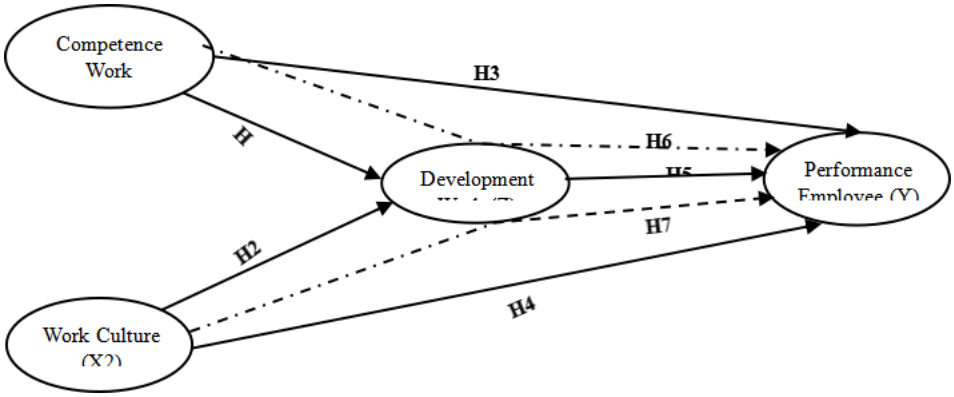



**Figure 2.1**

**Research Conceptual Framework**

——→ : The influence of variable X on variable Z and variable X on variable Y

- - - - - → : The influence of variable X on variable Y with variable Z as Mediating Variables

**Research Hypothesis**

Based on the theoretical review and framework of thought that has been described, the research hypothesis is formulated as follows:

a. Work competencies influence work development in the environmentMinistry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT).
b. Work culture influences work development in the environmentMinistry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT).
c. Work competencies influence employee performance in the work environmentMinistry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT).
d. Work culture influences employee performance in the work environmentMinistry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT).


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e. Job development has an impact on employee performance in the work environmentMinistry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT).
f. Job development mediates the influence of job competency on employee performance in the work environment.Ministry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT).
g. Job development mediates the influence of work culture on employee performance in the work environment.Ministry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT).

**Types And Nature Of Research**

This research uses a quantitative approach with an associative relationship type. According toGhozali & Latan, (2015)Research design reflects the entire process that must be designed and implemented as a guideline in conducting research from beginning to end. In this study, the type of research used is associative research, where researchers try to find out the relationship between 4 (four) variables, while the independent variables in this study are Work Competence (X1), Work Culture (X2) and Work Development (Z) as mediating variables and Employee Performance (Y) as the dependent variable.

**Data Sources, Place And Time Of Research**

In the context of research methodology, a data source is the place or party from which the researcher obtains information.needed to answer the problem formulation. According to (Cresswell & Creswell, 2022), data sources in research can be divided into primary and secondary data, depending on the method and party producing them. Primary data comes directly from respondents or research objects through methods such as interviews, questionnaires, or observation. In contrast, secondary data comes from existing documents or records, such as scientific journals, books, news articles, or statistical data from official institutions. This research was conducted in aMinistry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT)This research is planned to be conducted in July 2026, with stages including the development of research instruments, data collection, data processing, and the preparation of a research report. The research timeframe will be adjusted to accommodate academic needs and the availability of respondents in the study area.Ministry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT).


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**Population And Sample**

The population in this study was all employees within the Ministry of Villages who are involved in carrying out the organization's duties and functions. This population includes employees in various positions and work units who directly support policy implementation.and village community development and empowerment programs.The population is 303 employees.

A sample variable refers to a group of individuals or units drawn from a larger population to describe the characteristics of the entire population. In quantitative research, samples are selected with the aim of being used to make valid statistical inferences about the population. The sample size for this study was 150 employees as respondents.Hair Jr et al., (2021)and it is recommended to refer to an appropriate sample size of between 100-200 respondents so that interpretation estimates can be used with SEM partial least squares. For this reason, the sample size will be determined based on the results of the minimum sample calculation. The determination of the minimum sample size for pls according toHair Jr et al., (2021)The sample size will be more acceptable if it has a ratio of 10:1 with a range of 5-10. In this study there are 30 indicators, so the minimum sample size required for this study is: Maximum sample = 30 x 5 = 150 employees as a sample in the environmentMinistry of Villages and Development of Disadvantaged Regions of the Republic of Indonesia (Kemendes PDT)that meet the research criteria. This sample size is expected to represent the research population and produce valid and reliable data for analyzing the influence of work competencies and work culture through work development on employee performance.

**DATA COLLECTION TECHNIQUE**

The data collection method used in this study was designed to obtain relevant and accurate information related to the problem being investigated. This approach relies on a questionnaire as the main instrument. A questionnaire is a series of questions submitted to respondents in writing. In this study, the questionnaire was prepared in the form of a Google form as a tool for data collection. The questions in the questionnaire cover indicators of the variables being studied and are asked to respondents to answer. The success of this method depends on the limitations of the answers provided by the researcher, making this questionnaire closed to ensure responses that are in accordance with a predetermined framework. Documentation, according toSugiyono & Lestari, (2021)Documentation refers to a method used to collect data and information in various forms, such as books, archives, documents, and records in the form of reports, figures, and images that can support research. This documentation process includes recording all interview results and information provided by informants. This study used a Likert scale. This scale is often used to measure individual perceptions and behavior patterns


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regarding a phenomenon (Sugiyono, 2022). The Likert scale is classified as an ordinal measurement scale, where data on this scale reflects a certain ranking/level, but the distance between levels is not always the same (Hair et al., 2022). The higher the score obtained, the higher the level of agreement with a statement (Hair et al., 2022).

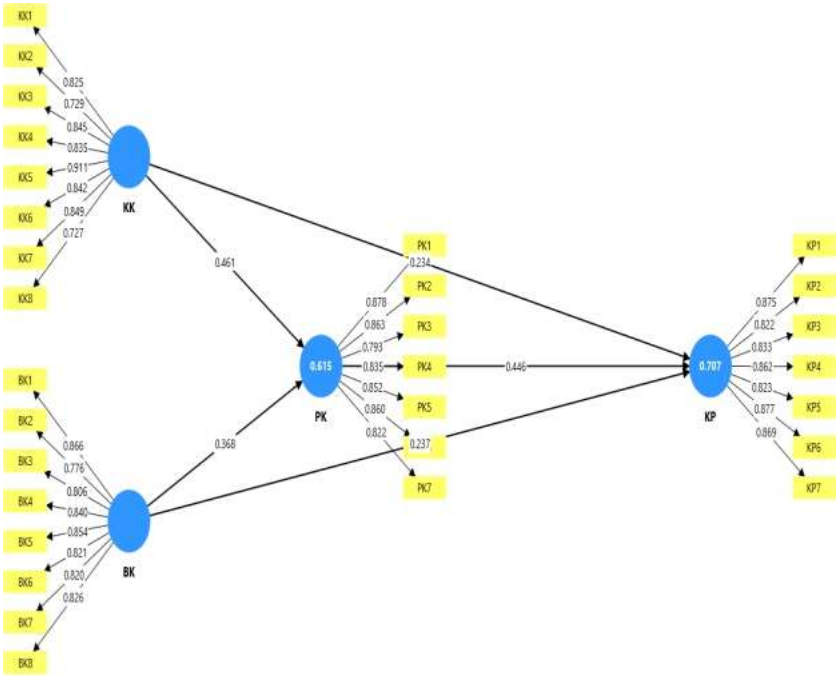
## RESEARCH RESULT

### Model Evaluation Data Analysis (PLS-SEM)

Statistical data analysis conducted using Smart PLS software, specifically for testing external and internal models, will be described in more depth in this section. Partial Least Squares (PLS) is a structural equation modeling (SEM) technique based on components or variance. According to Ghozali (2020, p. 25), PLS is an alternative approach to covariance-based SEM, focusing on variance. While covariance-based SEM is typically used to test theories or causal relationships, PLS is more geared toward predictive purposes. The advantage of PLS lies in its core statistical assumptions, such as not requiring a normal data distribution and not requiring a large sample size (Ghozali, 2020, p. 26).

#### *a.* Test*Outer Model*

There are three types of assessment used, namely convergent validity, reliability, and discriminant validity.




**Source: SEM PLS**

**Figure 4.1**

**Outer Model**



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1) **Validity Test**

a) Convergent Validity Test

Convergent validity testing was conducted to examine the relationship between indicators and their respective variables. This study used outer loading values and Average Variance Extracted (AVE) to test convergent validity. If the outer loading value for each indicator is >0.708 and the AVE value for each variable is >0.5, then convergent validity can be considered.

**Table 4.5**
**Convergent Validity Outer Loading Test Results**

| | Work Culture (BK) | Work Competence (KK) | Employee Performance (KP) | Job Development (PK) |
|---|---|---|---|---|
| **BK1** | 0.866 | | | |
| **BK2** | 0.776 | | | |
| **BK3** | 0.806 | | | |
| **BK4** | 0.840 | | | |
| **BK5** | 0.854 | | | |
| **BK6** | 0.821 | | | |
| **BK7** | 0.820 | | | |
| **BK8** | 0.826 | | | |
| **KK1** | | 0.825 | | |
| **KK2** | | 0.729 | | |
| **KK3** | | 0.845 | | |
| **KK4** | | 0.835 | | |
| **KK5** | | 0.911 | | |
| **KK6** | | 0.842 | | |
| **KK7** | | 0.849 | | |
| **KK8** | | 0.727 | | |
| **KP1** | | | 0.875 | |
| **KP2** | | | 0.822 | |
| **KP3** | | | 0.833 | |
| **KP4** | | | 0.862 | |
| **KP5** | | | 0.823 | |
| **KP6** | | | 0.877 | |
| **KP7** | | | 0.869 | |
| **PK1** | | | | 0.878 |



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| | | | | |
|---|---|---|---|---|
| **PK2** | | | | 0.863 |
| **PK3** | | | | 0.793 |
| **PK4** | | | | 0.835 |
| **PK5** | | | | 0.852 |
| **PK6** | | | | 0.860 |
| **PK7** | | | | 0.822 |

**Source: Smart PLS Output, 2025.**

**Table 4.6 Average Variance Extracted (AVE)**

| | ***Average variance extracted*(AVE)** |
|---|---|
| **BK** | 0.683 |
| **KK** | 0.677 |
| **KP** | 0.726 |
| **PK** | 0.712 |

**Source: Smart PLS Output, 2025**

Based on the table above, all values are obtained*outer loading*and AVE meets the testing criteria, namely above 0.708 and 0.5. Therefore, it can be said that this research is convergently valid.

b) **Discriminant Validity Test**

Discriminant validity was conducted to test the relationship between indicators and other variables. This study used the Fornell-Larcker test to test discriminant validity. A study is considered discriminantly valid if the Fornell-Larcker value for each variable is greater than its correlation value with other variables.

**Table 4.7 *Fornell Larcker***

| | **Work Culture (BK)** | **Work Competence (KK)** | **Employee Performance (KP)** | **Job Development (PK)** |
|---|---|---|---|---|
| **BK** | 0.826 | | | |
| **KK** | 0.784 | 0.823 | | |
| **KP** | 0.746 | 0.754 | 0.852 | |
| **PK** | 0.730 | 0.750 | 0.794 | 0.844 |

**Source: Smart PLS Output, 2025**

Based on the table above, all Fornell-Larcker values for each variable are greater than the other variables. Therefore, this study is considered discriminantly valid.



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**Reliability Test**

This test aims to assess the extent to which the measuring instrument produces consistent and reliable results. The assessment is conducted using an internal consistency method, specifically using Composite Reliability and Cronbach's Alpha values (Hair, 2021, p. 58). According to Chin in Ghozali (2020, p. 28), acceptable reliability standards are Cronbach's Alpha and Composite Reliability values above 0.70 for confirmatory research, while values between 0.60 and 0.70 are still acceptable for exploratory studies. The results of the reliability test are presented as follows:

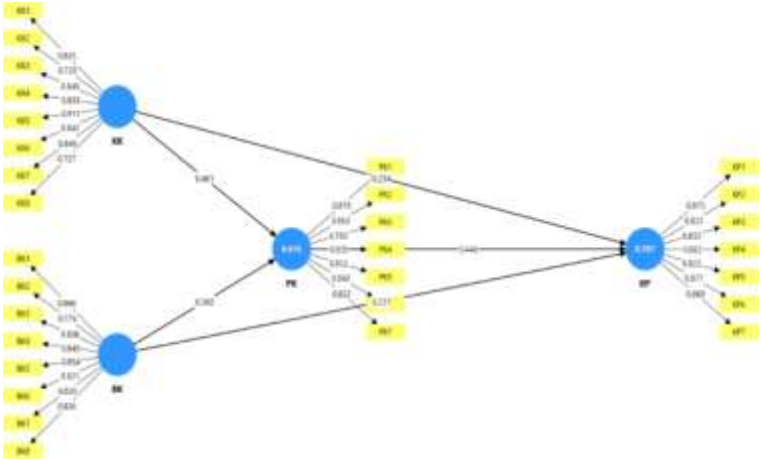
**Table 4.8 *Composite Reliability Coefficient*and *Cronbach's Alpha Coefficient***

| | ***Cronbach's alpha*** | ***Composite reliability (rho_a)*** | ***Composite reliability (rho_c)*** |
|---|---|---|---|
| **BK** | 0.934 | 0.936 | 0.945 |
| **KK** | 0.931 | 0.934 | 0.943 |
| **KP** | 0.937 | 0.938 | 0.949 |
| **PK** | 0.933 | 0.938 | 0.945 |

**Source: Smart PLS Output, 2025**

Based on the test results, all Cronbach's alpha and composite reliability values were greater than 0.7. Therefore, this study can be considered reliable.

**Inner Model Test**



**Source: SEM PLS**
**Figure 4.2**


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**Inner Model**

The inner model evaluation aims to explain the causal relationships between latent variables. The r-square test is conducted to determine the predictive power of the model, which describes how much of the variation in the dependent variable can be explained by the independent variables.

**Table 4.9 *R-Square***

| | ***R-square*** | ***R-square adjusted*** |
|---|---|---|
| **KP** | 0.707 | 0.701 |
| **PK** | 0.615 | 0.610 |

**Source: SEM PLS**

Based on the data processing results, two R-square values were obtained, namely:

1) The first R-square value, 0.707, means that the variables of Work Competence, Work Culture, and Work Development are able to explain Employee Performance by 70.7%, and the remaining 29.3% is explained by other variables outside the model. The R-square value is above 0.50, so it has a moderate influence.
2) The second R-square value, 0.615, means that the variables of Work Competence and Work Culture are able to explain Work Development by 61.5%, with the remaining 38.5% explained by other variables outside the model. The R-square value is above 0.50, thus having a moderate influence.

**Hypothesis Testing**

To determine whether the hypothesis is accepted or rejected, a significance level of 0.05 is used as the decision limit (Hair, 2021, p. 65). The results of the direct hypothesis testing are presented as follows:

**Table 4.10**
**Direct Hypothesis Test Results**

| | **Original sample (O)** | **Sample mean (M)** | **Standard deviation (STDEV)** | **T statistics (\|O/STDEV\|)** | **P values** |
|---|---|---|---|---|---|
| **KK -> PK** | 0.234 | 0.213 | 0.106 | 2,201 | 0.014 |
| **BK -> PK** | 0.237 | 0.255 | 0.117 | 2,028 | 0.021 |
| **KK -> KP** | 0.461 | 0.422 | 0.148 | 3.107 | 0.001 |
| **BK -> KP** | 0.368 | 0.406 | 0.145 | 2,533 | 0.006 |
| **PK -> KP** | 0.446 | 0.448 | 0.112 | 3,970 | 0.000 |

**Source: SEM PLS**



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Based on the results of data processing using SmartPLS, all relationship paths showed t-statistic values above 1.96 and p-values below 0.05. This indicates that all relationships between variables are statistically significant, thus all hypotheses proposed in this study can be accepted.

1. The Influence of Work Competence on Work Development

It is known that the coefficient value of Work Competence on Work Development is 0.234 which is positive, with p-values of 0.014 < 0.05 and T-statistics of 2.201 > 1.96, So, ho is rejected and ha is accepted. So it can be concluded that Work Competence has a positive and significant effect on Work Development.

2. The Influence of Work Culture on Work Development

It is known that the coefficient value of Work Culture on Job Development is 0.237 which is positive, with a p-value of 0.021 < 0.05 and a t-statistic of 2.028 > 1.96, Therefore, ho is rejected and ha is accepted. So it can be concluded that Work Culture has a positive and significant effect on Job Development.

3. The Influence of Work Competence on Employee Performance

It is known that the coefficient value of Work Competence on Employee Performance is 0.461 which is positive, with p-values of 0.001 < 0.05 and t-statistics of 3.107 > 1.96, So, ho is rejected and ha is accepted. So it can be concluded that Work Competence has a positive and significant effect on Employee Performance.

4. The Influence of Work Culture on Employee Performance

It is known that the coefficient value of Work Culture on Employee Performance is 0.368 which is positive, with p-values of 0.006 < 0.05 and t-statistics of 2.533 > 1.96, So, ho is rejected and ha is accepted. So it can be concluded that Work Culture has a positive and significant effect on Employee Performance.

5. The Influence of Job Development on Employee Performance

It is known that the coefficient value of Job Development on Employee Performance is 0.446 which is positive, with p-values of 0.000 < 0.05 and t-statistics of 3.970 > 1.96, So, ho is rejected and ha is accepted. So it can be concluded that Job Development has a positive and significant effect on Employee Performance.

**Hypothesis Testing with Mediation Effect**

Testing was carried out using the bootstrapping procedure by looking at the value of specific indirect effects.

**Table 4.11** ***Specific Indirect Effect***



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| | *Original sample (O)* | *Sample mean (M)* | *Standard deviation (STDEV)* | *T statistics (\|O/STDEV\|)* | *P values* |
|---|---|---|---|---|---|
| **KK -> PK -> KP** | 0.206 | 0.194 | 0.092 | 2,231 | 0.013 |
| **BK -> PK -> KP** | 0.164 | 0.179 | 0.073 | 2,243 | 0.012 |

**Source: SEM PLS**

Based on the test results, it is known that the indirect influence of work culture on employee performance through work development has a T-statistic value of 2.243 > 1.96, and P-values of 0.012 < 0.05. In addition, the indirect influence of work competence on employee performance through work development has a T-statistic value of 2.231 > 1.96, and P-values of 0.013 < 0.05. Because both relationships have T-statistic values > 1.96 and P-values < 0.05, it can be concluded that work development successfully mediates the influence of work culture and work competence on employee performance.

Based on the results of the indirect effect test presented in the table, it can be concluded that job development has been proven to act as a mediating variable in the relationship between the independent and dependent variables. The second indirect effect pathway tested showed statistically significant results with a P-value <0.05, which means the mediation hypothesis is accepted. The following is a detailed explanation:

6. The Influence of Work Competence on Employee Performance through Work Development

It is known that the coefficient value of Work Competence on Employee Performance through Work Development is 0.206 which is positive, with p-values of 0.013 < 0.05 and t-statistics of 2.231 > 1.96, So, ho is rejected and ha is accepted. So it can be concluded that Work Development is able to mediate the influence of Work Competence on Employee Performance.

7. The Influence of Work Culture on Employee Performance through Work Development

It is known that the coefficient value of Work Culture on Employee Performance through Work Development is 0.164 which is positive, with p-values of 0.012 < 0.05 and t-statistics of 2.243 > 1.96, So, ho is rejected and ha is accepted. So it can be concluded that Work Development is able to mediate the influence of Work Culture on Employee Performance.


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## CONCLUSION

Based on the results of testing the research variables using the Partial Least Squares (PLS) approach, all hypotheses were found to be significant and had a positive effect. A brief description of the conclusions from testing each hypothesis is as follows:

1. Work Competence has a positive and significant effect on Work Development with a coefficient of 0.234, which is positive, with p-values of 0.014 < 0.05 and T-statistics of 2.201 > 1.96, meaning that Work Competence has a positive and significant effect on Work Development.
2. Work Culture has a positive and significant effect on Work Development, with a coefficient of 0.237 which is positive, with p-values of 0.021 < 0.05 and t-statistics of 2.028 > 1.96, So, ho is rejected and ha is accepted. So it can be concluded that Work Culture has a positive and significant effect on Work Development.
3. Job Competence has a positive and significant effect on Employee Performance, with the coefficient of Job Competence on Employee Performance being 0.461 which is positive, with p-values of 0.001 <0.05 and t-statistic of 3.107> 1.96, So, ho is rejected and ha is accepted. So it can be concluded that Job Competence has a positive and significant effect on Employee Performance.
4. Work Culture has a positive and significant effect on Employee Performance, with the coefficient of Work Culture on Employee Performance being 0.368, which is positive, with p-values of 0.006 <0.05 and t-statistics of 2.533> 1.96. Therefore, ho is rejected and ha is accepted. So it can be concluded that Work Culture has a positive and significant effect on Employee Performance.
5. Job Development has a positive and significant effect on Employee Performance, with the coefficient of Job Development on Employee Performance being 0.446 which is positive, with p-values of 0.000 <0.05 and t-statistics of 3.970> 1.96, So, ho is rejected and ha is accepted. So it can be concluded that Job Development has a positive and significant effect on Employee Performance.
6. Work Competence has a positive and significant effect on Employee Performance through Work Development as a mediating variable, with the coefficient of Work Competence on Employee Performance through Work Development being 0.206, which is positive, with p-values of 0.013 <0.05 and t-statistics of 2.231> 1.96. Therefore, ho is rejected and ha is accepted. So it can be concluded that Work Development is able to mediate the effect of Work Competence on Employee Performance.
7. Work Culture has a positive and significant effect on Employee Performance through Work Development as a mediating variable, with the coefficient of Work Culture on Employee Performance through Work Development being 0.164 which is positive, with p-values of 0.012 <0.05 and t-statistic of 2.243> 1.96, So, ho is rejected and ha is


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accepted. So it can be concluded that Work Development is able to mediate the influence of Work Culture on Employee Performance.

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