The Influence of Motivation, Training and Compensation on Employee Performance

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Abstract

This study aims to analyze the effects of competence, training, and work discipline on the performance of Village Consultative Body (BAMUSKAM) members in Sarmi District. The research employs a quantitative approach with a survey method, utilizing a questionnaire as the instrument. The sample consists of 56 BAMUSKAM members from Sarmi District. Data analysis was conducted using multiple regression analysis and hypothesis testing with SPSS version 26.0. The results indicate that competence, training, and work discipline each have a positive and significant impact on BAMUSKAM members' performance. Additionally, the combined influence of these variables significantly enhances performance. The findings support the hypothesis that these factors are crucial for improving organizational performance, highlighting the importance of educational and training programs, performance measurement systems, and strict adherence to discipline. This study underscores the necessity for local governments to invest in comprehensive training and development programs that cater to their specific needs. It also suggests fostering partnerships with educational institutions and implementing robust performance measurement systems that emphasize competence and discipline. The research provides practical insights for local government officials and policymakers to enhance the effectiveness of BAMUSKAM members.

Keywords: Competence; Training; Work Discipline; Organizational Performance; Local Government.

INTRODUCTION

The quality of governance within an organization, particularly in government entities, relies heavily on efficient management practices and the competency of its members. Higher knowledge and understanding among members lead to better governance. Competency is essential for advancing an organization. The Village Consultative Body (BAMUSKAM) plays a crucial role in village administration, acting as the legislative and supervisory body over village regulations, the Village Revenue and Expenditure Budget (APBK), and village head decisions (Hulondalo, 2022). Members are democratically chosen representatives of the village community based on territorial representation. BAMUSKAM safeguards local customs, channels community aspirations, and collaborates in drafting village regulations with the village head (Ratih, 2018). Its duties include maximizing participation, ensuring effective functioning, and representing the people's political will, including the authority to warn or dismiss the village head if necessary (Romli & Nurlia, 2017). Members must possess adequate knowledge and competence to understand and execute their responsibilities according to prevailing regulations. Many villages, particularly in the Sarmi District, have more competency among BAMUSKAM members (Ratih, 2018). This deficiency hampers their supervisory functions, often leading to mismanagement of village funds. The lack of competence, observed in intellectual, skill-based, and attitudinal capacities, is mainly due to insufficient training and local government support (Ubaidillah et al., 2023). Despite the Ministry of Home Affairs Regulation No.110/2016 outlining the functions and duties of the Village Consultative Body, practical implementation needs to be stronger, especially in regions like Sarmi District (Romli & Nurlia, 2017).

Recent studies have underscored the significance of competency in improving the performance of village administrative bodies. Hulondalo (2022) emphasized the necessity of competency within the

Village Consultative Body to ensure practical legislative and supervisory functions, highlighting that competent members can enhance governance quality and accountability in village administration. Similarly, Ratih (2018) discovered a positive correlation between the competency of village apparatus and the quality of financial reporting, indicating that higher competency levels lead to improved economic management and reporting. Research by Prasetyawati (2023) also supports this, showing that enhanced training and competency development are crucial for effective governance at the village level. However, these studies have notable limitations. For example, Romli and Nurlia (2017) identified significant areas for improvement in the Village Consultative Body's performance due to inadequate human resources, insufficient supporting infrastructure, low remuneration, and lack of supportive policies. These factors contribute to the inefficacy of village governance despite the presence of competent members. Similarly, another study by Mokobombang and Natsir (2024) highlighted the challenges in achieving the necessary competency due to inconsistent training programs and a lack of continuous professional development initiatives. These limitations indicate a gap between the theoretical understanding of competency's importance and its practical application within village governance frameworks.

Despite the significant insights provided by recent studies, there still needs to be critical gaps between current empirical and theoretical understandings of the role of competency, training, and work discipline in enhancing the performance of Village Consultative Bodies (BAMUSKAM). While Hulondalo's (2022) and Ratih's (2018) research underscores the importance of competency in governance quality and financial reporting, they often need to consider the specific challenges faced in diverse geographical and cultural contexts like Sarmi District. For instance, Prasetyawati (2023) highlights the need for comprehensive training programs, but her study needs to address the unique logistical and infrastructural issues that can impede such programs in remote areas. Romli and Nurlia (2017) identify several structural weaknesses within BAMUSKAM, such as inadequate resources and low remuneration. However, their study needs a detailed analysis of how these factors interact with competency and training to affect overall performance. Mokobombang and Natsir (2024) further elucidate the inconsistencies in training programs but must provide actionable strategies to overcome these challenges. This leaves a gap in practical solutions that can be adapted to various village settings. The studies often overlook the impact of work discipline on BAMUSKAM's performance. While competency and training are vital, work discipline is equally crucial in effectively applying the acquired knowledge and skills. This aspect still needs to be explored in the literature, indicating a need for more holistic research integrating competency, training, and work discipline to understand the factors influencing BAMUSKAM's performance comprehensively.

Based on the identified gaps, this research addresses the following questions: (1) How does the competency of village apparatus affect BAMUSKAM members' performance in Sarmi District? (2) How does training influence BAMUSKAM members' performance in Sarmi District? (3) How does work discipline impact BAMUSKAM members' performance in the Sarmi District? (4) How do competency, training, and work discipline affect BAMUSKAM members' performance in the Sarmi District? The study aims to analyze these variables' impact on BAMUSKAM members' performance, offering actionable insights for local governments and policymakers to improve village governance. This research is novel in its comprehensive approach, integrating competency, training, and work discipline into a single framework to assess their combined impact on performance. Unlike previous studies that examine these factors in isolation, this research provides a holistic understanding of their interplay. Additionally, it considers the unique geographical and cultural context of Sarmi District, offering tailored recommendations for enhancing BAMUSKAM members' effectiveness in similar remote and culturally diverse settings. This localized focus addresses the practical challenges faced by BAMUSKAM members. It contributes to the broader literature on village governance by providing an adaptable model for other regions with similar characteristics.

Performance is derived from the term Job Performance or Actual Performance, which refers to the quality and quantity of work an employee completes in executing their responsibilities (Jumady, 2023). Several experts define performance as follows: According to Afrianti (2021), performance is the work results achieved by an individual or group within an organization, aligned with their authority and responsibilities, to reach organizational goals legally, ethically, and morally. Budi (2022) describes performance as the outcomes employees achieve based on job requirements. Sambung (2019) sees performance as the output from activities or work requiring effort and skill within a certain period. Improving performance is crucial, though challenging, to achieve organizational goals due to various influencing factors. According to Sambung (2019), employee performance includes work results, work behavior, and personal traits related to the job. Sedarmayanti (2017) states that employee performance is the work achieved over a certain period compared to standards, targets, or criteria agreed upon. According to Afrianti (2021), performance indicators include work quality, quantity, task execution, and responsibility. Performance evaluation involves collecting performance data through observation and comparing it to set standards. Rivai (2016) emphasizes evaluating employees' competence and abilities objectively and periodically. Performance evaluation aims to assess strengths and weaknesses related to work systematically (Sedarmayanti, 2017). Rivai (2016) identifies evaluation goals focused on past behavior for control and future development to understand strengths and weaknesses, enhance motivation, self-evaluation, and prepare for higher responsibilities.

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Apparatus Competence

Human resources are crucial in all work areas, particularly finance, and directly impact financial reporting. Competent human resources play a significant role in organizational progress by creating and enforcing systems and internal controls (Ismail, 2023). If an organization has competent personnel, its goals will be achieved, and financial reports will be reliable. Local government officials' competence encompasses the knowledge, skills, and attitudes necessary for executing their responsibilities efficiently and effectively (Sedarmayanti, 2017). In the era of digital revolution 4.0, high-quality government personnel are demanded to compete and provide superior services. Competency development involves creating networks, teamwork, and a continuous improvement mindset (Sulastri,

2023). Knowledge and technology are advancing rapidly, requiring continuous learning and training. Competency includes functional expertise, broad sector perspective, leadership qualities, and personal attributes. To maintain professionalism and morality, local government officials must enhance their physical, rational, and intellectual capabilities through ongoing education and training and uphold moral integrity. Tumundo (2022) emphasizes that competent human resources are essential for good regional financial management. Competent personnel with accounting education, training, and financial experience are vital for implementing accounting systems and producing quality financial reports per Government Accounting Standards (SAP). Human resources are an asset to any government or institution, and their development in specific areas is crucial for enforcing regulations effectively. Competency involves responsibility, training, and experience, as well as improving organizational performance and decision-making.

Training

Training is essential for updating human resource skills, aiming to develop employees who are professionally skilled, educated, and ready for their respective fields (Awoitau et al., 2024). Manullang (2012) defines training as a learning process involving mastering skills, concepts, rules, or attitudes to enhance employee performance. Practical training increases employee productivity, making it an investment in human assets rather than a mere cost. According to Wahyuningsih (2019), training systematically improves individual skills and knowledge to achieve professional performance in their field. Rivai (2016) describes training as a systematic process of changing employee behavior to meet organizational goals, focusing on current job skills and abilities. Training is crucial for new employees to understand their job descriptions and perform their tasks effectively. Several factors necessitate training: workforce quality, global competition, rapid and continuous changes, technology transfer, and demographic shifts. Quality workforce readiness and potential are critical, especially in facing global market competition, requiring education and training as powerful tools. Continuous changes necessitate constant skill updates, and technology transfer involves commercializing new technologies and diffusing them into the workplace, requiring training. Demographic changes highlight the need for training to foster teamwork among employees from diverse backgrounds. Manullang (2012) outlined that training principles include recognizing individual differences, relating training to job analysis, motivation, active participation, selection of trainees and trainers, trainer training, and appropriate training methods. These principles ensure practical training tailored to job specifications and employee needs, promoting continuous learning and skill enhancement.

Work Discipline

Providing compensation to employees is crucial for a company, as it ensures employees feel rewarded for their work, which enhances their motivation and performance (Mulang, 2023). According to Hasibuan (2017), compensation includes all earnings in the form of money or goods directly or indirectly received by employees as a reward for their contributions to the company. Siagian (2018) defines compensation as the appreciation or reward for workers who contribute to achieving organizational goals through their work. Dwianto et al. (2019) explain that compensation is a reward given by the company to its compensation includes recognizing employee achievements, ensuring salary equity, retaining employees, reducing turnover, attracting quality employees, controlling costs, and complying with regulations. Compensation functions are to use human resources more efficiently and effectively, support company stability and economic growth, and attract the workforce for their efforts and contributions towards the company's progress (Muchtar et al., 2022)—the purpose of providing and retaining qualified employees. Compensation can be categorized into three types: direct financial compensation, indirect financial compensation, and non-financial compensation. Direct financial compensation includes base salary, performance pay, incentives like bonuses and stock

options, and deferred pay such as savings programs. Indirect financial compensation encompasses protection programs like health insurance, life insurance, retirement benefits, paid leave, and various facilities. Non-financial compensation involves challenging tasks, responsibility, recognition, and a supportive work environment (Matloob et al., 2021). Adequate compensation motivates employees to perform better, ensures the company attracts high-quality talent, simplifies administrative and legal processes, and enhances the company's competitive advantage. Proper compensation strategies are essential for retaining high-quality human resources and ensuring organizational success.

METHOD

This research employs an explanatory approach to explain the relationships and effects among variables through hypothesis testing (Sugiyono, 2017). The design of this study is quantitative, involving empirical path testing and measurement based on existing theories. The research is a survey model utilizing a questionnaire instrument to gather data on individual respondents' opinions. This study examines the impact of competence, training, and work discipline on the performance of Village Consultative Body (BAMUSKAM) members in Sarmi District, Sarmi Regency. The research is conducted at the BAMUSKAM in Sarmi District, Sarmi Regency, from October to December 2023. The study population consists of 56 BAMUSKAM members in Sarmi District, and the entire population is used as the sample through a saturated sampling technique. The research variables include independent variables: competence of officials (X1), training (X2), and work discipline (X3), and the dependent variable: employee performance (Y). Primary data is obtained through questionnaires filled out by respondents, while secondary data is collected from journals, books, and the Internet. Data collection uses a questionnaire method with a Likert scale to measure respondents' answers. Validity and reliability tests are conducted to ensure the reliability and validity of the data using SPSS software. Classical assumption tests are performed to ensure the data meet the requirements for multiple regression analysis, including normality, multicollinearity, and heteroscedasticity tests. Multiple regression analysis tests hypotheses by examining the influence of independent variables on the dependent variable. Hypothesis testing is carried out using the t-test for partial effects and the F-test for simultaneous effects, along with the coefficient of determination (R^2) to measure the model's ability to explain the variation in the dependent variable.

RESULT AND DISCUSSION

Validity testing is conducted by calculating the Pearson correlation for each questionnaire item with the total score. The correlation coefficients are then compared to the critical value (r) from the Pearson Product Moment table, based on degrees of freedom and significance level. The item is considered valid if the correlation coefficient exceeds the critical value. Using a significance level of 5% and N=56, the critical value is 0.2632. Validity analysis was performed using SPSS version 26.0 for Windows, as shown in Table 1.

Reliability testing, conducted only on valid items, assesses the consistency and dependability of the measurements. Reliability is determined using Cronbach's alpha method, with values interpreted as follows: 0.0-0.20 (less reliable), 0.21-0.40 (somewhat reliable), 0.41-0.60 (moderately reliable), 0.61-0.80 (reliable), and 0.81-1.00 (very reliable) (Sugiyono, 2017). A reliability test on all items collectively shows an instrument's reliability if the alpha value exceeds 0.60 (Sujarweni, 2014). Based on Table 1, it can be observed that all statement items for the variables Competence of Officials (X1), Training (X2), Work Discipline (X3), and Performance of Members (Y) exhibit Pearson product-moment correlation values greater than the critical value (R calculated > R table) with $\alpha = 0.05$ or 5%. The Corrected Item-Total Correlation for each indicator is greater than 0.2441. Therefore, it can be concluded that all research statements are valid. Table 1 reveals that the reliability test results for each

variable show Cronbach's Alpha values greater than 0.60. This indicates that the statements in this questionnaire are highly reliable, as the Cronbach's Alpha values exceed the threshold of 0.60.

Table 1. Validity and Reability Test Results

Variable	Item	r-Value	r-Table	Sig	Validity	Cronbach's Alpha	Reliability
Apparatus Competence (X1)	X1.1	0.562	0.2632	0.000	Valid	0.881	Very Reliable
	X1.2	0.712	0.2632	0.000	Valid		
	X1.3	0.638	0.2632	0.000	Valid		
	X1.4	0.615	0.2632	0.000	Valid		
	X1.5	0.612	0.2632	0.000	Valid		
	X1.6	0.514	0.2632	0.000	Valid		
	X1.7	0.571	0.2632	0.000	Valid		
	X1.8	0.500	0.2632	0.000	Valid		
Training (X2)	X2.1	0.610	0.2632	0.000	Valid	0.735	Reliable
	X2.2	0.663	0.2632	0.005	Valid		
	X2.3	0.652	0.2632	0.000	Valid		
	X2.4	0.715	0.2632	0.000	Valid		
	X2.5	0.835	0.2632	0.000	Valid		
	X2.6	0.465	0.2632	0.000	Valid		
	X2.7	0.546	0.2632	0.000	Valid		
	X2.8	0.634	0.2632	0.000	Valid		
Work Discipline (X3)	X3.1	0.584	0.2632	0.000	Valid	0.896	Very Reliable
	X3.2	0.528	0.2632	0.000	Valid		
	X3.3	0.675	0.2632	0.000	Valid		
	X3.4	0.633	0.2632	0.000	Valid		
	X3.5	0.641	0.2632	0.000	Valid		
	X3.6	0.709	0.2632	0.000	Valid		
	X3.7	0.767	0.2632	0.000	Valid		
	X3.8	0.571	0.2632	0.000	Valid		
Work Discipline (Y)	Y1	0.469	0.2632	0.000	Valid	0.726	Reliable
	Y2	0.643	0.2632	0.000	Valid		
	Y3	0.720	0.2632	0.000	Valid		
	Y4	0.590	0.2632	0.000	Valid		
	Y5	0.636	0.2632	0.000	Valid		
	Y6	0.423	0.2632	0.001	Valid		
	Y7	0.577	0.2632	0.000	Valid		
	Y8	0.605	0.2632	0.000	Valid		

Source: Data Processing 2023, SPSS 26.0 for windows

Normality Test

The normality test serves to test whether in the form of a regression model, confounding variables have a normal distribution. A good regression model is a normal or near normal data distribution. Based on Figure 1 of the normality test results above, it can be concluded that the data is normally distributed, and the regression model is suitable for use in this study. The Normal P-P Plot graph shows that the points spread around the diagonal line, and the distribution follows the direction of the diagonal line, fulfilling the assumption of normality.
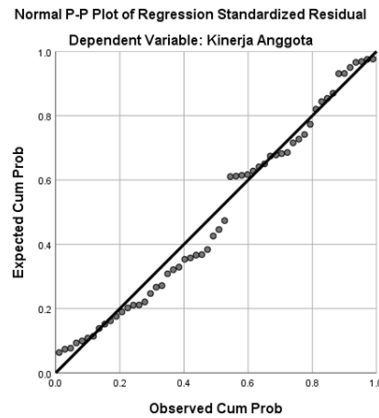
Figure 1. Normality Histogram
Source: Data Processing 2024, SPSS 26.0 for windows

Multicollinearity Test

The multicollinearity test is used to determine whether or not there is a correlation between the independent variables in the regression model. A good regression model does not contain multicollinearity. Detecting multicollinearity can see the tolerance value and variant inflation factor (VIF) as benchmarks. If the tolerance value is ≥ 0.10 and the VIF value is ≤10, it can be concluded that there is multicollinearity in the study.

Table 2. Multicollinearity Test

Model		Collinearity Statistics	
		Tolerance	**VIF**
1	**(Constant)**		
	Apparatus Competence (X1)	0,552	1,916
	Training (X2)	0,405	2,471
	Work Discipline (X3)	0,703	1,422

Source: Data Processing 2023, SPSS 26.0 for windows

From Table 2 above, the tolerance value of apparatus competence (X1) is 0.552, and training (X2) is 0.405. Work discipline (X3) is 0.703, where the tolerance level of each variable is more significant than 0.10, while the VIF value of apparatus competence (X1) is 1.916, and training (X2) is 2.471. Work discipline (X3) is 1.422; it can be concluded that each independent variable has a value ≤10, where. The Tolerance value is more significant than 0.50; this indicates that each independent variable used in this study does not show any symptoms of multicollinearity, and this also explains that all variables can be used as mutually independent variables, so it can be concluded that there is no multicollinearity in the independent variables in this study.

Heteroscedasticity Test

The heteroscedasticity test checks if disturbance errors have constant variance. This study assesses it using a residual plot comparing regression studentized residuals with predicted values. If the residual distribution does not increase with predicted values, it indicates homoscedasticity. A good model should show no heteroscedasticity. The scatterplot, with predicted Y on the X-axis and standardized residuals on the Y-axis, shows no clear pattern, indicating no heteroscedasticity. The scatterplot for this study is shown in Figure 2. In Figure 2, the scatterplot graph above shows that the data points are spread above and below the number 0 on the Y-axis. This indicates that there is no heteroscedasticity in the regression model.
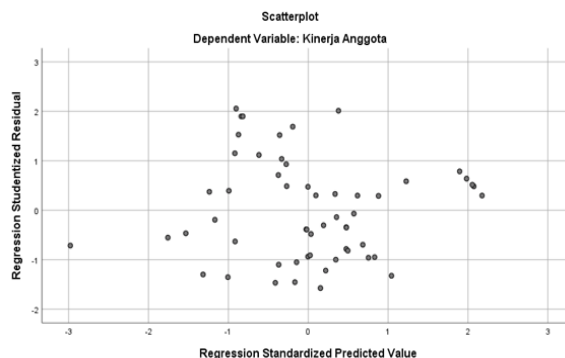
Figure 2. Heteroscedasticity Test
Source: Data Processing 2023, SPSS 26.0 for windows

Multiple Linear Regression Analysis Results

In this study, the analysis method used is multiple linear regression analysis. Multiple regression analysis is used to measure the strength of the relationship between one or more variables and shows the direction of the relationship between the dependent variable and the independent variable.

Table 3. Multiple Linear Regression and t Test Result

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.840	2.456		.749	.457
Apparatus Competence (X1)	.466	.100	.452	4.675	.000
Training (X2)	.337	.102	.364	3.321	.002
Work Discipline (X3)	.163	.062	.219	2.627	.011

Source: Data Processing 2023, SPSS 26.0 for windows

From Table 3 the above can be obtained regression equation model

$$Y = a + b1X1 + b2X2 + b3X3 + e.$$
$$Y = 1.840 + 0.466X1 + 0.337X2 + 0.163X3 + e.$$

The constant value of 1.840 indicates a positive direction, meaning that the performance of Village Consultative Body (BAMUSKAM) members in Sarmi District, Sarmi Regency increases by 1.840 units without being influenced by the variables of apparatus competence (X1), training (X2), and work discipline (X3). The regression coefficient for apparatus competence (X1) is 0.466, indicating a positive direction. This suggests that if apparatus competence increases by one unit, the performance of BAMUSKAM members in Sarmi District will increase by 0.466 units, assuming other variables remain constant. Similarly, the regression coefficient for training (X2) is 0.337, which also indicates a positive direction. This implies that if training increases by one unit, the performance of BAMUSKAM members in Sarmi District will increase by 0.337 units, with other variables remaining constant. Lastly, the regression coefficient for work discipline (X3) is 0.163, showing a positive direction. This means that if work discipline increases by one unit, the performance of BAMUSKAM members in Sarmi District will increase by 0.163 units, assuming other variables remain constant.

Partial Significance Test Analysis Results (t test)

Based on hypothesis testing using the t-test by comparing the calculated t-value with the table t-value, if the calculated t-value (t-hit) > table t-value (t-tab) and the significance level (p-value) is compared with the required alpha level of 0.050, then if the p-value < alpha 0.05, H0 is rejected, and Ha is accepted; if the p-value > alpha 0.05, H0 is accepted, and Ha is rejected. Based on the analysis

results in Table 3, the interpretations are as follows: The competence of officials (X1) variable obtained a significance value of 0.000 < 0.05 and a t-value of 4.675, where t-table is 1.67252, or 4.675 > 1.67252, with a positive direction. Based on this analysis, H0 is rejected, and Ha is accepted. Thus, the competence of officials (X1) variable has a positive and significant effect on the performance of Village Consultative Body (BAMUSKAM) members in Sarmi District, Sarmi Regency, and is the most dominant variable influencing performance. Therefore, the first hypothesis is accepted. The training (X2) variable obtained a significance value of 0.002 < 0.05 and a t-value of 3.321, where t-table is 1.67252, or 3.321 > 1.67252. Based on this analysis, H0 is rejected, and Ha is accepted. Thus, the training (X2) variable significantly affects the performance of BAMUSKAM members in Sarmi District, Sarmi Regency, supporting the second hypothesis. The work discipline (X3) variable obtained a significance value of 0.011 < 0.05 and a t-value of 4.925, where t-table is 1.67252, or 4.925 > 1.67252. Based on this analysis, H0 is rejected, and Ha is accepted. Therefore, the work discipline variable significantly affects the performance of BAMUSKAM members in Sarmi District, Sarmi Regency, supporting the third hypothesis.

Coefficient of Simultaneous Significance Test (F Test) and Determination Analysis (R2)

To test the hypothesis of simultaneous effects of independent variables on the dependent variable, a significance level of 5% ($\alpha = 0.050$) is used, meaning a 5% chance of error in applying the results to the population. The hypothesis examines the impact of apparatus competence (X1), training (X2), and work discipline (X3) on member performance (Y). If the p-value < 0.05, H0 is rejected, and Ha is accepted; if p-value > 0.05, H0 is accepted, and Ha is rejected. The coefficient of determination measures the model's ability to explain the variation in BAMUSKAM performance in Sarmi District, as shown in Table 4.

Table 4. *Coefficient of Simultaneous Significance Test (F Test) and Determination Analysis (R2) Test Result*

Model		Sum of Squares	df	Mean Square	F	Sig.	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	Regression	820.457	3	273.486	51.085	.000b	0,864a	0,747	0,732	2.31376	1,988
	Residual	278.382	52	5.354							
	Total	1098.839	55								

a. Dependent Variable: Employee Performance
b. Predictors: (Constant), Apparatus Competence (X1), Training (X2), Work Discipline (X3)
Source: Data Processing 2023, SPSS 26.0 for windows

The analysis using SPSS version 26.0 for Windows in Table 4 shows an F-value of 51.085 > 2.54 and a p-value of 0.000. Since 0.000 < 0.05, Ha is accepted, and Ho is rejected, indicating that apparatus competence (X1), training (X2), and work discipline (X3) significantly affect the performance of Village Consultative Body (BAMUSKAM) members in Sarmi District. Thus, the fourth hypothesis is accepted. Table 4 shows an Adjusted R² value of 0.786, indicating that the independent variables explain 73.2% of the variation in BAMUSKAM members' performance. The remaining 26.8% is influenced by other variables not included in this study, such as work environment, compensation, motivation, leadership style, organizational culture, and other factors.

Discussion

Effect of apparatus competence on member performance

The research findings indicate that apparatus competence significantly impacts performance enhancement. This suggests that the competence of officials contributes to improved performance. Competence is a fundamental characteristic that distinguishes individuals, reflecting skills and knowledge marked by professionalism in a specific field. It encompasses deep-seated personality traits, predicting behavior across various situations and job tasks. Analyzing competence levels is crucial to

assessing expected performance effectiveness. This aligns with the research hypothesis, confirming that increased competence enhances organizational loyalty and dedication. Supporting this, Hendrayana & Nopiyani (2023) demonstrated that apparatus competence affects performance, corroborated by Peuuma et al. (2023), Yusman et al. (2022), Kurniawan et al. (2022), and (Karen et al., 2021). Musrifah et al. (2021) define apparatus competence as enhancing employees' general knowledge, theoretical mastery, and problem-solving skills to achieve goals. According to Sihite (2018), an individual's competence can boost a company's competitiveness and improve organizational performance. For BAMUSKAM in Sarmi District, enhancing officials' competence is vital for improving member performance through increased knowledge, skills, and analytical abilities. Higher competence levels can foster creative and innovative thinking, potentially leading to new ideas and solutions. Competence also deepens understanding of policies and administrative processes, motivating members to contribute more effectively. Competence is a crucial factor influencing member performance, alongside work experience, training, managerial support, and intrinsic motivation. A holistic approach considering these aspects is more effective for overall performance enhancement. These findings provide practical implications, suggesting that targeted competence development can significantly improve organizational performance, aligning with theoretical foundations and previous research.

Effect of training on performance

The hypothesis testing in this study demonstrates a positive and significant impact of training on performance. This result not only confirms but also instills a sense of optimism and hope in the reader about the potential of training to significantly improve members' performance. This finding supports the hypothesis that training positively influences performance, aligning with the foundational concept that training enhances skills and knowledge, leading to better job execution. The study by Hendrayana & Nopiyani (2023), along with those by Peuuma et al. (2023), Sarmigi et al. (2022), Yusman et al. (2022), Kurniawan et al. (2022), and Karen et al. (2021), corroborates this conclusion, showing that training significantly impacts performance. Training is crucial in motivating employees by updating their skills and approaches and fostering enthusiasm and dedication in task execution. Leaders should recommend training aligned with job responsibilities to achieve efficient goal attainment and optimal performance. Training is essential for organizations to ensure members work professionally and remain motivated, ultimately enhancing productivity. The practical implications are profound. Training helps members develop the necessary skills and knowledge for their roles, improving daily task handling and interactions. It supports leadership development by enhancing managerial skills, enabling leaders to effectively manage teams, motivate staff, and meet organizational goals. Well-trained leaders foster a positive work environment, strengthening organizational culture and promoting integrity and ethics, which boosts morale, collaboration, and productivity. Training supports achieving high-quality public service, fostering members who provide fair, responsive service aligned with community needs.

Effect of work discipline on performance

The hypothesis testing reveals that work discipline positively and significantly influences performance. This finding confirms and reassures the reader about the critical role of discipline in the successful implementation of organizational programs, particularly in public service settings. Discipline is essential for ensuring that members adhere to organizational rules, reflecting their responsibility towards assigned tasks. This correlation suggests that higher levels of discipline lead to enhanced job performance, confirming the research hypothesis that discipline positively impacts performance. This outcome aligns with theories asserting that discipline fosters a conducive work environment, boosting morale, work enthusiasm, and organizational goal attainment. According to Muttaqien (2021), discipline involves procedures that correct or penalize employees for rule violations, thus maintaining

organizational order and efficiency. The study corroborates findings by Nazaruddinaziz & Mulia (2022), who demonstrated that discipline significantly affects the performance of regional secretariat members in Lima Puluh Kota. Similar conclusions were drawn by Hendrayana & Nopiyani (2023), Peuuma et al. (2023), Sarmigi et al. (2022), Yusman et al. (2022), Kurniawan et al. (2022), Pongoh et al. (2021), and (Sinaga et al., 2021). The practical implications of this research are profound. For BAMUSKAM in Sarmi District, maintaining strict discipline is crucial for enhancing performance. Effective discipline policies ensure that members understand and adhere to their responsibilities, fostering a culture of professionalism and accountability. Organizations should enforce discipline consistently to prevent deviations from established norms, which could hamper productivity and organizational integrity. Leaders must model disciplined behavior, setting a standard for others to follow.

Effect of education level, training, and work discipline on performance

The research findings indicate that the combined influence of competence, training, and work discipline significantly enhances performance. This result underscores the hypothesis that these three variables collectively contribute to performance improvement, aligning with the fundamental concept that a well-rounded approach is crucial for organizational success. This study corroborates the findings of Hendrayana & Nopiyani (2023), Peuuma et al. (2023), Yusman et al. (2022), Kurniawan et al. (2022), Karen et al. (2021), Nazaruddinaziz & Mulia (2022), Pongoh et al. (2021), and Sinaga et al. (2021), all of which affirm that education, training, and work discipline significantly influence performance. Competence provides essential knowledge and skills, enhancing analytical abilities and technical expertise. It fosters motivation and responsibility among members. Training complements competence by focusing on practical skills necessary in the work environment, enabling members to develop new skills, keep up with advancements, and adapt to changes. This integration between competence and training improves effectiveness by combining theoretical knowledge with practical application. Work discipline creates a structured and organized work environment, ensuring members are focused, productive, and adhere to rules and ethics, thereby maintaining the integrity and reputation of the local government. The synergy between competence, training, and work discipline fosters members with a solid educational foundation, updated skills, and a positive work attitude. Higher competence allows members to grasp training material more quickly, while training provides practical applications for theoretical knowledge. Work discipline directs the use of this knowledge and skills in a focused and productive manner.

CONCLUSSION

This research investigated the impact of competence, training, and work discipline on the performance of Village Consultative Body (BAMUSKAM) members in the Sarmi District. The study found that each of these factors individually and collectively positively and significantly influences the performance of BAMUSKAM members. This indicates that enhancing the competence of officials, providing adequate training, and maintaining strict work discipline are critical for improving the performance of BAMUSKAM members.

The value of this research lies in its contribution to academic knowledge and practical application. It provides empirical evidence supporting the importance of competence, training, and discipline in organizational performance, specifically within local government contexts. The originality of this study is highlighted by its focus on BAMUSKAM in Sarmi District, offering insights into how these factors can be optimized to enhance performance. The findings suggest that local governments should invest in educational and training programs tailored to their needs, foster partnerships with educational institutions, and implement robust performance measurement systems emphasizing competence and discipline.

However, this study has certain limitations. It focused on BAMUSKAM members in a specific district, which may limit the generalizability of the findings. Future research could expand the scope to

include multiple districts or regions to provide a broader understanding of the dynamics at play. Additionally, the study relied on quantitative data; incorporating qualitative methods could provide deeper insights into the factors influencing performance. Future researchers are encouraged to explore these areas, examining how different variables might interact to impact organizational performance in various governmental settings.

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