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The Influence of Motivation and Organizational Culture on Employee Competence at Agency X

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Abstract: This study seeks to investigate the effect of motivation and organizational culture on employee competence within Agency X. Employee competence plays a vital role in improving work efficiency and the quality of public service delivery. A quantitative research design with a survey method was employed. Data were obtained through questionnaires distributed to 143 active employees of Agency X. The data were analyzed using multiple linear regression with the assistance of SPSS version 26.0. The results indicate that both motivation and organizational culture have a significant influence on employee competence. Specifically, motivation positively affects competence, meaning that higher levels of employee motivation correspond to greater competence. Furthermore, organizational culture also exerts a significant impact, suggesting that a supportive work environment grounded in strong organizational values can enhance employee performance and overall work quality.

Keywords: Motivation, Organizational Culture, Employee Competency

INTRODUCTION

An institution or organization, whether governmental or non-governmental, profit or non-profit, certainly has different visions, missions, and objectives. The objectives of an organization will be achieved by involving various factors and strategies implemented by the organization. One factor that can influence the achievement of organizational objectives is human resources. Human resources are the integrated capabilities of the intellectual and physical abilities possessed by each individual, developed to enable them to compete in an increasingly competitive environment. Human resources play an important role in an organization. The management of human resources is usually referred to as human resource management (Elu & Rahmawati, 2024). This means that if an organization wants to obtain quality human resources, it must manage its human resources well.

Employee competency is very important for civil servants because it is the main foundation for realizing good governance and quality public services. Competent civil servants are able to carry out their duties and responsibilities professionally, effectively, and efficiently in accordance with the demands of the times and the needs of the community. In addition, adequate competency also encourages innovation, performance improvement, and integrity in every government task. In this era of bureaucratic reform and improvement in the quality of

public services, standardizing civil servant competency plays an important role in efforts to build a professional, accountable, and responsive government that is able to adapt to the dynamics of change.

Permenpan RB No. 38 of 2017 serves as a comprehensive policy basis for establishing competency standards for Civil Servants, which not only refer to technical and functional aspects, but also to behavioral and integrity dimensions. Every Civil Servant must meet the minimum competency level standards for each position in accordance with Permenpan RB No. 38 of 2017. However, in practice, there is often a competency gap, which is the gap between the expected competency based on the standards and the actual abilities of employees. At Agency X in the West Java Provincial Government, based on the results of assessments that have been carried out, out of a total of 143 employees, 132 employees have participated in the assessment, and there is a significant competency gap in various aspects. Judging from the Basic Competency Test (TKD) scores, with an average of 103.4, the majority of employees at Agency X were in the Normal to Above Normal category, namely 95 people (71.97%). This is in stark contrast to the results regarding the competencies possessed by ASN in Department X. On the one hand, these employees have above-normal TKD scores, but on the other hand, there is still a significant competency gap.

This competency gap may emerge and be influenced by several factors. According to Sudarmanto (2021), there are several elements that can affect an individual's competency, namely: (1) Beliefs and values, where a person's perception of themselves and others shapes their behavior; (2) Skills, the development of specific abilities related to competency can influence both organizational culture and individual performance; (3) Experience, since mastery of various competencies often requires practical experience in managing people, speaking before groups, completing tasks, and solving problems; (4) Personality traits, as many aspects of personality are difficult to change, even though they may still be influenced to some extent; (5) Motivation, which acts as a driving factor that provides encouragement, appreciation, and recognition; (6) Emotional factors, since emotional barriers can hinder competency development, while overcoming negative experiences can enhance one's proficiency; and (7) Intellectual ability, as competencies also rely on cognitive processes such as conceptual and analytical thinking.

Interviews with civil servants at Agency X revealed that there are two main factors that influence competence, namely motivation and organizational culture. High work motivation encourages employees to continue learning, innovating, and giving their best in carrying out their duties. Organizational culture also plays a significant role in creating a supportive and harmonious work environment that motivates civil servants to excel. A positive organizational culture strengthens employees' sense of togetherness and commitment to common goals, thereby increasing productivity and the quality of public services. Therefore, the development of civil servant competence must take these three factors into consideration in order to improve professionalism and effectiveness in carrying out government functions.

A positive organizational culture creates a conducive work environment that supports employee development, motivating them to contribute to the best of their ability. Work motivation itself is the main driver for civil servants to continuously improve the skills and knowledge needed to perform their duties. In addition, work experience provides a strong practical foundation for honing technical competencies and the ability to adapt to the dynamics of the job. Thus, these three factors interact with each other and play an important role in shaping the competencies of civil servants who are professional and capable of providing quality public services.

Work motivation is an activity that causes, channels, and maintains human behavior. Work motivation is an important subject for leaders, because by definition leaders must work with and through other people. Leaders need to understand people with certain behaviors in order to influence them to work in accordance with the institution's wishes. Work motivation is

something that drives a person to do something. Individual motivation can arise from within the individual (internal motivation) or from outside the individual (external motivation), and both have an influence on the behavior of employees to continue to develop and improve their competencies. According to Dhani and Surya (2023), motivation is defined as an incentive or driving force that can create enthusiasm in a person to work effectively, cooperate, and integrate with all efforts to achieve satisfaction.

Based on interviews with 30 employees at Agency X, it was found that motivation indicators showed less than optimal values. The main problem found in relation to low employee motivation lies in several basic needs. First, in terms of physical needs, it was found that excessive workloads and assignments outside their areas of expertise made some employees feel overwhelmed and lose their enthusiasm for learning and improving their competencies. Second, in terms of the need for recognition, the lack of recognition and appreciation for their achievements made civil servants feel unappreciated, which in turn reduced their motivation to develop themselves. Third, in terms of social needs, an unsupportive work environment—including an unfavorable organizational culture and ineffective internal communication—also contributes to this problem. Collectively, these three aspects contribute to low employee motivation, which ultimately impacts the suboptimal development of civil servants' competencies and performance in providing public services.

Research conducted by Subari and Riady (2022), Satria and Kuswara (2020), as well as Winarno and Perdana (2023), demonstrates that motivation significantly influences employee competence. However, findings from Dhermawan et al. (2020) present contrasting results, showing that work motivation has a negative and insignificant effect on employee competence. Motivation is a dynamic component of competency that can be developed. Providing encouragement, appreciation, and personal recognition from superiors can positively impact employees' motivation. When managers are able to stimulate employees' intrinsic motivation and align it with organizational goals, it often results in enhanced mastery of various competencies that directly contribute to improved performance. Competence fosters a results-oriented mindset, the ability to influence others, and greater initiative. As employees' competencies improve, their performance and contributions to the organization also increase (Budyanto, 2023).

Beyond motivation, organizational culture also plays an important role in shaping employee competence. According to Yaksaprawira (2024), organizational culture represents long-established practices and norms that guide behavior in the workplace and act as a driving force to enhance the quality of work among employees and managers. Employee productivity is a crucial factor in achieving organizational goals and ensuring smooth business operations. Various factors influence individual productivity, including knowledge, skills, abilities, and attitudes. Competence reflects the knowledge and skills that individuals possess or need to perform their duties effectively and uphold professional standards in their work. Employee competence is vital for helping leaders create value and contribute to the company's strategic objectives. Since each employee has different competencies, task assignments must align with their capabilities. When task assignments do not match employee competencies, the organization's expected level of productivity cannot be achieved.

Based on interviews conducted at Agency X regarding organizational culture indicators, it was found that the lack of organizational culture in this company was caused by several key factors, namely people orientation, aggressiveness, and stability. The factor of people orientation was still lacking, as evidenced by the lack of attention to employee needs and welfare, which led to low job satisfaction. In addition, team orientation is not yet strong, resulting in ineffective cooperation and collaboration among team members. On the other hand, the level of aggressiveness in achieving organizational goals is also relatively low, leading to a lack of initiative and competitive spirit in the work environment. Finally, organizational

stability has not been well maintained, as evidenced by frequent policy changes and a lack of consistency in the implementation of rules, causing uncertainty among employees.

The study conducted by Juanda (2022) found a positive and significant relationship between organizational culture and employee competence at the Regional Secretariat of Samosir Regency. This indicates that an improvement in organizational culture leads to an increase in employee competence, while a decline in organizational culture results in decreased competence among employees. However, differing findings were reported by Syakir and Pardjono (2021), who discovered that organizational culture has no significant impact on competence. Organizational culture is shaped by the individuals within an organization, meaning that personal values and behaviors contribute to the overall culture. The diversity of employees within an organization presents a challenge for leaders in managing their teams, as each employee brings unique cultural backgrounds, personality traits, attitudes, and perspectives (Farid et al., 2024).

METHOD

This research employs a quantitative approach with a causal associative design aimed at analyzing the effect of motivation, organizational culture, and work experience on employee competence at Agency X. The study was carried out at Agency X, located in West Java. The population consisted of all active employees, and the sampling technique used was saturated sampling, meaning that every member of the population was included in the sample due to the relatively small size, totaling 143 respondents. Data were collected through questionnaires using a 1–5 Likert scale, complemented by documentation and interviews as supporting data.

The variables examined in this study included motivation (X1), organizational culture (X2), and employee competence (Y), each measured using relevant indicators derived from established theoretical frameworks. Data were analyzed using SPSS version 26, following several stages: instrument validity and reliability testing, classical assumption testing (normality, multicollinearity, and heteroscedasticity), multiple linear regression analysis, coefficient of determination (R^2) testing, and partial significance testing (t-test). These analytical procedures were employed to assess the extent to which motivation and organizational culture influence employee competence and to evaluate the hypotheses proposed in the study.

RESULTS AND DISCUSSION

Classical Assumption Test Results

Normality Test

The normality test is used to test whether the data used in this study has a normal distribution. To see the normality of the residuals, we used Kolmogorov Smirnov. The following is a normality test using a histogram graph:

Using the Kolmogorov-Smirnov (K-S) method with the following results:

Table 1. One-Sample Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		143
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.71604923
Most Extreme Differences	Absolute	.069
	Positive	.069
	Negative	-.069
Test Statistic		.069

Asymp. Sig. (2-tailed)	.088 ^c
a. Test distribution is Normal.	
b. Calculated from data.	
c. Lilliefors Significance Correction.	

Source: *Output SPSS (Statistic Program for Social Science) 26.0*

Based on Table 1, the results of the data normality test using the Kolmogorov-Smirnov (K-S) method are presented. The test results indicate that the significance value (Asymp. Sig. 2-tailed) is 0.088. Since this value is greater than 0.05 ($0.088 > 0.05$), it can be concluded that the data are normally distributed. Therefore, the normality assumption required for the regression model has been satisfied.

Multicollinearity Test

Multicollinearity testing is a phenomenon where there is correlation between independent variables. Table 2. presents the results of the multicollinearity test as follows:

Table 2. Multicollinearity Test

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Motivation	.244	4.096
	Organizational Culture	.244	4.096

Source: *Output SPSS (Statistic Program for Social Science) 26.0*

Based on Table 2 above, the tolerance values of each independent variable are greater than 0.1, and the VIF values are less than 10. Therefore, it can be interpreted that there is no multicollinearity.

Heteroscedasticity Test

The heteroscedasticity test is conducted to determine whether there are variations in the residual variance across different observations in the regression model. This test helps assess whether the variance of the errors remains constant or changes at different levels of the independent variables. To identify the presence or absence of heteroscedasticity, a scatterplot graph is used, as shown below:

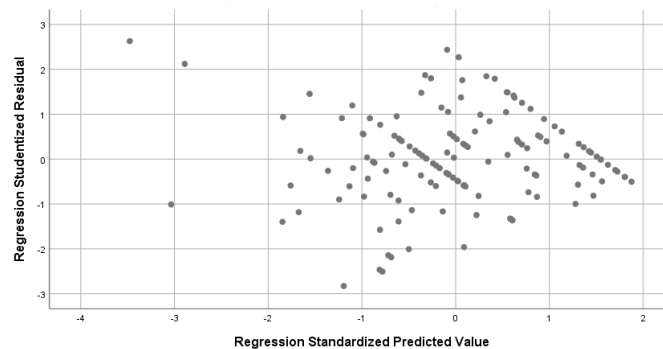


Figure 1. Heteroscedasticity Test

Source: *Output SPSS (Statistic Program for Social Science) 26.0*

Based on Figure 1, the results of the scatterplot test indicate that the data points are randomly distributed and do not form any specific pattern, with points scattered both above and below the Y-axis at zero. This suggests that there is no indication of heteroscedasticity in the regression model, meaning the variance of the residuals is consistent across all observations.

Multiple Linear Regression Analysis

Multiple linear regression analysis is employed to predict the value of the dependent variable based on changes in the independent variables, whether they increase or decrease. From the data processing that has been conducted, the following results were obtained:

Table 3. Multiple Linear Regression

Model		Unstandardized Coefficients	
		B	Std. Error
1	(Constant)	7.113	1.480
	Motivation	.265	.066
	Organizational Culture	.113	.050

a. Dependent Variable: Employee Competence

Source: *Output SPSS (Statistic Program for Social Science) 26.0*

From the table above, the following equation is obtained:

$$Y = 7.113 + 0.265X_1 + 0.113X_2 + e$$

Based on the results of the multiple linear regression equation, each variable can be interpreted as follows:

1. The constant (a) of 7.113 indicates that if the values of all independent variables (motivation, organizational culture, and work experience) are considered zero, then the value of employee competence remains at 7.113. This describes the baseline competency value possessed by employees without the influence of the three variables.
2. The motivation coefficient of 0.265 This means that for every one-unit increase in motivation, employee competence increases by 0.265 units, assuming other variables remain constant. This finding suggests that motivation has a positive and direct impact on employee competence.
3. The organizational culture coefficient of 0.113. This indicates that every one-unit improvement in organizational culture leads to an increase of 0.113 units in employee competence. In other words, a strong and positive organizational culture contributes to enhancing employees' competency levels.

t-test

The partial test (t-test) is used to determine the individual effect of each independent variable on the dependent variable. According to Ghozali (2020:99), the decision criteria for this test are as follows: if the p-value is less than 0.05 ($p\text{-value} < 0.05$), then the alternative hypothesis (H_a) is accepted, indicating that the independent variable has a significant effect on the dependent variable. Conversely, if the p-value is greater than or equal to 0.05 ($p\text{-value} \geq 0.05$), then H_a is rejected, meaning the independent variable does not have a significant effect on the dependent variable.

Criteria for the t-test:

- i. Reject H_0 and accept H_a if the t-count value is greater than the t-table value.
- ii. Accept H_0 and reject H_a if the t-count value is less than the t-table value.

The test results are presented in the following table:

Table 4 t-test Coefficients

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	7.113	1.480		4.806	.000		
	Motivation	.265	.066	.474	3.986	.000	.244	4.096
	Organizational Culture	.113	.050	.267	2.248	.026	.244	4.096

a. Dependent Variable: Employee Competence

Source: *Output SPSS (Statistic Program for Social Science) 26.0*

1. Research Results on the Effect of Motivation on Employee Competence

H₀ : β = 0 : Motivation has no effect on Employee Competence

H_a : β ≠ 0 : Motivation has an effect on Employee Competence.

At a significance level (α) of 5%, with degrees of freedom (df) = n – k – 1 = 143 – 2 – 1 = 140, the calculated t-table value is 1.97705. Based on the data presented in Table 4, the t-count value for the Motivation variable is 3.801, while the t-table value is 1.97705. Since the t-count is greater than the t-table (3.801 > 1.97705) and the significance value is 0.000 < 0.05, H₀ is rejected and H_a is accepted. This indicates that motivation has a significant effect on employee competence.

2. Research Results on the Effect of Organizational Culture on Employee Competence

H₀ : β = 0 : Organizational Culture has no effect on Employee Competence

H_a : β ≠ 0 : Organizational Culture has an effect on Employee Competence.

At a significance level (α) of 5%, with degrees of freedom (df) = n – k – 1 = 143 – 2 – 1 = 140, the calculated t-table value is 1.97705. Based on the data presented in Table 4, the t-count value for the Organizational Culture variable is 2.637, while the t-table value is 1.97705. Since the t-count is greater than the t-table (2.637 > 1.97705) and the significance value is 0.005 < 0.05, H₀ is rejected and H_a is accepted. This indicates that organizational culture has a significant effect on employee competence.

Discussion

The Partial Effect of Motivation on Employee Competence

Based on the results of Hypothesis 1, it is accepted that motivation has a significant effect on employee competence at Department X. This indicates that the higher the employees’ level of motivation, the greater their competence in performing their tasks and fulfilling their job responsibilities. Motivated employees will have the enthusiasm to continue learning, improve their abilities, and demonstrate better work performance. This finding reinforces that work motivation, both intrinsic and extrinsic, plays an important role in encouraging competency development. Therefore, it is important for management to create a work environment that can maintain and increase employee motivation on an ongoing basis.

This study is supported by findings from Safitri (2021) and Maulida (2022), which show that work motivation has a significant influence on improving employee competency. However, these results differ from the findings of Sari and Wibowo (2020), who state that motivation does not always have a significant effect on competency, especially in the context of

organizations that do not support human resource development. Therefore, motivation needs to be balanced with structural support, such as training and a clear reward system, in order to truly improve competency in a tangible way.

The Partial Influence of Organizational Culture on Employee Competence

Based on the research findings, Hypothesis 2 is accepted, indicating that organizational culture has a significant influence on employee competence at Department X. This means that the better the quality of the organizational culture implemented, the higher the level of competence demonstrated by employees. A strong, consistent, and positive organizational culture characterized by values such as cooperation, discipline, responsibility, and results orientation encourages employees to work more professionally, enhance their skills, and adapt effectively to established work standards. A work environment that supports learning and innovation also facilitates continuous competency development. Thus, organizational culture not only shapes work behavior but also directly influences the extent to which employees are able to develop the competencies needed to perform their duties effectively.

This research is supported by Lestari (2022), who found that organizational culture has a positive influence on competency improvement, especially through work habits and effective internal communication. However, research by Yuliana (2020) shows different results, namely that organizational culture does not significantly affect competency because organizational values are not well internalized by employees. This confirms that organizational culture will only have an impact if it is effectively internalized by employees.

CONCLUSION

Based on the results of the research conducted, it can be concluded that, overall, the variables of motivation, organizational culture, and employee competence at Agency X are in a good condition. Furthermore, the results of the hypothesis testing indicate that both independent variables—motivation and organizational culture—have a significant influence on employee competence. This implies that higher levels of motivation and a well-established organizational culture lead to improved employee competence in performing their duties and responsibilities within Agency X.

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