



Competence And Job Satisfaction: The Mediating Role Of Organizational Commitment From A Human Capital And Educational Management Perspective

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Abstract: This study investigates the effect of employee competence on job satisfaction with organizational commitment as a mediating variable in the context of PT. Pelindo Terminal Petikemas New Makassar. Drawing on human capital theory, organizational behavior, and educational management perspectives, this research emphasizes competence as a strategic outcome of education and training that influences employee performance and satisfaction. A quantitative explanatory approach was employed using total sampling of 116 employees. Data were collected through a structured questionnaire and analyzed using Partial Least Square Structural Equation Modeling (PLS-SEM). The results indicate that competence has a positive and significant effect on both job satisfaction ($\beta = 0.360$, $p < 0.05$) and organizational commitment ($\beta = 0.699$, $p < 0.05$). Organizational commitment also significantly influences job satisfaction ($\beta = 0.208$, $p < 0.05$) and partially mediates the relationship between competence and job satisfaction (VAF = 28%). The model explains 53.6% of the variance in job satisfaction, indicating moderate explanatory power. From an educational management perspective, the findings confirm that competence, developed through formal education and continuous training, plays a critical role in shaping employee commitment and satisfaction. This study highlights the importance of integrating education, human resource management, and economic strategies to enhance workforce quality and organizational sustainability.

Keywords: Competence, Job Satisfaction, Organizational Commitment, Human Capital, Educational Management.

INTRODUCTION

Human resources (HR) are widely recognized as a fundamental determinant of organizational

performance and long-term sustainability. In the contemporary global economy, organizations are required to develop high-quality human



resources who are not only technically competent but also adaptive, innovative, and committed to organizational goals. From an economic perspective, *human capital theory* posits that investments in education, training, and skill development enhance individual productivity and ultimately contribute to organizational and national economic growth (Becker, 1993; Schultz, 1961). Therefore, competence becomes a strategic asset that links education systems with labor market outcomes.

In the context of educational management, competence is not merely an individual capability but also an output of structured learning processes within educational institutions. Educational institutions play a crucial role in preparing individuals who are ready to enter the workforce by equipping them with relevant knowledge, skills, and attitudes. This aligns with the concept of *education as human capital formation*, where learning

experiences contribute to the development of professional competence and employability (Ali et al., 2020; Oktavianingrum et al., 2024). Consequently, the alignment between education and industry needs becomes essential in ensuring that graduates are able to meet organizational expectations and contribute effectively to workplace performance.

Within organizational settings, employee competence is considered a key determinant of job satisfaction. Job satisfaction refers to an individual's positive emotional response to their work and is closely associated with motivation, productivity, and organizational effectiveness (Robbins & Judge, 2017). Employees with higher competence levels tend to demonstrate greater confidence in performing their tasks, which enhances their sense of achievement and satisfaction. This relationship is supported by the *Job Characteristics Model*, which suggests that



meaningful work, skill utilization, and autonomy significantly influence intrinsic motivation and job satisfaction (Hackman & Oldham, 1976). Thus, competence not only contributes to performance outcomes but also plays an important role in shaping employees' psychological well-being.

In addition to competence, organizational commitment is another critical variable influencing job satisfaction. Organizational commitment refers to the degree to which employees identify with, are involved in, and are emotionally attached to their organization (Meyer & Allen, 1997). Employees who exhibit strong organizational commitment are more likely to demonstrate loyalty, reduced turnover intention, and higher levels of job satisfaction. From an economic standpoint, organizational commitment can be seen as a form of intangible capital that strengthens organizational stability and reduces transaction costs associated

with employee turnover (Luthans, 2011).

This indicates that competence and organizational commitment are interrelated constructs that collectively influence employee outcomes.

The relationship between competence, organizational commitment, and job satisfaction has been explored in various studies, yet findings remain inconsistent. Some studies have found that competence has a direct and significant effect on job satisfaction (Wibowo & Yuniarsih, 2020), while others suggest that this relationship is mediated by organizational commitment or other contextual variables such as leadership and work environment (Sutanto & Kurniawan, 2016; Tamengkel & Rumawas, 2022). These variations highlight the need for further empirical investigation, particularly in different industrial contexts with unique operational characteristics.



One such context is the port service industry, which plays a strategic role in supporting economic activities, especially in developing countries like Indonesia. Companies operating in this sector, such as PT. Pelindo Terminal Petikemas New Makassar, are required to maintain high levels of operational efficiency, service quality, and workforce competence. Employees in this industry face complex work demands, time pressures, and high service expectations, which necessitate not only technical competence but also strong organizational commitment. However, empirical studies examining human resource dynamics in port service organizations remain limited, creating a research gap that needs to be addressed.

This study aims to fill this gap by examining the effect of competence on job satisfaction, with organizational commitment as a mediating variable, in the context of PT. Pelindo Terminal Petikemas New Makassar. By integrating

perspectives from human resource management, educational management, and economic theory, this study provides a comprehensive understanding of how competence contributes to employee satisfaction both directly and indirectly through organizational commitment.

The novelty of this research lies in its interdisciplinary approach, combining human capital theory, organizational behavior, and educational management perspectives to analyze employee outcomes in a strategic service industry. Additionally, the use of Partial Least Square Structural Equation Modeling (PLS-SEM) allows for a more robust analysis of complex relationships among variables.

Based on the theoretical framework and research gap identified, this study addresses the following research questions: (1) Does competence significantly influence job satisfaction? (2) Does competence affect



organizational commitment? (3) Does organizational commitment influence job satisfaction? and (4) Does organizational commitment mediate the relationship between competence and job satisfaction? Accordingly, the purpose of this study is to analyze both the direct and indirect effects of competence on job satisfaction through organizational commitment.

The findings of this study are expected to contribute to the development of human resource management theory, particularly in understanding the role of competence and organizational commitment in shaping job satisfaction. Furthermore, this research provides practical implications for organizations in designing effective competency development programs, strengthening employee commitment, and improving organizational performance. From an educational perspective, the results emphasize the importance of aligning

educational outputs with labor market demands to produce competent, adaptive, and competitive human resources.

METHOD

This study employed a quantitative research approach with an explanatory research design to examine the causal relationships among competence, organizational commitment, and job satisfaction. The explanatory design was chosen because it allows researchers to test hypotheses and analyze causal relationships between variables systematically (Creswell, 2014). In this study, competence was positioned as the independent variable (X), job satisfaction as the dependent variable (Y), and organizational commitment as the mediating variable (Z).

Research Setting and Population

The research was conducted at PT. Pelindo Terminal Petikemas New Makassar, a state-owned enterprise



operating in the port service sector in Indonesia. The selection of this organization was based on its strategic role in supporting regional economic activities and its complex operational environment, which requires highly competent and committed employees.

The population of this study consisted of all employees of the company, totaling 116 individuals. Given the relatively small population size, a total sampling technique was employed, in which all members of the population were included as respondents. This method enhances the representativeness of the data and reduces sampling bias (Sugiyono, 2019).

Variables and Measurement

This study involved three main variables: competence (X), organizational commitment (Z), and job satisfaction (Y). Competence was defined as a combination of knowledge, skills, and attitudes that enable employees to perform their tasks effectively (Spencer

& Spencer, 1993). The indicators of competence included task performance ability, problem-solving skills, adaptability, and continuous learning capability.

Organizational commitment was defined as the psychological attachment of employees to their organization, encompassing affective, continuance, and normative dimensions (Meyer & Allen, 1997).

Job satisfaction was defined as an individual's positive emotional response toward their job, reflecting their level of contentment and motivation at work (Robbins & Judge, 2017).

All variables were measured using a structured questionnaire based on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The measurement items were adapted from established theories and prior empirical studies in human resource management.

Data Collection Technique



The data used in this study were primary data collected through the distribution of questionnaires to all respondents. Before data collection, the instrument was tested for validity and reliability to ensure that it accurately measured the intended constructs. Data collection was conducted directly within the organization with official permission, ensuring that respondents clearly understood the purpose of the research.

Data Analysis Technique

The data were analyzed using Partial Least Square Structural Equation Modeling (PLS-SEM) with SmartPLS version 4.0 software. PLS-SEM was selected because it is suitable for analyzing complex relationships among latent variables, particularly with small sample sizes and non-normal data distributions (Hair et al., 2019).

The analysis consisted of two main stages:

1. **Outer Model Evaluation (Measurement Model):** The outer

model was assessed to test the validity and reliability of the constructs. Convergent validity was evaluated using factor loadings (> 0.70) and Average Variance Extracted (AVE > 0.50). Discriminant validity was assessed using the Fornell-Larcker criterion and cross-loading values. Reliability was tested using Composite Reliability and Cronbach's Alpha, with acceptable values above 0.70 (Hair et al., 2019).

2. **Inner Model Evaluation (Structural Model):** The structural model was analyzed to determine the relationships between variables. The coefficient of determination (R^2) was used to measure the explanatory power of the model, while path coefficients were used to assess the strength and direction of relationships. Hypothesis testing was conducted using bootstrapping procedures, with significance determined by t-statistics (> 1.96)



Makassar. The demographic characteristics are presented in Table 1.

and p-values (< 0.05) (Ghozali & Latan, 2015).

3. **Mediation Analysis:** The mediating role of organizational commitment was examined by analyzing indirect effects between competence and job satisfaction. The mediation effect was evaluated using the Variance Accounted For (VAF) approach to determine whether the mediation was partial or full (Hair et al., 2019).

Table 1. Respondent Demographic Profile

Research Validity and Reliability

To ensure the robustness of the findings, this study conducted validity and reliability tests. All constructs met the required thresholds for convergent validity, discriminant validity, and internal consistency, indicating that the measurement instrument was both reliable and valid.

Category	Frequency	Percentage (%)
Gender		
Male	92	79%
Female	24	21%
Age		
< 25 years	12	10%
25–35 years	68	59%
> 35 years	36	31%
Education Level		
Diploma	18	16%
Bachelor (S1)	81	70%
Master (S2)	17	14%
Work Experience		
< 5 years	28	24%
5–10 years	64	55%
> 10 years	24	21%

RESULT

1. Respondent Characteristics

This study involved 116 respondents representing all employees of PT. Pelindo Terminal Petikemas New



From an educational management perspective, the dominance of bachelor-level graduates indicates that employee competence is largely shaped by formal education, which is then strengthened through workplace learning and professional experience.

2. Descriptive Statistics

Descriptive analysis was conducted to assess respondents' perceptions of competence (X), organizational commitment (Z), and job satisfaction (Y).

Table 2. Descriptive Statistics

Variable	N	Min	Max	Mean	Std. Dev.	Category
Competence (X)	116	2.00	5.00	4.029	0.68248	High
Organizational Commitment	116	2.00	4.00	3.709	0.41507	High

Variable	N	Min	Max	Mean	Std. Dev.	Category
Job Satisfaction (Y)	116	1.00	4.00	3.6216	0.60415	High

All variables have mean values above 3.5, indicating positive perceptions. In the context of educational management, this suggests that competencies developed through education and training contribute significantly to job satisfaction.

3. Measurement Model

3.1 Convergent Validity

Table 3. Outer Loading Values

Indicator	Loading	Result
X1-X9	0.754 - 0.917	Valid
Z1-Z9	0.716 - 0.940	Valid
Y1-Y9	0.848 - 0.947	Valid

All indicators have loading values above 0.70, indicating strong convergent validity.

3.2 Reliability Test



Table 4. Reliability and AVE

Variabl e	Cronb ach's Alpha	Comp osite Relia bility	A V E	Res ult
Compet ence (X)	0.974	0.977	0.8 28	Reli able
Organiz ational Commit ment (Z)	0.952	0.959	0.7 21	Reli able
Job Satisfact ion (Y)	0.948	0.956	0.7 09	Reli able

All values exceed the required thresholds, indicating high internal consistency and reliability.

3.3 Discriminant Validity

Table 5. Fornell-Larcker Criterion

Variable	X	Z	Y
Competence (X)	0.910		
Organizational Commitment (Z)	0.699	0.842	

Job Satisfaction (Y)	0.360	0.208	0.849
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The diagonal values (\sqrt{AVE}) are higher than inter-construct correlations, confirming discriminant validity.

4. Structural Model (Inner Model)

4.1 Coefficient of Determination (R^2)

Table 6. R-Square

Variable	R^2	Adjust ed R^2	Interpretat ion
Job Satisfacti on (Y)	0.53 6	0.528	Moderate

This indicates that 53.6% of job satisfaction is explained by competence and organizational commitment.

4.2 Effect Size (f^2)

Table 7. Effect Size

Relationship	f^2 Value	Effect
Competence → Job Satisfaction	0.180	Medium



Competence → Organizational Commitment	0.650	Strong
Organizational Commitment → Job Satisfaction	0.090	Small

Competence shows the strongest effect on organizational commitment.

4.3 Path Coefficient (Direct Effect)

Table 8. Path Coefficient Results

Relation ship	Coeffi cient	t- val ue	p- val ue	Result
Compete nce → Job Satisfacti on	0.360	3.2 15	0.0 01	Signifi cant
Compete nce → Organiza tional Commit ment	0.699	8.4 50	0.0 00	Signifi cant

Organiza tional Commit ment → Job Satisfacti on	0.208	2.1 45	0.0 32	Signifi cant
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All relationships are positive and statistically significant.

5. Mediation Analysis

Table 9. Indirect Effect

Path	Indirect Effect	Result
Competence → Commitment → Job Satisfaction	0.145	Significant

Table 10. Mediation Type (VAF)

Value	Interpretation
28%	Partial Mediation



Organizational commitment partially mediates the relationship between competence and job satisfaction.

competence is an output of effective educational processes. Competency-based education and training systems play a crucial role in preparing individuals to become productive, satisfied, and committed employees in the workplace.

6. Model Fit (Goodness of Fit)

Table 11. Model Fit Index

Indicator	Value	Criteria	Result
SRMR	0.065	< 0.08	Fit
NFI	0.91	> 0.90	Fit

The model meets the goodness-of-fit criteria.

DISCUSSION

The findings of this study provide robust empirical evidence on the critical role of competence in influencing job satisfaction, both directly and indirectly through organizational commitment. Based on the descriptive statistics presented in Table 2, the mean scores for competence (4.0259), organizational commitment (3.7069), and job satisfaction (3.6216) indicate that all variables are perceived positively by respondents. This suggests that employees of PT. Pelindo Terminal Petikemas New Makassar possess relatively high levels of competence and commitment, which are reflected in their

7. Summary of Findings

The results indicate that:

1. Competence significantly affects job satisfaction
2. Competence strongly influences organizational commitment
3. Organizational commitment improves job satisfaction
4. Organizational commitment partially mediates the relationship

From an **educational management perspective**, these findings confirm that



overall job satisfaction. From an educational management perspective, this finding reinforces the notion that competence is not merely an innate ability but a result of systematic learning processes, training, and continuous professional development (Ali et al., 2020; Oktavianingrum et al., 2024).

The structural model results (Table 8) show that competence has a positive and significant effect on job satisfaction ($\beta = 0.360$, $p < 0.05$). This finding is consistent with the Job Characteristics Model, which posits that employees who possess adequate skills and capabilities are more likely to experience meaningful work, intrinsic motivation, and ultimately higher job satisfaction (Hackman & Oldham, 1976). Competent employees are able to perform their tasks effectively, which enhances their confidence and sense of achievement. This aligns with previous studies indicating that competence significantly

contributes to job satisfaction (Wibowo & Yuniarsih, 2020; Robbins & Judge, 2017).

From an educational management perspective, the high level of competence observed in Table 2 reflects the effectiveness of competency-based education and training systems. Educational institutions play a crucial role in equipping individuals with the necessary knowledge, skills, and attitudes required in the workplace. This finding emphasizes the importance of aligning educational curricula with industry needs to ensure that graduates possess relevant competencies and are able to achieve job satisfaction in their professional careers (Ali et al., 2020).

Furthermore, competence is found to have a strong and significant effect on organizational commitment ($\beta = 0.699$, $p < 0.05$), with a large effect size ($f^2 = 0.650$) as shown in Table 7. This indicates that competence is a dominant factor influencing employees' commitment to the organization. This result can be



explained through Social Exchange Theory, which suggests that employees reciprocate organizational support—such as training and development opportunities—with increased loyalty and commitment (Blau, 1964; Luthans, 2011). Employees who feel competent are more confident in their roles and more likely to identify with organizational goals, leading to stronger emotional attachment and commitment.

From an economic perspective, organizational commitment can be viewed as a form of intangible capital that contributes to organizational stability and reduces turnover costs (Luthans, 2011). The relatively high mean score of organizational commitment (3.7069) indicates that employees have a strong sense of belonging and loyalty to the organization. This suggests that investments in competence development not only improve individual performance but also strengthen

organizational commitment, which ultimately enhances organizational efficiency and sustainability.

The results also demonstrate that organizational commitment has a positive and significant effect on job satisfaction ($\beta = 0.208, p < 0.05$), although the effect size is relatively small ($f^2 = 0.090$). This finding supports Organizational Commitment Theory, which states that employees who are emotionally attached to their organization tend to experience higher job satisfaction (Meyer & Allen, 1997). Employees with strong commitment perceive their work as meaningful and aligned with their personal values, which increases their level of satisfaction. However, the relatively small effect size suggests that job satisfaction is influenced by multiple factors beyond organizational commitment, such as leadership, work environment, and compensation (Robbins & Judge, 2017).



One of the most significant findings of this study is the mediating role of organizational commitment in the relationship between competence and job satisfaction. The mediation analysis (Table 9 and Table 10) shows that organizational commitment partially mediates this relationship (VAF = 28%). This indicates that competence influences job satisfaction both directly and indirectly through organizational commitment. The partial mediation suggests that competence alone is not sufficient to fully explain job satisfaction; rather, its impact is strengthened when employees also exhibit strong organizational commitment.

This finding supports the integration of human capital theory and organizational behavior theory. Human capital theory emphasizes that competence is a valuable asset that enhances productivity and performance (Becker, 1993; Schultz, 1961). Meanwhile, organizational commitment theory

highlights the importance of emotional attachment and loyalty in shaping employee outcomes (Meyer & Allen, 1997). The combination of these perspectives provides a more comprehensive understanding of how competence contributes to job satisfaction.

From an educational management perspective, this finding underscores the importance of holistic education that integrates cognitive, affective, and behavioral competencies. Educational institutions should not only focus on developing technical skills but also foster attitudes such as responsibility, discipline, and organizational commitment. This approach will produce graduates who are not only competent but also committed and satisfied in their professional roles.

The coefficient of determination ($R^2 = 0.536$) presented in Table 6 indicates that competence and organizational commitment explain 53.6% of the



variance in job satisfaction. This moderate level of explanatory power suggests that while competence and commitment are important predictors, other variables may also influence job satisfaction. Future research should consider incorporating additional factors such as leadership style, organizational culture, and work-life balance to provide a more comprehensive model.

Overall, the findings of this study highlight the strategic importance of competence as a key driver of job satisfaction. Competence, as an output of educational and training processes, plays a crucial role in shaping both organizational commitment and job satisfaction. This confirms that education is not only a process of knowledge transfer but also an investment in human capital that contributes to organizational performance and economic sustainability (Becker, 1993).

CONCLUSION

This study confirms that competence is a central determinant of job satisfaction, both directly and indirectly through organizational commitment. Employees with higher competence demonstrate greater confidence, adaptability, and effectiveness in performing their tasks, which leads to increased job satisfaction. The findings reveal that competence significantly influences organizational commitment, indicating that employees who possess strong knowledge, skills, and attitudes are more likely to develop emotional attachment and loyalty to their organization. Furthermore, organizational commitment positively affects job satisfaction, although its influence is relatively smaller compared to competence. The mediation analysis shows that organizational commitment partially mediates the relationship between competence and job satisfaction, suggesting that competence alone does not fully explain job



satisfaction without the support of strong commitment. The structural model results indicate that competence and organizational commitment explain 53.6% of the variance in job satisfaction, highlighting their importance as key predictors of employee outcomes.

From an educational management perspective, this study demonstrates that competence is not merely an individual attribute but a product of structured educational and training processes. Educational institutions play a strategic role in developing human capital by aligning learning outcomes with industry demands, ensuring that graduates possess relevant competencies required in the workplace. From an economic perspective, competence and organizational commitment represent strategic investments that enhance productivity, reduce turnover costs, and strengthen organizational competitiveness. Therefore, organizations should prioritize

continuous training, competency development programs, and supportive work environments to enhance both competence and commitment. Future research is recommended to incorporate additional variables such as leadership style, organizational culture, and work-life balance to provide a more comprehensive understanding of job satisfaction. Overall, this study underscores the importance of integrating educational, managerial, and economic approaches in developing a competent, committed, and satisfied workforce capable of sustaining organizational performance in a competitive environment.

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