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How competency shaped: Implications for practice with Indonesian Muslims Employee

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A B S T R A C T

This study aims to identify and analyze the factors that determine the work competence of Muslim employees in Indonesia. This research is quantitative research with explorative research. The data collection method in this study was carried out by distributing questionnaires. The analysis method uses Exploratory Factor Analysis (EFA). Based on the results, it is found that three components are formed as factors that determine employee work competence of the 11 indicator items that have been declared feasible for factor testing. These three factors are (1) work capability, (2) religiosity, and (3) employee motives. It was found that among the three groups of factors, employee knowledge and skill factors were the dominant factors that determined the work competence of Muslim employees.

1. Introduction

Improving human resources for the development of organizational management is the main requirement for every organization in the era of globalization. This mandatory can be achieved by supporting employee work competency ownership as the principal capital that can drive organizational progress in achieving goals and competitive advantage. Salman et al. (2020), employee work competence is the main element that can create a competitive advantage and added value for the organization. Zahari & Obaid (2014); Chouchan & Srivastava (2014); Qomariyah (2021); Thepho & Luengalongkot (2020) suggest the importance of having the competence to consider employees and organizations to identify employee qualities that match organizational needs. This conclusion is in line with the findings of Puteh et al. (2016); Faisal (2020) that low employee performance is caused by the absence of an accurate mapping of the competencies of each employee, so that meeting competency needs in the form of education and training tend to be considered ineffective in improving employee performance.

Moreover, the current development of information and communication technology has become one of the primary considerations for changes in each organization's work requirements and competencies. Singh & Pinki (2009), today's IT-based environment demands new job and role requirements, adequate competencies, and various skills from professionals that will assist them in developing new products and services.

This finding aligns with the photocopy service business, which has experienced rapid growth and development. Starting with the provision of services for photocopying services, it has now developed to provide services for various types of services, namely graphic design, printing, binding, publishing, and trading of office stationery equipment. The rapid development of this business indirectly positions the photocopying business employees as professionals with expertise, skills, and abilities. However, it is rare to pay attention to the competency needs of photocopying business employees. In general, the ownership of these competencies is obtained by employees in a self-taught way, namely through self-experience. The provision of basic knowledge obtained by employees generally occurs directly through knowledge sharing between business leaders and employees. Filos (2008) suggests that knowledge acquired through experience and intuition is tacit knowledge, and not many companies can capture and communicate this knowledge.

Vos et al. (2011) argued that the term competency does not have a single definition, where the competency must be adjusted to the role, position, and organization. Amstrong & Baron (1998) explained three types of competence: generic and specific. Where basic competence refers to the competency ownership of each employee, which is almost similar, while for generic and specific competencies, competence is more focused depending on the field of work of each employee. There is a possibility of ownership of different competencies between each employee.

According to Qomariyah (2021), employees must possess four competencies: technical competence, managerial competence, social competence, and intellectual/strategic competence. Different findings were described by Wibisono & Putri (2018) that people's beliefs about themselves, ownership of the skills of each employee, experience, individual personality, and organizational culture determine employee work competence. Saleh et al. (2013) added that there are four main competency dimensions that employees must possess, namely: knowledge, skills, abilities and other characteristics. Furthermore, Maharani's findings (2018); Maharani (2018); (Tuckaer & Cofsky; Chouchan & Srivastava, 2014) suggests that there are five competency characteristics, namely: motivations, self-concept traits, knowledge, and skills.

Based on the results of previous research, it can be concluded that there are differences in the findings of each researcher on the factors that determine the work competence of each employee. This competency depends on the field of work, duties, and responsibilities of each individual/employee work group. So referring to this phenomenon, the authors are interested in identifying the factors that determine the work competence of employees, especially photocopying business employees. The author realizes there are differences in the skills, abilities, and attitudes of copier employees compared to other employees. Even in the results of initial observations, it was found that there was a contribution of the element of religiosity possessed by employees in shaping their work competence in the photocopy service business. As well as positioning religion as a way of life for work, especially for self-control, internalizing Islamic sharia values , and determining the outcome is not the final goal. Still, a means to encourage self-growth and social relations. The contribution of this religiosity element is basically in line with the working environment conditions in a photocopying service business, which, although not labeled as sharia, applies Islamic values in its work practices.

Apart from the contribution of religiosity, based on the results of previous research extraction, several items were identified that were considered to be determinants of employee work competence. This item consists of several capabilities, such as the ability of employees to remember each job. The second ability is to develop their knowledge. The third

is the strength of employees to understand situations and problems and make decisions in solving problems. The fourth is the ability to adapt. The fifth is an encouragement to gain work experience. And finally, the demand to continue learning something new. So based on this phenomenon, exploring work competency factors is interesting for further study.

2. Literature Review

Competence

Wong (2020) argues that many reviews of competence were studied in the 20th century, as evident from the many empirical studies conducted by several experts on competency. However, examining these competencies is still limited to the scope of psychology. McClelland (1973) began to study competency development more broadly in his research entitled "Testing for Competence Rather Than for Intelligence," where this competency was directed at the practice and study of human resource management.

Furthermore, McClelland (1973) states every student can be successful in life and career, as well as the best students, even though these students do not excel at university. It was also described that traditional intelligence or aptitude tests and school grades were less accurate in predicting job performance at work or other important life outcomes. In contrast, personal traits that are basic and owned by everyone as qualitative behaviors or so-called "Competencies" are considered more effective for measuring and validating individual work performance and success.

McClelland (1973) also suggests that the proposed measurement and validation of performance is not only limited to traditional cognitive skills and knowledge (reading, writing, and numeracy skills). Moreover, personality variables are generally more helpful, such as leadership, interpersonal skills, communication skills, ego development, patience, and the ability to set goals (Chouchan & Srivastava, 2014).

Wong (2020) explains McClelland's idea of competence has had a substantive impact on HRM practice because it opened new perspectives and started a movement to investigate more valid and reliable tools to predict individual job performance in the workplace. Leading business organizations are starting to use competencies to recruit, select, develop, and manage superior performers.

In 1982, Boyatzis expanded on McClelland's ideas. They developed the "Job Competence Assessment (JCA) Technique" to identify the attributes that distinguish best performers from average performers in an organizational context in the United States. Recognizing these attributes refers to the characteristics that underlie a person's compelling performance in a job. These characteristics include motives, traits, skills, aspects of a person's self-image or social roles, and a collection of knowledge (Chouchan & Srivastava, 2014).

Spencer & Spencer (1993) also expressed a similar opinion that competence is a characteristic that underlies people and shows a way of behaving or thinking, generalizing across situations, and persisting for an extended period. This attribute consists of 5 types, namely:

1. Motives refer to things consistently thought or desired by someone and lead to action. For example, people are motivated to achieve consistently by setting challenging goals for themselves, taking personal responsibility for achieving them, and using feedback to improve.
2. Traits, namely physical characteristics and consistent responses to situations or information. Like, reaction time and good eyesight at work.
3. Self-Concept, namely attitudes, values, or self-image of a person. Like, self-confidence, a person's belief that they can be more effective in almost any situation. A person's values are reactive motives that predict what he will do in the short term and in cases where someone else is responsible.

4. Knowledge, namely information that someone in a particular content area owns. Knowledge is a complex competency. Scores on knowledge tests often fail to predict performance because they fail to measure knowledge and skills in how they are used on the job. Many knowledge tests measure rote memory when what matters is the ability to locate information. A memory of specific facts is less important than knowing which facts are relevant to a particular problem and where to find them when needed. Like, a surgeon's knowledge of nerves and muscles in the human body.
5. Skill, namely the ability to perform specific physical or mental tasks. Mental or cognitive skill competencies include analytical thinking (processing knowledge and data, determining cause and effect, organizing data and plans) and conceptual thinking (recognizing patterns in complex data). Like, the physical skill of a dentist to fill a tooth without damaging the nerves and the ability of a computer programmer to arrange 50,000 lines of code in sequential logical order.

Puteh et al. (2016) suggested that job-related competencies are essential among professional employees to do their job well and achieve excellent organizational competitive advantage. Thus, developing professional competence is a crucial activity in an organization. However, the term competency does not have a single definition. Competency definition varies according to roles, positions, and even organizations. Here are some descriptions of competence from several experts:

Table 1. Definitions of Competence from Several Experts

Author	Years	Definitions
McClelland	1973	Competence is a critical component of performance related to "life outcome groups." They can be interpreted broadly as any psychological or behavioral characteristic associated with success in one's life
Boyatzis	1982	Competence is a fundamental characteristic that is causally related to individual job performance.
Spencer & Spencer	1993	Competence is a motive, trait, self-concept, attitude or values, content knowledge, or cognitive or behavioral skill. Any individual characteristic that can be measured or quantified reliably can be shown to distinguish significantly between superior and average performers or between effective and ineffective actors.
Page & Wilson	1994	Competence can be defined as the skills, abilities, and personal characteristics required by a 'successful' or 'superior' manager. However, this definition emphasizes explicit (e.g., knowledge and skills) and implicit (e.g., personal attributes) competencies that are detectable and testable.
Parry	1996	Competence is a set of interrelated knowledge, skills, and attitudes that represent critical components of a person's job roles and responsibilities, linked to job performance, which can be measured by predetermined standards, and strengthened through training and development.
Draganidis & Mentzas	2006	Competence is the direct and indirect skills and behaviors that enable individuals to perform a given task or assigned role effectively
Chung & Lo	2007	Competence is an individual's skills, knowledge, and abilities when completing a task or achieving a

goal.

Source: Wong (2020)

Thepho & Luengalongkot (2020), many organizations have developed competency-based training to improve employee performance and measure their employees against predetermined standards. This issue is because an increase in employee competency has also been found to result in significant organizational performance in financial aspects, namely profit or corporate income and productivity. While in the non-financial part, competency has resulted in increased employee engagement and career development.

Competence is a person's ability to carry out a job or task based on knowledge, skills, and attitudes (Vos et al., 2011). Competence can be interpreted as the sufficient ability to carry out the study, which includes knowledge and skills following the demands of the duties and responsibilities. Compatibility of competence with the field of duty dramatically influences the performance of employees. Becker and Ulrich (2002) state that competency refers to knowledge, skills, abilities, or personality characteristics that directly affect employee performance. On the other hand, Ley and Albert's (2003) knowledge management approach defines competence as an employee's ability that can be used to support the assessment process and achievement of organizational goals; therefore, competence is a quality of a person that can be measured in the long term.

According to Armstrong (2018), competence is more directed at behavioral dimensions, often called behavioral competence. This theory is intended to describe individual behaviors when they carry out their roles well. An apparatus must possess capabilities in the form of knowledge, skills, and behavioral attitudes in carrying out its duties to carry out its duties effectively and efficiently. Competence is knowledge, skills, and behaviors that are observed and measurable and influence the successful implementation of work duties and responsibilities (Kardinasari, 2012).

Factors Determining Competence

An employee's competence is the main requirement that must be met in determining the placement of employees. These conditions indicate that the importance of employee competence in their field of work will increase an organization's competitive advantage (Cardy & Selvarajan, 2006). Mathis L & Jackson H (2001) stated competence is an essential characteristic that can be linked to increased performance. Competency groupings are knowledge, skills, and abilities. Competence set in the organization is the basis of various aspects of the development of its resources, which are conditioned as supporting efforts in achieving organizational performance, with performance excellence being a vital capital to lead the organization to achieve an optimal and efficient level of competitive advantage.

Male et al. (2011) argued that in the era of globalization, human resource issues are the foundation for organizations. Human resources are a valuable organizational asset that can determine the success of achieving organizational goals. Therefore, it is necessary to have the competence of every human resource in supporting the achievement of organizational goals. These competencies are in the form of knowledge, skills, and attitudes, critical components in management that play an essential and strategic role in improving employee performance.

Wijayanto et al. (2011) determine the two main factors influencing work competence: organizational support and individual encouragement. This administrative support includes training and development activities, availability of equipment and technology, performance standards, and work relations. At the same time, it is the case for individual encouragement, which includes individual personality factors, individual work motivation, and individual work ethic.

In a different opinion, it was also explained by Male et al. (2011) that employee work competencies could be carried out well if supported by good communication between employees, professionalism from each employee, leadership, and a sense of responsibility from each employee. Hejase et al. (2014) suggested that two main factors influence employee

work competence: human resources and organization. This human resource factor includes, among other things, the rewards obtained and the psychology of each human resource owned by the organization. At the same time, these organizational factors include organizational culture, communication, support management, technology, leadership, and corporate policies.

There are three essential elements or elements in competence: knowledge, skills, and behavior. These three elements can be observed and critically applied to the success of an organization and the work performance and personal contribution of employees to their organization, as well as a reference for knowing the competency positions possessed by civil servants who will be placed in structural positions (Qomariyah, 2021).

Based on its dimensions, Saleh et al. (2013) state that officials' competencies in providing services to the community can be classified into four dimensions: knowledge dimension; fatigue dimension; dimensions of ability, and other characteristic dimensions. Maharani (2018); Chouchan & Srivastava (2014) suggest five competency characteristics: motives, traits, self-concept, knowledge, and skills. Katz and Khan (1986) in Chouchan & Srivastava (2014) grouped into three fields which in their development became four fields, namely:

1. Technical or functional (knowledge, attitudes, skills, etc., related to technology or available expertise required to perform the role);
2. Managerial (knowledge, attitudes, skills, etc., needed to plan, organize, mobilize and utilize various resources);
3. Human resources (knowledge, attitudes, and skills needed to motivate, utilize and develop human resources);
4. Conceptual (ability to visualize the invisible, think abstractly, and use thinking to plan future business).

Carrol and McCrackin (1988) in Chouchan & Srivastava (2014) organize different descriptions of competencies into three main categories: core competencies, leadership/managerial competencies, and functional competencies.

3. Research Methods

This research is quantitative research with exploratory analysis. The data collection method in this study was carried out by distributing questionnaires. In this study, the subjects were all photocopying business employees in Kendari City. The purposive sampling technique was used in this research with the following criteria: (1) the location of the photocopying business is in Kendari City, especially in Mandonga, Baruga, Kadia, and Kambu Districts; (2) photocopying business employees are Muslim; (3) photocopy business employees have a minimum working age of 3 years. So based on these criteria, 112 respondents were obtained from 95 photocopy service businesses in Kendari City. In this study, employee work competence was measured using a Likert scale, namely 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Strongly Agree), and 5 (Strongly Agree). The analytical method uses Exploratory Factor Analysis (EFA) which is processed using SPSS software version 21. Work competence in this study consists of 11 valid and reliable statements based on the instrument's test results.

Table 2. Validity and Reliability of Employee Competency

No	Item	Koefesien Korelasi (r)	Koefesien Alpha
1	I position religion as a way of life for work, especially as self-control (X_1)	0.530	0.818
2	At work, I not only internalize my abilities and work skills but also try to implement the values of my religious teachings (X_2)	0.814	
3	At work, employees tend to be required to be thorough in completing work (X_3)	0.700	
4	The ability possessed by employees to remember each job (X_4)	0.441	
5	Work is not an end in itself but a means to encourage personal growth and social relationships (X_5)	0.610	
6	There is a demand to continue to learn something new (X_6)	0.532	
7	The ability of employees to produce innovative and creative products (X_7)	0.472	
8	Employees are at least able to develop their knowledge (X_8)	0.752	
9	Employee ability to understand situations and problems and make decisions on problem-solving (X_9)	0.586	
10	The ability of employees to be able to adapt to existing changes (X_{10})	0.598	
11	There is an incentive to gain work experience (X_{11})	0.485	

Source: Primary data analysis, 2022

3. Result

Based on the results of the KMO and MSA tests, it was found that all indicators were considered feasible for use in model testing. The results of the KMO and MSA tests on 11 indicators that measure employee work competence in more detail are as follows:

Table 3. KMO and Bartlett's Test & Anti Image-Matrices

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.767
Bartlett's Test of Sphericity	Approx. Chi-Square	425.645
	df	55
	Sig.	.000
Anti Image-Correlation		
X1	0.724	
X2	0.757	
X3	0.818	
X4	0.741	
X5	0.839	
X6	0.703	
X7	0.757	
X8	0.834	
X9	0.748	
X10	0.727	
X11	0.709	

Source: Primary data analysis, 2022

Based on Table 3 above, it can be seen that the KMO value for the analysis of employee competency factors is 0.767 or › 0.5 with a significance of 0.000 ‹0.05, which means that the indicator meets the requirements for the MSA test. As for testing the MSA value in the anti-image matrices table, which is found in the anti-image correlation, it can be seen that there is no work competency factor whose results have a value of ‹0.50. So it can be said that the indicators of work competency factors are feasible for testing at a later stage.

It is further explained that the table of total Variance explained describes the number of factors formed. The total Variance explained display explains the magnitude of the Variance that can be explained by the factors developed. If the real initial eigenvalues› 1, this factor can explain the indicator well, so it must be included in forming hands. Conversely, if the initial eigenvalues ‹ 1, these factors cannot explain the indicator adequately, so they are not included in developing indicators. More details can be seen in the following table:

Table 4. Total Variance Explained

Component	Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	**% of Variance**	**Cumulative %**	**Total**	**% of Variance**	**Cumulative %**
1	**4.028**	**36.620**	**36.620**	**2.716**	**24.695**	**24.695**
2	**1.642**	**14.927**	**51.547**	**2.137**	**19.429**	**44.124**
3	**1.155**	**10.498**	**62.045**	**1.971**	**17.921**	**62.045**

Source: Primary data analysis, 2022

We can determine how much the formed factors explain the existing indicator variants in the squares loadings column rotation sums. If the 11 indicators are used as one factor, this factor can explain the indicator variance of 24,695%. If the 11 indicators are used as two factors, then the two elements can explain the indicator variance of 44,124%, 24,695% of the first factor, and 19,429% of the second factor. Furthermore, if these factor groups are made into three-factor groups, these factors can explain 62,045%, of which 24,695% of the first factor, 19,429% of the second factor, and 17,921% of the third factor. Based on this, it is also explained that a variance of more than 50 percent can be considered a significant contribution because it can explain the factors that will be formed.

Once it is known that three factors have optimal values, the next step is explained in the component matrix, which shows the distribution of the 11 indicators on the three factors formed. At the same time, the numbers in the table are factor loadings that show the magnitude of the correlation between an element and three factors. The process of determining which aspect will enter which factor is determined by comparing the importance of the correlation in each row. More details can be seen in the following table:

Table 5. Component Matrix

	Component		
	1	2	3
X1.1	.535		-.632
X1.2	.832		
X1.3	.734		
X1.4	.428		
X1.5	.603	.428	
X1.6	.512	.548	
X1.7	.450	-.565	
X1.8	.785		
X1.9	.567	-.501	
X1.10	.596		.501
X1.11	.454	.668	

Extraction Method: Principal Component Analysis.
a. three components extracted.

Source: Primary data analysis, 2022

Table 5 shows the direction of the correlation between indicators and factors that will be formed through the correlation matrix. However, the existence of a correlation between indicators and these factors cannot be used to determine the group factors of each hand.s for the determination of factor groups in more detail, it can be seen in the rotated component matrix, namely as follows:

Table 6. Rotated Component Matrix

	Component		
	1	2	3
X1.7	.773		
X1.9	.705		
X1.8	.622		
X1.10	.577		
X1.3	.562		
X1.4	.487		
X1.1		.850	
X1.2		.675	
X1.5		.664	
X1.6			.827
X1.11			.817

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 5 iterations.

Source: Primary data analysis, 2022

Based on the results of the analysis of determining the factor components through the rotated component matrix process, as shown in table 6, the factor components can be presented into three groups, namely:

1. The first group, which consists of 6-factor indicators, namely:
   a. The ability of employees to produce innovative and creative products (X7)
   b. Employee ability to understand situations and problems and make decisions on problem-solving (X9)
   c. Employees are at least able to develop their knowledge (X8)

   d. The power of employees to be able to adapt to existing changes (X10)
   e. At work, employees tend to be required to be thorough in completing work (X3)
   f. The ability possessed by employees to remember each job (X4)
2. The second group consists of 3-factor indicators, namely:
   a. I position religion as a way of life for work, especially as self-control (X1)
   b. At work, I do not only internalize the abilities and work skills I have but try to implement the values of my religious teachings (X2)
   c. Work is not an end in itself but a means to encourage personal growth and social relations (X5)
3. The third group consists of 2-factor indicators, namely:
   a. There is a desire to learn something new (X6)
   b. There is an incentive to gain work experience (X11)

After reducing the indicators into the three factors as above, the next step is to name or identify each factor according to each indicator's characteristics. As stated in each factor indicator, the naming of the first factor is recognized as a factor of knowledge and skills, the second factor is identified as religiosity, and the third factor is identified as a factor in employee work motives.

1. Naming employee capability factors, Eka Marliana (2015); Spencer & Spencer (1993); Sutono (2004) suggest that capability is a process of applying abilities, knowledge, and experience possessed by human resources to carry out predetermined work strategies and can provide value for an organization. This finding is also related to the ability of employees to produce innovative and creative products (X7); employee's ability to understand situations and problems and make decisions on solving problems (X9); the ability to develop existing knowledge (X8); employee's ability to adapt to existing changes (X10); accuracy in completing work (X3); and the ability of employees to remember each job (X4).
2. Whereas the second factor mentioned in the name is a factor of religiosity, this is in line with the opinion expressed by Azhari et al. (2021), which suggests that religious attitude refers to a person's attitude towards religion and encourages a person to internalize it in daily activities. Where this attitude includes self-control ownership based on the use of faith as a way of life (X1); internalizing the abilities, skills, and values of religious teachings at work (X2); and defining work not as an end in itself but as a means to encourage self-growth and social relations (X5).
3. The naming of employee motive factors is in line with the description put forward by Khodijah (2006), which states that motivation is something that someone consistently thinks about or wants so that he acts. Motives move, direct, and choose behavior towards actions, goals, and others. This theory relates to the desire to learn something new (X6) and gain work experience (X11).

4. Discussion

Based on the results of research that has been conducted regarding the factors that determine the work competence of employees in photocopying businesses, it is found that three factors formed from 11 indicators of employee work competencies in Photocopying Businesses. These three factors include (1) work capability, (2) religiosity, and (3) employee work motives. It was also found that among the three groups of factors, employee knowledge and skill factors were the dominant factors that determined the work competence of Muslim employees in Photo Copy Businesses. Then followed by the attitude factor of religiosity, and the last is the employee's work motive. A description of each element can be seen more clearly as follows:

Work Capability Factor

Capability is an ability that includes elements of both knowledge and skills of workers or employees in a company or organization. At the same time, work competence is one of the most important things to be owned by every employee. Employee work competence can be

interpreted as the essential characteristics of employees in showing how to behave or think, generalize situations and survive in the long term. The employee's work capability factor determines the employee's work competence, especially in the Photo Copy Business. This factor is considered necessary for every photocopier employee. Without work capabilities that include knowledge and skills, employee work competence is considered low and cannot impact work performance.

The work capabilities of the employees at the Photo Copy Business include: the ability of employees to produce innovative and creative products (X7), employee ability to understand situations and problems and make decisions on solving problems (X9), the ability to develop existing knowledge (X8); employee's ability to adapt to existing changes (X10); accuracy in completing work (X3); and the ability possessed by employees to remember each job

This finding is in line with what was stated by Hutapea & Thoha (2004) that employees who have superior competence could be seen through their capabilities. Berliana & Arsanti (2018) argued that qualification applies human resources' abilities, knowledge, and experience to carry out predetermined work strategies and can provide value to an organization. High individual capabilities can have an impact on high performance. In line with Sudirlan, et al (2019). Employee work capability is carried out by providing knowledge and skills that are expected to increase competency

Therefore, strategies to increase capabilities that can support performance are reasonably needed (Menon et al., 1999). Individuals who continue to learn to develop their capabilities can become more skilled, affecting their performance. The same was found in several studies that stated that good work capabilities would result in a good performance. The higher a person's qualifications, the higher the resulting performance.

Bernardin and Russell (2013) suggest that competency can also be an essential characteristic linked to increased performance individually and in a team, consisting of knowledge, skills, and abilities (Mathis L & Jackson H, 2001). The results of this study align with those described by Michael Zwell in Wibowo (2010), which suggests competence is an essential characteristic of a person in showing how to behave or think, generalize situations and survive in the long term. This competency character concerns motives, traits, self-concept, knowledge, and skills.

Religiosity Attitude Factor

Based on the study's results, one factor determining work competence is employees' religiosity. This attitude factor includes: positioning religion as a way of life for work, especially self-control, internalizing capabilities and work skills possessed and implementing the values of religious teachings, and defining work not as an end in itself but as a means of encouraging personal growth and social relations.

Hutapea & Thoha (2004) suggested the characteristics of an employee who has superior competence in addition to knowledge and skills, namely, work attitude, is a pattern of behavioral tendencies in responding to something consistently to support or not support their duties and responsibilities following company regulations. A further definition was described by Ramlee et al. (2016) that the work attitude of a Muslim is primarily determined by religiosity, which simultaneously enriches individual behavior to be involved in organizational activities. Juliana et al. (2022), religion helps someone make the right decisions that guide them to the path of success.

Work Motive Factors

As for work, motive factors include the desire to learn something new and the urge to gain work experience. Supporting this description, Zulfa Khaeria Jufri (2018) also described in his research that the competence of Human Resources in the Gowa Regional Samsat Office has excellent competency characteristics. She finds knowledge supported by education and experience following the employee discipline with the work given to

employees, the skills to communicate and operate information technology are also good, and the attitude of employees showing discipline and responsibility towards work is also very good. Experience, creativity, and motivation greatly influence the increasing competence of Human Resources in the Gowa Regional Samsat Office.

In other research, Megawhati Artiyany (2018) also stated that competency factors consist of knowledge, skills, expertise, and attitudes that have a positive and significant simultaneous effect on the performance of PT employees. PLN Pikitring South Sulawesi, which is shown from the results of the acquisition of the correlation coefficient (R), the determinant coefficient (R2), and the F-test, which shows the probability of P <0.05. Based on the results, it was also found that the dominant skill competence affected the performance of PT employees. PLN Pikitring South Sulawesi based on the regression coefficient (B) results, which shows a high positive value and a probability of P <0.05.

According to Wibowo (2007), competence is an ability to carry out or perform a job or task based on knowledge and skills and is supported by the work attitude required by the job. Competence shows skills or knowledge characterized by professionalism in a particular field as the most important and superior. Meanwhile, according to Armstrong in Dharma (2004), competence refers to the behavioral dimension of a role or behavior that someone needs to carry out their work satisfactorily.

5. Conclusion

Based on the research results on the factors that determine the work competence of employees. Three of the eleven indicator items declared feasible for factor testing are formed as factors determining employee work competence. These three factors include (1) Employee capabilities, which include: the ability of employees to produce innovative and creative products; the ability of employees to understand situations and problems and make decisions on solving problems; the ability to develop existing knowledge, the ability of employees to be able to adapt to the changes that exist; accuracy in completing work; and the ability possessed by employees to remember each job. (2) Religious attitude, which includes: ownership of self-control based on the use of religion as a way of life; internalizing the abilities, skills, and values of religious teachings at work; and defines work not as an end in itself but as a means to encourage self-growth and social relations (X5). (3) Employee work motives, which include: the desire to learn something new and the urge to gain work experience

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