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## **Motivation, Leadership, Competence and Training Impact towards Staff Performance Using Job Satisfaction as Intervening Variables (Case Study at Sukamandi Apparatus Training Center)**

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### **Abstract:**

*This research is done to analyze the influence of motivation, leadership, competence and training towards job satisfaction and the impact of job satisfaction towards performance. There are 113 staff involved as respondents in this study and taken as sampling using census method. Primary data in this study is collected using questionnaire and then analyzed using the Likert scale as well as numeric scale. Secondary data is obtained from Institution's Annual Report and Government Accountability Report (LAKIP) of Sukamandi Apparatus Training Centre (BDA). Furthermore, data is explored using descriptive and Structural Equation Modelling (SEM) with Partial Least Square (PLS). This study shows that (1) staff performance with vertical communication is influenced both directly and indirectly by motivation, leadership and competence, while training indirectly affects performance through job satisfaction, (2) Staff performance with horizontal communication is directly and indirectly influenced by leadership, competence and training, while motivation affects performance directly, (3) Job satisfaction functions as mediating variables in intermediating the effect of motivation, leadership, competence and training towards performance.*

**Keyword:** *competence, job satisfaction, leadership, motivation, performance, training*

### **1. Introduction**

Human resource has been considered as a precious asset in an organisation. It is because human resources are the most influential factor within an organisation or company in order to succeed or not in achieving its goals (Pramudito and Yuniato, 2009). Human resource becomes the key figure in an organisation or in a company. Higher staff capacity leads to higher organisation performance. In contrast, lower staff capacity will eventually result in lower organisation performance (Sriwidodo and Haryanto 2010).

Performance is work result achieved by an individual in conducting given tasks based on proficiency, experience, dedication, and time (Hasibuan, 2007). Suyadi (2008) described staff performance indicators are as follows: effectivity, responsibility, discipline and initiatives. Suyadi mentioned that discipline factor in a company actually determines its performance. At Sukamandi Learning & Training Centre (BDA), the staff punctuality rate is still relatively low. In average, there were 22% of staff unpunctuality rate in 2016. With the Government Regulation (PP) No 23/2010 that regulates discipline for Civil Servant, there shouldn't be staff coming up work late anymore. This situation indicates staff performance is not yet optimum.

Hasibuan (2007) claimed that staff posting must be according to the pre-determined job description and job specification, and along with "the right people in the right place" principle. Based on the data from the BDA Sukamandi employment division, there is 24 staff who have been posted but not in accordance to their educational background. Besides, the assigned learning & training does not follow staff competency.

BDA Sukamandi concerning providing service for the training participants has not yet reached its maximum result. This fact could be seen from the average score in Training Participant Satisfaction Index (IKPD) in two recent years, 2015 and 2016, have not reached satisfactory or very satisfying category.

IKPD assessment score at BDA Sukamandi in 2015 and 2016 provided in Table 1.

<b>Year</b>	<b>Amount of trainings</b>	<b>Participants</b>	<b>Average IKPD score</b>	<b>Information</b>
2015	58	1867	7.8	Very Good
2016	72	2774	7.9	Very Good

*Table 1: Average IKPD score at BDA Sukamandi  
Source: LAKIP BDA Sukamandi (2015 and 2016)*

From Table 1, it is seen that average IKPD score in 2015 is 7.8 (very good), and the 2016 score is 7.9 granting a very good category. Those results are still below the expected satisfactory or very satisfying category grade. This staff performance issue should be resolved immediately to prevent the underperformed status given to the Training Centre overall performance. Based on the above description, research regarding factors that affects staff's performance is essential to conduct.

Problem statement formulated in this research are (1) Do motivation, leadership, competence and training affect job satisfaction? (2) Do motivation, leadership, competence and training, affect performance? Moreover, (3) Do job satisfaction affect performance?

This research objectives are to: (1) Analyse the impact of motivation, leadership, competence and training towards job satisfaction, (2) Analyse the impact of motivation, leadership, competence and training on performance, and (3) Analyse the impact of job satisfaction towards performance.

## 2. Research Methodology

This research is conducted at Sukamandi Learning & Training Centre (BDA), located at Sukamandi 2 Street, Subang. Population required for this study covers all civil servant staff (PNS) at BDA Sukamandi, all 113 staff, grouped into two, based on means of communication: vertical communication and horizontal. Data is collected through census method, which is collecting overall data and observing all individuals in this study population. There are two types of data required in this study, primary and secondary data. Primary data is obtained using a questionnaire to respondents and measured using Likert Scale and Numeric Scale 1 to 5, while secondary data is gathered from Institution's Annual Report and Government Accountability Report (LAKIP) of BDA Sukamandi. Data is then processed & analysed using a component-based or variance of Structural Equation Modelling (SEM) - Partial Least Square.

## 3. Results & Discussion

Requirements that need to be fulfilled prior to SEM PLS analysis is to run indicator reliability test, variable validity & reliability testing (Ghozali, 2014) for staff having vertical communication as well as horizontal one.

1. Indicator Reliability: Indicators are considered reliable when correlation score is above 0.70. All loading factors in this research resulted above 0.70, stating that all indicators gave fulfilled all the requirements and, therefore, considered reliable.
2. Average Variance Extracted (AVE): To be considered valid, AVE of each variable should be over 0.50. This research shows that AVE score of each variable is well above 0.50.
3. Composite Reliability: Composite Reliability of each variable should be over 0.70 for variables to be considered as reliable. This research shows that Composite Reliability score of all variables are above 0.70
4. Cronbach's Alpha: Cronbach's Alpha of each variable should be over 0.70 for variables to be considered as reliable. This research shows that Cronbach's Alpha score of all variables are above 0.70.

### 3.1. Structural Model Testing (Inner Model)

Structural Model Testing is managed by viewing at R-Square score resulted from the goodness-fit model. This phase is done to analyse estimation level among independent variables (motivation, leadership, competence and training) using an intervening variable of job satisfaction towards dependent variable (performance). The analysis has revealed that:

1. Vertical communication R-Square score for job satisfaction is 0.761. This result could be interpreted that the variability of job satisfaction construct can be explained 76,1% by the variability of motivation, leadership, competence, and training constructs, while the remaining 32.9% is explained by other variables beyond this research. As for performance, its R-Square score is 0.939, noting that variability of performance construct can be explained as much as 93.9% by the variability of motivation, leadership, competence, training and job satisfaction constructs, and the remaining 6.1% explained by other undefined variables.
2. Horizontal communication R-Square score for job satisfaction is 0.822, explaining that the variability of job satisfaction construct can be 82.2% explained by variability construct of motivation, competence, leadership, and training constructs, while the remaining 17.8% is explained by other undefined variables. As for the R-Square score for performance, it resulted in 0.895, indicating the variability of performance can be explained 89.5% by the variability of motivation, leadership, training, competency, and job satisfaction. The 10.5% left is defined by other variables beyond this research.

### 3.2. Hypothesis Testing

There are nine hypotheses issued in this research. The analysis technique used to test those hypotheses is bootstrapping. Bootstrapping is the recalculation of the sample data randomly in order to obtain the T-statistic value and P value using the Path Coefficient testing. From the T-statistic value, it is possible to identify significance level of the impact from independent variables to dependent variables, and vice versa. If the T-statistic is over than 1.96 ( $>1.96$ , taken from T-table, significance level 5%), then the impact is considered significant. The Path Coefficients testing result with bootstrapping technique is shown in Table 2 and Table 3.

	<b>T Statistics</b>	<b>P Value</b>	<b>Hypotheses</b>
Job Satisfaction -> Performance	7.809	0.004	H9: Accepted
Motivation -> Job Satisfaction	9.201	0.003	H1: Accepted
Motivation -> Performance	9.585	0.002	H5: Accepted
Leadership -> Job Satisfaction	7.130	0.006	H2: Accepted
Leadership -> Performance	3.775	0.033	H6: Accepted
Competence -> Job Satisfaction	6.407	0.008	H3: Accepted
Competence -> Performance	7.686	0.005	H7: Accepted
Training -> Job Satisfaction	2.911	0.042	H4: Accepted
Training -> Performance	1.401	0.156	H8: Rejected

*Table 2: Path Coefficients Testing Result Using Bootstrapping for Vertical Communication  
Source: Data analysis (2017)*

	<b>T Statistics</b>	<b>P Values</b>	<b>Hypotheses</b>
Job Satisfaction -> Performance	3.508	0.029	H9: Accepted
Motivation -> Job Satisfaction	0.465	0.273	H1: Rejected
Motivation -> Performance	2.282	0.037	H5: Accepted
Leadership -> Job Satisfaction	5.009	0.015	H2: Accepted
Leadership -> Performance	2.638	0.031	H6: Accepted
Competence -> Job Satisfaction	2.487	0.034	H3: Accepted
Competence -> Performance	2.073	0.042	H7: Accepted
Training -> Job Satisfaction	5.094	0.014	H4: Accepted
Training -> Performance	2.273	0.038	H8: Accepted

*Table 3: Path Coefficients testing results using bootstrapping for Horizontal Communication  
Source: Data analysis (2017)*

### 3.2.1. Hypothesis 1 Testing (H1)

#### Vertical Communication

Hypothesis 1 (H1) formulated in this study is "Motivation affects job satisfaction". Based on Path Coefficients testing output in Table 2, it can be inferred that motivation has a significant impact on job satisfaction.

#### Horizontal Communication

Hypothesis 1 (H1) formulated in this study is "Motivation affects Job Satisfaction". Based on Path Coefficients testing output in Table 3, it can be inferred that motivation does not have a significant impact on job satisfaction.

### 3.2.2. Hypothesis 2 Testing (H2)

#### Vertical Communication

Hypothesis 2 (H2) formulated in this study is "Leadership affects Job Satisfaction". Based on Path Coefficients testing results seen in table 2, it is safe to conclude that leadership has a significant impact towards job satisfaction.

#### Horizontal Communication

Hypothesis 2 (H2) formulated in this study is "Leadership affects Job Satisfaction". Based on Path Coefficients testing results seen in table 3, it shows that that leadership has a significant impact towards job satisfaction.

### 3.2.3. Hypothesis 3 Testing (H3)

#### Vertical Communication

Hypothesis 3 (H3) stated in this study is "Competence affects job satisfaction". Based on Path Coefficients testing results seen in table 2, it can be said that competence has a significant impact on job satisfaction".

#### Horizontal Communication

Hypothesis 3 (H3) formulated in this study is "Competence affects job satisfaction". Based on Path Coefficients testing results seen in table 3, it can be inferred that competence has a significant impact on job satisfaction".

### 3.2.4. Hypothesis 4 Testing (H4)

#### Vertical Communication

Hypothesis 4 (H4) stated in this research is " Training affects job satisfaction". From the Path Coefficients testing results in table 2, it can be interpreted that training has a significant impact on job satisfaction.

#### Horizontal Communication

Hypothesis 4 (H4) stated in this research is " Training affects job satisfaction". From the Path Coefficients testing results in table 3, it is safe to state that training has a significant impact on job satisfaction.

### 3.2.5. Hypothesis 5 Testing (H5)

#### Vertical Communication

Hypothesis 5 (H5) stated in this research is "Motivation affects Performance". From the Path Coefficients testing results in table 2, it can be interpreted that Motivation has a significant impact on performance.

#### Horizontal Communication

Hypothesis 5 (H5) stated in this research is "Motivation affects Performance". From the Path Coefficients testing results in table 3, it can be inferred that Motivation has a significant impact on performance.

### 3.2.6. Hypothesis 6 Testing (H6)

#### Vertical Communication

Hypothesis 6 (H6) formulated in this research is "Leadership affects Performance". From the Path Coefficients testing results in table 2, it can be interpreted that leadership has a significant impact on performance.

#### Horizontal Communication

Hypothesis 6 (H6) formulated in this research is "Leadership affects Performance". From the Path Coefficients testing results in table 3, it can be interpreted that leadership has a significant impact on performance.

### 3.2.7. Hypothesis 7 Testing (H7)

#### Vertical Communication

Hypothesis 7 (H7) formulated in this research is "Competence affects Performance". Based on the Path Coefficients testing results seen in table 2, it can be interpreted that competence has a significant impact on performance.

#### Horizontal Communication

Hypothesis 7 (H7) formulated in this research is "Competence affects Performance". Based on the Path Coefficients testing results seen in table 3, it can be interpreted that competence has a significant impact on performance.

### 3.2.8. Hypothesis 8 Testing (H8)

#### Vertical Communication

Hypothesis 8 (H8) formulated in this study is "Training affects Performance". Based on the Path Coefficients testing results seen in table 2, it is seen that competence does not have a significant impact on performance.

#### Horizontal Communication

Hypothesis 8 (H8) formulated in this study is "Training affects Performance". Based on the Path Coefficients testing results seen in table 3, it can be interpreted that competence has a significant impact on performance.

### 3.2.9. Hypothesis 9 Testing (H9)

#### Vertical Communication

Hypothesis 9 (H9) formulated in this research is "Job satisfaction affects Performance". Based on the Path Coefficients testing results seen in table 2, it can be concluded that job satisfaction has a significant impact on performance.

#### Horizontal Communication

Hypothesis 9 (H9) formulated in this research is "Job satisfaction affects Performance". Based on the Path Coefficients testing results seen in table 3, it can be seen that job satisfaction has significant impact on performance

Based on hypothesis testing above, it is possible to reveal variables that have a significant impact on job satisfaction and performance among staff with vertical and horizontal communication, as seen in Figure 1 and 2.

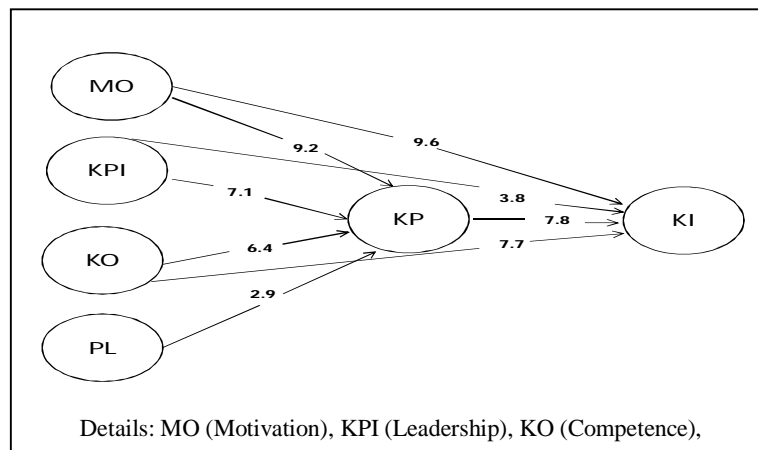


Figure 1: The Impact of Motivation, Leadership, Competence, and Training towards Performance with Job Satisfaction as intervening variables on staff with vertical communication

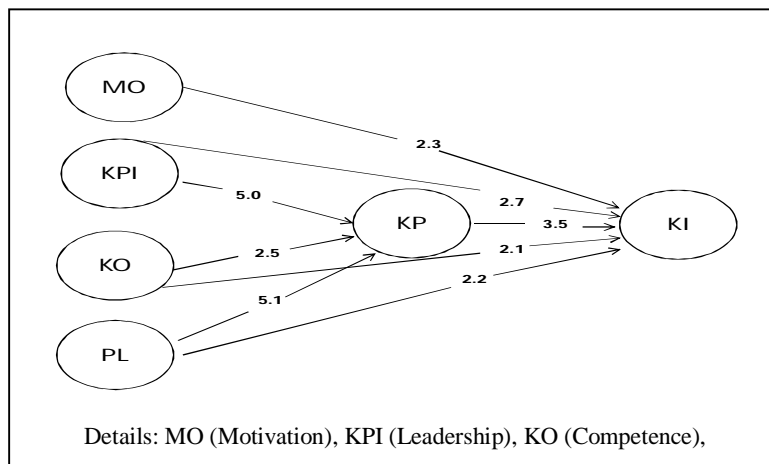


Figure 2: The Impact of Motivation, Leadership, Competence, and Training towards Performance with Job Satisfaction as intervening variables on staff with horizontal communication

Based on the hypothesis testing, the follow-up testing is carried out, which is indirect impact and total impact of variables; motivation, leadership, competence and training towards performance with job satisfaction as an intervening variable. Indirect impact testing is acted upon the principles of intervening from Baron and Kerry (1986);

1. Variation on independent variable should be able to explain the variations of intervening variables significantly
2. Variations on intervening variables should be able to describe the variations of dependent variables significantly
3. When intervening variables in taken under control, the relationship between independent and dependent variables becomes significant or insignificant.
4. The total effect is expected to appear significant since it is the addition of direct and indirect effect. If this total effect is not significant, then automatically the indirect effect that carries out the intervening role becomes insignificant as well.
5. Perfect mediation is applied when independent variables have no impact towards dependent variables.

Path	Direct Impact		Indirect Impact		Total Impact	
	T Stat	P Value	T Stat	P Value	T Stat	P Value
Job Satisfaction -> Performance	7.809	0.004			7.809	0.004
Motivation -> Job Satisfaction	9.201	0.003			9.201	0.003
Motivation -> Performance	9.585	0.002	5.318	0.013	14.181	0.001
Leadership -> Job Satisfaction	7.130	0.006			7.130	0.006
Leadership -> Performance	3.775	0.033	4.634	0.019	4.241	0.024
Competence -> Job Satisfaction	6.407	0.008			6.407	0.008
Competence -> Performance	7.686	0.005	3.038	0.042	11.826	0.001
Training -> Job Satisfaction	2.911	0.042			2.911	0.042
Training -> Performance	1.401	0.156	3.214	0.039	1.088	0.236

Table 4: Direct impact, indirect impact and total impact vertical communication  
Source: Data analysis (2017)

Path	Direct Impact		Indirect Impact		Total Impact	
	T Stat	P Value	T Stat	P Value	T Stat	P Value
Job Satisfaction -> Performance	3.508	0.029			3.508	0.029
Motivation -> Job Satisfaction	0.465	0.273			0.465	0.273
Motivation -> Performance	2.282	0.037	0.839	0.363	2.028	0.048
Leadership -> Job Satisfaction	5.009	0.015			5.009	0.015
Leadership -> Performance	2.638	0.031	3.439	0.031	5.906	0.010
Competence -> Job Satisfaction	2.487	0.034			2.487	0.034
Competence -> Performance	2.073	0.042	5.004	0.015	6.037	0.009
Training -> Job Satisfaction	5.094	0.014			5.094	0.014
Training -> Performance	2.273	0.038	2.790	0.048	2.454	0.035

Table 5: Direct Impact, Indirect Impact and Total Impact Horizontal Communication  
Source: Data Analysis (2017)

Based on those two tables above, an analysis is carried out on the direct impact on motivation, leadership, competence, and training with intervening variables of job satisfaction, and the results are as follows:

1. Indirect impact of motivation on performance through job satisfaction on staff with vertical communication is seen from the Path Coefficients testing result on Table 4, showing that mediating requirements have been fulfilled and that job performance has significant impact in mediating motivation impact towards performance
2. Indirect impact of motivation on performance through job satisfaction on staff with horizontal communication is seen from the Path Coefficients testing result on Table 5, showing that mediating requirements have not been fulfilled, and that job performance does not have significant impact in mediating motivation impact towards performance
3. Indirect impact of leadership on performance through job satisfaction on staff with vertical communication is seen from the Path Coefficients testing result on Table 4, showing that mediating requirements have been fulfilled, and that job performance has significant impact in mediating leadership impact towards performance
4. Indirect impact of leadership on performance through job satisfaction on staff with horizontal communication is seen from the Path Coefficients testing result on Table 5, showing that mediating requirements have been fulfilled, and that job performance has significant impact in mediating leadership impact towards performance
5. Indirect impact of competence on performance through job satisfaction on staff with vertical communication is seen from the Path Coefficients testing result on Table 4, showing that mediating requirements have been fulfilled and that job performance has significant impact in mediating competence impact towards performance
6. Indirect impact of competence on performance through job satisfaction on staff with vertical communication is seen from the Path Coefficients testing result on Table 5, showing that mediating requirements have been fulfilled and that job performance has significant impact in mediating competence impact towards performance
7. Indirect impact of training on performance through job satisfaction on staff with vertical communication is seen from the Path Coefficients testing result on Table 4, showing that mediating requirements have not been fulfilled, and that job performance does not have significant impact in mediating training impact towards performance
8. Indirect impact of training on performance through job satisfaction on staff with horizontal communication is seen from the Path Coefficients testing result on Table 5, showing that mediating requirements have been fulfilled, and that job performance has significant impact in mediating competence impact towards performance

#### 4. Discussion

From the testing result of the direct impact, indirect impact and total impact for motivation, leadership, competence and training variables towards performance using job satisfaction variables as intervening variables on staff with vertical communication, it is revealed that motivation, leadership, competence and training has a direct and significant impact on job satisfaction. This finding goes along with Rahmat (2016) who claims that motivation, leadership, and competence have a significant impact on performance. Next findings, job satisfaction, is proven significant in mediating leadership and motivation impact on performance, this is supported by research from Sulhana et al. (2014) regarding leadership impact and motivation and its implication towards staff performance.

This research reveals that there is a positive and significant relationship between leadership and motivation towards job satisfaction and its impact on performance and job satisfaction has a significant influence on performance. This conclusion is also backed up by Nafrizal et al. (2012) about motivation and leadership impact on job satisfaction and its impact on performance, and that job satisfaction influences performance. A similar opinion is also stated by Gijoh (2013) who discovered that motivation and competence has a significant impact on staff job satisfaction. This statement is also confirmed by a study by Raden (2012) discussing the influence of motivation and competence on job satisfaction, and claiming that there is positive and significant relationship between motivation and competence towards job satisfaction.

Direct influence testing results, as well as for indirect and total impact for motivation, leadership, competence and training variables on performance using job satisfaction as an intervening variable for staff with horizontal communication reveals that training and competence have a direct and significant impact on job satisfaction. This fact is in line with what Murgianto et al. (2015) concluded in their research, that motivation, competence and job satisfaction has an impact on performance. This finding is also supported by a study conducted by Purwono et al. (2011) claiming that competence and motivation have an impact on staff performance. Next result shows that job satisfaction significantly affects leadership and training impact on performance. This result is in concordance to research done by Charles et al. (2015), stating that leadership and training have a significant influence on job satisfaction and job satisfaction has an impact on performance. A similar opinion comes from research by Jufri et al. (2015), who analysed the impact of training and competence on teacher performance and revealed that training and competence have a significant influence on performance. It is also supported by research conducted by Mangkunegara and Waris (2015), stating that training and competence have impacts towards performance.

Research findings on staff with vertical communication show that biggest impact coefficient score is demonstrated by the impact of motivation towards performance with total impact coefficient score of 0.433 and impact significance level of 14.181. It proves that in vertical communication, motivation variable has a large impact on improving the staff performance. As for staff with horizontal communication, the biggest impact coefficient score is on the competence impact towards performance, with the coefficient score of 0.435 and significance level of 6.037. This result illustrates that in horizontal communication, competence variable has significant influence in improving staff performance.

#### 5. Managerial Implication

This study can be used as a reference for BDA Sukamandi in deciding to improve its staff performance. Based on research, the result shows that motivation, leadership, competence and training are variables or factors than can affect performance. Besides, this research also concludes that all independent variables (motivation, leadership, competence and training) can affect performance, either using job satisfaction as mediating variable or without the use of mediating variable.

This research also discovers that performance improvement strategy can be done through vertical and horizontal communication. The main strategy that can be done to improve performance through vertical communication is by upgrading staff motivation, i.e. fair compensation, equal opportunity among staff to develop, and harmonious relationship among all staff. (Mukti et al. 2013).

Compensation given to staff should be based on performance and skills, and should not be based on subjective and discriminative consideration. Furthermore, providing staff equal opportunity to develop through training or giving staff the opportunity for promotion or better position. Keeping harmonious relationship to all staff can be done through morning ceremony, outbound activities or family gathering.

On the other hand, the main strategy to improve staff performance through job satisfaction among staff with horizontal communication is by developing staff capacity by giving learning and training according to their duties and position, joining technical assistance, workshops, socialisation and seminars to upgrade their professionalism (Satriya et al. 2014).

## 6. Conclusion

This research shows that there are differences on factors that affect performance on staff with horizontal communication and vertical communication;

1. For staff with vertical communication, motivation, leadership, and competence factors have a significant impact on performance, both directly or indirectly through job satisfaction. As for training, it has a significant impact on performance through job satisfaction.
2. For staff with horizontal communication, motivation, leadership and competence factors have a major impact towards performance, both directly or indirectly through job satisfaction. Motivation, on the other hand, only becomes significant in direct impact towards performance.

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