

THE EFFECT OF COMPETENCY, WORK ETHIC AND ORGANIZATIONAL COMMITMENT ON EMPLOYEE PERFORMANCE AT STATE SPECIAL SCHOOL 1 TABANAN

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Abstract

One important step toward improving employee performance is to consider the factors that influence it: competence, work ethics, and organizational commitment. Based on this, the research problem formulated is to determine the partial and simultaneous influence of competence, work ethics, and organizational commitment on employee performance at SLB Negeri 1 Tabanan. Data collection was conducted via questionnaires distributed to 58 employees. The collected data were analyzed using multiple linear regression. The analysis concluded that competence has a positive and significant partial effect on employee performance at SLB Negeri 1 Tabanan. This conclusion is supported by a multiple regression coefficient of 0.432 and a correlation coefficient of 0.850 (indicating a very strong correlation); the t-test yielded a significance value of 0.001, which is less than 0.05. This implies that higher levels of competence lead to improved employee performance at SLB Negeri 1 Tabanan. Work ethics also have a positive and significant partial effect on employee performance at SLB Negeri 1 Tabanan; this means that better work ethics result in improved employee performance. This finding is supported by a multiple regression coefficient of 0.661 and a correlation coefficient of 0.887 (indicating a very strong correlation), with a t-test significance value of 0.001 (less than 0.05). Finally, organizational commitment has a positive and significant partial effect on employee performance at SLB Negeri 1 Tabanan, meaning that higher organizational commitment leads to improved employee performance at the school. This conclusion is based on a multiple regression coefficient of 0.393 and a correlation coefficient of 0.887 indicating a very strong correlation—along with a t-test result showing a significance value of 0.018 (less than 0.05). This implies that higher organizational commitment leads to improved employee performance at SLB Negeri 1 Tabanan. Competence, work ethics, and organizational commitment simultaneously exert a positive and significant influence on employee performance at SLB Negeri 1 Tabanan. This is supported by a multiple correlation coefficient of 0.933 indicating a very strong correlation and a coefficient of determination of 87%; furthermore, the F-test yielded a significance value of 0.000 (less than 0.05). This indicates that higher levels of competence, work ethics, and organizational commitment result in improved employee performance at SLB Negeri 1 Tabanan.

Keywords: Competence, Commitment, Performance, Work Ethics.

A. INTRODUCTION

The presence of Special Schools (SLB) represents a tangible manifestation of the state's commitment to providing children with disabilities with opportunities to exercise their rights to growth and development, independence, and adequate life skills, just like other children.

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However, managing and providing education within a Special School environment involves a much higher and more specific level of complexity, dynamics, and challenges compared to general formal educational institutions. General schools focus on curricula based on nationally standardized cognitive achievement, with student characteristics that are relatively homogeneous in terms of basic abilities. In contrast, Special Schools face the reality of a wide diversity of student disabilities, ranging from visual impairments, hearing impairments, intellectual disabilities, physical disabilities, to autism, where each type of disability requires highly personalized and specific methods of approach, interaction, and learning programs. Therefore, the primary driving force determining the success of the school's noble mission lies not merely in the sophistication of its physical facilities, but rather in the quality of its human resources, namely its employees, including educators (teachers) and education personnel (administrative staff).

SLB Negeri 1 Tabanan is one of the state-operated special education institutions that plays a central and strategic role in providing inclusive educational services to the community in Tabanan Regency, Bali. As a public institution, SLB Negeri 1 Tabanan is not only required to carry out the process of transferring knowledge (*transfer of knowledge*), but also bears a moral responsibility to develop students' character, foster motor independence, and provide social rehabilitation services for students with special needs. Considering the significant vision and responsibilities it carries, achieving optimal employee performance is an essential and non-negotiable requirement.

Law No. 20 of 2023/Law No. 5 of 2014 concerning State Civil Apparatus (ASN) emphasizes that "the performance of ASN employees is based on a merit system, namely qualifications, competencies, and performance that are assessed fairly and appropriately without discrimination based on background. Performance in this context focuses on the achievement of public organizational goals and objectives." Santoso (2023) states that "employee performance is the most important aspect for an organization to achieve its goals." Phenomena occurring in the field often indicate a gap between the ideal performance expectations and the realities of employees' daily work. The task of educating students at SLB Negeri 1 Tabanan is not merely a routine administrative or physical job, but rather one that requires substantial psychological and emotional energy (*emotional labor*). The problems related to employee performance at SLB Negeri 1 Tabanan are as follows:

- Employees are confronted every day with unpredictable instructional situations, such as drastic changes in students' moods, limited facilities supporting adaptive learning, and insufficient understanding among some parents regarding the continuity of their children's education at home.
- This psychological workload is not balanced by strong internal supporting factors among employees, potentially resulting in decreased work efficiency, delays in administrative reporting, and declining quality of educational services.

Fluctuations in employee performance do not occur in isolation but are influenced by several important factors. Kasmir (2017:189) states that factors influencing performance, both in terms of work outcomes and work behavior, include competence (ability and expertise, knowledge), work ethic, personality, incentives, leadership, leadership style, communication, organizational culture, job satisfaction, work environment, loyalty, commitment, and work discipline.

Based on this statement, several factors influence employee performance, including competence, work ethic, and organizational commitment. The first factor that crucially underlies employee performance at SLB Negeri 1 Tabanan is the level of competence possessed by employees. Mangkunegara (2018:111) states that “the fundamental human resource competencies required for individuals pursuing careers in the field of human resources include expertise in human resource management, mastery of personnel information management systems, high achievement motivation, creativity, innovation, and mature personality supported by good mental and emotional intelligence.” This indicates the importance of competence for human resources within an organization. This is supported by research conducted by Prayoga *et al.* (2023), Mariyani *et al.* (2023), and Fitrio *et al.* (2023), which demonstrates that competence has a positive effect on employee performance. This means that as competence increases, employee performance also improves.

Within the field of human resource management, competence is defined as a combination of knowledge, skills, and attitudes reflected in actual work behavior. For employees at Special Schools, these competency requirements are considerably greater. They are not only required to possess general pedagogical and professional competencies but must also have specific competencies (specializations) in the field of Special Education (PLB). These competencies include mastery of sign language for students with hearing impairments, reading and writing Braille for students with visual impairments, behavior modification techniques for children with autism, and the ability to conduct initial psychological assessments. In practice, several problems related to employee competence at SLB Negeri 1 Tabanan include:

- Mismatch in educational backgrounds, where many teachers or staff members at Special Schools are not graduates of Special Education (PLB) or Special Needs Education programs. A considerable number of employees at Special Schools have general educational backgrounds, such as bachelor's degrees in mathematics education, language education, or general elementary education, and are assigned to Special Schools due to staffing requirements. As a result, they may lack a strong theoretical and practical foundation for addressing the characteristics of children with disabilities from the outset, thereby requiring a relatively long adaptation period.
- Limited specific competencies for different categories of disabilities, as Special Schools often deal with various types of disabilities simultaneously, including visual impairments, hearing impairments, intellectual disabilities, physical disabilities, and autism. Employees are therefore required to possess multiple skills (*multi-skills*). The limitations may include insufficient mastery of sign language (SIBI/BISINDO) to effectively serve students with hearing impairments or limited ability to read and write Braille for students with visual impairments. When employees do not master these communication methods, the transfer of learning materials can be severely hindered.
- Limited emotional regulation and psychological competencies in dealing with children with special needs, as competence in Special Schools is not solely related to teaching but also involves behavior management (*behavior modification*). Children with special needs may experience tantrums, drastic mood changes, or sudden aggressive behavior. Consequently, employees who lack psychological competencies for handling children with special needs may easily experience stress (*burnout*), panic, or make inappropriate decisions when students experience emotional crises at school.

The second factor that plays an equally essential role in determining the direction of employee performance is work ethic. Kumorotomo (2018:6) states that “ethics comes from the Greek word *ethos*, which means habit or character, while morals originate from the Latin word *mos*, meaning way of life or habit. From this term emerged the concept of *morale*, which can refer to spirit or inner motivation.” Sinamo (2018:2) states that “work ethic can be understood as a concept of work or a work paradigm believed by an individual or group of people to represent what is good and right, which is manifested through their distinctive work behavior.” This statement is supported by research conducted by Ichsan *et al.* (2022), which shows that work ethic has a positive effect on performance. This means that the better the work ethic of employees, the better their performance will be. Research by Effendi *et al.* (2023) also shows that work ethic has a positive effect on performance. This condition means that the better the work ethic of employees, the better their performance will be. Similarly, research by Suardana *et al.* (2021) demonstrates that work ethic has a positive effect on performance. These findings indicate that improvements in employee work ethic are accompanied by improvements in employee performance.

Work ethic is a system of values, norms, and a way of life adopted by an employee in perceiving, responding to, and carrying out their professional duties. Work in the environment of SLB Negeri 1 Tabanan requires work ethic standards that go beyond the formal standards applied in regular schools. Values such as unlimited patience, sincere empathy, moral integrity, and a profound sense of humanitarian responsibility are at the core of work ethic in special education settings. Employees with a high work ethic will view their profession as a calling and a form of social service rather than merely as a routine obligation performed to earn a monthly income. Conversely, when there is a degradation or weakening of work ethic among employees, several problems may arise, including:

- Preference for students with less severe disabilities. Some employees feel more comfortable teaching students with mild disabilities, such as students with hearing impairments who are still able to communicate visually, than students with severe or multiple disabilities, such as students with severe intellectual disabilities or autism accompanied by high levels of hyperactivity. This may lead to selective attitudes in providing attention in the classroom. Students perceived as “calmer” may receive more attention, whereas students requiring additional support tend to be neglected or simply left unattended to prevent classroom disturbances.
- Low time discipline in providing specialized assistance. Some employees arrive late to class or shorten learning sessions due to feelings of fatigue or because they engage in conversations with colleagues. This situation disadvantages students whose daily attention spans are very limited.
- Falsification of student development reports. There are instances in which certain employees prepare fictitious student development reports or copy and paste information from previous monthly reports for administrative convenience, without actually conducting a genuine evaluation of students’ behavioral progress or motor development.

The third factor that serves as a driving force for the long-term stability of employee performance is organizational commitment. Wibowo (2017:429) states that organizational commitment refers to an individual’s feelings, attitudes, and behaviors that identify them as part of an organization, involve them in organizational activities, and demonstrate loyalty to

the organization in achieving its goals. Research on the influence of organizational commitment on employee performance conducted by Fitrio *et al.* (2023), Wua *et al.* (2022), and Pratama *et al.* (2022) demonstrates that organizational commitment has a positive effect on employee performance. This means that as employees' organizational commitment increases, their performance also improves.

Employees who possess high affective and normative commitment to SLB Negeri 1 Tabanan will consistently be willing to exert additional effort (*extra-role behavior*) for the advancement of the school, maintain the institution's reputation, and demonstrate low absenteeism. Conversely, low organizational commitment may result in several problems, including:

- Limited willingness to participate in activities beyond formal working hours. Some employees tend to be unwilling to participate in activities outside their formal working hours, such as serving on committees for disability-related events, accompanying students in competitions outside the school, or contributing voluntarily when the school requires additional support.
- Working only at the minimum standard. Some employees only perform their duties at the minimum required level. They are reluctant to provide additional effort (*extra effort*) to develop students' potential. This type of work behavior can be particularly problematic in Special Schools because educating children with special needs requires initiative and sincerity rather than merely fulfilling attendance requirements.
- High desire to transfer to general schools. There is a perception among some employees that teaching in general schools is considerably easier and carries different social prestige in the community compared with teaching in Special Schools.

The existence of these problems related to competence, work ethic, and organizational commitment at SLB Negeri 1 Tabanan is concerning because they may affect employee performance in carrying out their various activities. One of the instruments used to assess employee performance at SLB Negeri 1 Tabanan is the Employee Work Performance Target (Sasaran Kerja Pegawai/SKP). The development of SKP at SLB Negeri 1 Tabanan during the 2023–2025 period is presented in Table 1.1 below.

Tabel 1. Penilaian Sasaran Kinerja Pegawai (SKP) pada SLB Negeri 1 Tabanan Tahun 2023-2025

Assessment Score	Number of Officers (Persons/Year)		
	2023	2024	2025
75-80	11	18	20
81-85	24	23	25
86-90	12	8	7
91-95	11	9	6
96-100	-	-	-
Amount	58	58	58

Source: SLB Negeri 1 Tabanan, SKP data

Based on the table above, it can be explained that among the 58 employees at SLB Negeri 1 Tabanan during the 2023–2025 period, the highest assessment score, namely 91–95, was achieved by 11 employees. Thus, no employee has ever obtained an Employee Work Performance Target (Sasaran Kerja Pegawai/SKP) score of 96–100. The highest score that

could be achieved was 91–95, indicating that employee performance at SLB Negeri 1 Tabanan during 2023–2025 had not yet reached its maximum level of achievement. Therefore, employee performance at SLB Negeri 1 Tabanan during the 2023–2025 period still needs to be improved. This condition requires serious attention from the institution because less-than-optimal Employee Work Performance Targets (SKP) are one indication that employee performance needs to be improved.

Although, theoretically, competence, work ethic, and organizational commitment are believed to have positive correlations and direct effects on employee performance, empirical evidence through a direct case study at SLB Negeri 1 Tabanan remains very limited. Most human resource management research concerning employee performance has focused on general educational settings (elementary, junior high, and senior high schools) or business corporations with performance indicators that are commercial in nature and mathematically measurable. Very few studies have specifically examined how the interaction of these three independent variables operates within a unique ecosystem such as a public Special School, where performance indicators are strongly associated with social and humanitarian values. Differences in operational characteristics, respondent profiles, and regional cultural demands in Tabanan Regency provide a significant and interesting research gap that warrants scientific investigation.

A comprehensive understanding of the contribution of each of these factors is essential for school management and the Bali Provincial Department of Education, Youth, and Sports as a basis for formulating strategic policies. Such policies may include continuous competency development programs, spiritual and psychological development programs to maintain work ethic, and the formulation of non-material incentive systems to strengthen employees' organizational commitment. Based on the entire background, empirical phenomena, and methodological urgency comprehensively described above, the researcher considers it necessary and important to conduct an in-depth study, which is presented in a thesis entitled: "The Influence of Competence, Work Ethic, and Organizational Commitment on Employee Performance at SLB Negeri 1 Tabanan."

B. LITERATURE REVIEW

Competence Concept

Another expert on competence, Spencer & Spencer (1993), defines "competence as a basic characteristic of an individual that has a causal relationship with reference criteria for effectiveness or superior performance in a particular job or situation." Mangkunegara (2018:41) states that "human resource competence refers to competencies related to knowledge, skills, and personal characteristics that directly influence performance." Wibowo (2019:86) states that "competence is the ability to carry out or perform a job or task based on skills and knowledge and supported by the work attitudes required by the job."

Work Ethic Concept

Sociology expert Andrew J. DuBrin (2002) states that work ethic is a belief that hard work has moral value and constitutes an obligation. Individuals with a strong work ethic demonstrate commitment, honesty, reliability, and a strong drive to complete tasks with the highest possible quality without requiring close supervision. Ridwan (2018:146) states that work ethic can be understood as building beliefs based on fundamental principles while delegating authority to the organization, motivating members, encouraging the development of organizational ideas,

fostering confidence in making decisions, and facilitating change to maximize organizational performance.

Organizational Commitment Concept

Robbins & Judge (2015) define “organizational commitment as a condition in which an employee identifies with a particular organization, its goals, and its aspirations, and desires to maintain membership in the organization.” Government Regulation (PP) No. 30 of 2019 concerning the Performance Assessment of Civil Servants defines commitment as “the willingness and ability to align the attitudes and actions of Civil Servants (PNS) to achieve organizational goals by prioritizing official interests over personal, group, and/or factional interests.”

Performance Concept

International experts Armstrong & Baron (1998) state that performance is a work outcome that has a strategic relationship with organizational goals and customer satisfaction while contributing to the economy. Performance concerns both what is done and how it is done. Hasibuan (2019:121) states that performance is the manifestation of work carried out by employees and is commonly used as a basis for assessing employees or organizations. Good performance is an important step toward achieving organizational goals. Therefore, efforts need to be made to improve performance. However, this is not easy because many factors influence the level of an individual's performance.

C. RESEARCH METHODOLOGY

This study employed a quantitative approach. Sinambela (2020) states that “quantitative research is a type of research that uses numerical data in processing data to generate structured information. The characteristics of quantitative research are aimed at obtaining data that describe the characteristics of objects, events, or situations.” This study was conducted at SLB Negeri 1 Tabanan. The objective reason for conducting the research at this location is the phenomenon in which educators and education personnel at Special Schools are not only responsible for transferring highly complex knowledge but also for providing emotional, vocational, and behavioral assistance to children with special needs (ABK). Field data collection and comprehensive observations were conducted throughout the research period.

The population in this study consisted of employees at SLB Negeri 1 Tabanan, totaling 58 people. A sample represents a portion or representative of the population. According to Arikunto (2016:109), “if the number of subjects is less than 100, it is better to include all of them so that the research constitutes population research.” Referring to this statement, considering that the number of employees is only 58, all employees were used as the sample. Therefore, the sample in this study consisted of all 58 employees. Thus, this study constitutes population research (saturated sampling/census sampling).

To obtain information, this study collected data using various techniques, including observation, interviews, and questionnaires, complemented by documentation studies. Each response from the respondents was analyzed using a Likert scale with five response alternatives. The data were then organized into tables and subjected to validity and reliability tests to ensure the accuracy and reliability of the research questionnaire. Before conducting regression analysis, classical assumption tests were performed, including normality, heteroscedasticity, and multicollinearity tests. The data analysis was then continued using multiple linear regression, determination analysis, the F-test, and the t-test.

Before conducting the regression analysis, classical assumption tests were performed, including normality, heteroscedasticity, and multicollinearity tests. The data analysis was subsequently conducted using multiple linear regression analysis, simple correlation analysis, multiple correlation analysis, coefficient of determination analysis, the F-test, and the t-test.

D. RESULT AND DISCUSSION

The Effect of Competence on Employee Performance at SLB Negeri 1 Tabanan

The results of the partial test indicate that competence has a positive and significant effect on employee performance at SLB Negeri 1 Tabanan. This is supported by a multiple regression coefficient of 0.432 and a correlation coefficient of 0.850, indicating a very strong correlation. The relationship was further tested using the *t*-test, which produced a significance value of 0.001, lower than 0.05. This means that the better the competence, the higher the employee performance at SLB Negeri 1 Tabanan. In other words, the better the competence possessed by employees, the higher their performance at SLB Negeri 1 Tabanan. This condition indicates that the competence possessed by employees in performing their duties enables them to complete their work correctly and in accordance with established standards. Employee competence is essential for achieving organizational goals, particularly employee performance. Therefore, competence influences an individual's performance.

The results of this study are consistent with the statement of Kasmir (2017:189), who states that ability (*skill*) is a competency possessed by an individual in performing a particular job. The greater an individual's ability and expertise, the more capable they are of completing their work correctly and in accordance with established standards. Competence enables individuals to perform work-related tasks necessary to achieve organizational goals. Therefore, competence influences employee performance.

The findings of this study are consistent with the research conducted by Prayoga (2023), which showed that competence has a positive and significant effect on employee performance. Mariyani (2023) found that human resource competence has a positive and significant effect on employee performance. Fitrio (2023) demonstrated that competence has a positive and significant effect on employee performance. Aryani (2021) also found that competence has a positive and significant effect on employee performance. Saefi (2020) showed that competence has a positive effect on employee performance. However, Hutabarat (2023) found that competence has a negative effect on employee performance.

Thus, the hypothesis in this study stating that competence has a positive effect on employee performance at SLB Negeri 1 Tabanan is accepted.

The Effect of Work Ethic on Employee Performance at SLB Negeri 1 Tabanan

The results of the partial test indicate that work ethic has a positive and significant effect on employee performance at SLB Negeri 1 Tabanan. This means that the better the work ethic, the higher the employee performance at SLB Negeri 1 Tabanan. This finding is supported by a multiple regression coefficient of 0.661 and a correlation coefficient of 0.887, indicating a very strong correlation. The relationship was further tested using the *t*-test, which produced a significance value of 0.001, lower than 0.05. This means that improvements in work ethic are associated with improvements in employee performance at SLB Negeri 1 Tabanan. In other words, the better the work ethic possessed by employees, the higher their performance at SLB Negeri 1 Tabanan. This condition indicates that work ethic is essential for improving employee performance within an organization because it represents employees' behavior while performing their duties and has a significant impact on their performance.

The results of this study are consistent with Ridwan (2018:146), who states that work ethic has a significant impact on employee performance. Every employee is required to maintain good professional ethics because these ethics influence employee performance. Organizations require good performance and professionalism to remain competitive and achieve sustainable development.

The findings of this study are consistent with the research conducted by Ichsan (2022), which showed that work ethic has a positive and significant effect on performance. Effendi (2023) found that work ethic has a positive and significant effect on performance. Suardana (2022) demonstrated that work ethic has a positive and significant effect on performance. Jufrizen and Erika (2021) found that work ethic has a positive and significant partial effect on employee performance. Saefi (2020) showed that work ethic has a positive effect on employee performance. However, research conducted by Rahadianito *et al.* (2022) found that work ethic has no effect on employee performance.

Thus, the hypothesis in this study stating that work ethic has a positive effect on employee performance at SLB Negeri 1 Tabanan is accepted.

The Effect of Organizational Commitment on Employee Performance at SLB Negeri 1 Tabanan

The results of the partial test indicate that organizational commitment has a positive and significant effect on employee performance at SLB Negeri 1 Tabanan. This means that the higher the level of organizational commitment, the higher the employee performance at SLB Negeri 1 Tabanan. This finding is supported by a multiple regression coefficient of 0.393 and a correlation coefficient of 0.887, indicating a very strong correlation. The relationship was further tested using the *t*-test, which yielded a significance value of 0.018, lower than 0.05. This means that the higher the organizational commitment, the higher the employee performance at SLB Negeri 1 Tabanan. In other words, the better the organizational commitment of employees, the higher their performance at SLB Negeri 1 Tabanan. This condition indicates that adherence to promises or agreements encourages employees to perform their duties well and creates a sense of responsibility when they fail to fulfill the commitments they have made. Ultimately, their adherence to the promises or agreements they have made will influence their performance. Therefore, organizational commitment can influence an individual's performance.

The results of this study are consistent with the statement of Kasmir (2017:193), who states that commitment refers to employees' compliance with organizational policies or regulations in carrying out their work. Commitment can also be understood as employees' adherence to the promises they have made. In other words, commitment represents adherence to agreements that have been established. By honoring such promises or agreements, employees are encouraged to perform their duties well and may feel responsible when they fail to fulfill the commitments they have made. Ultimately, their adherence to the promises or agreements they have made will influence their performance. Therefore, commitment can influence an individual's performance.

The findings of this study are consistent with the research conducted by Fitrio (2023), which showed that organizational commitment has a positive effect on employee performance. Wua (2022) found that organizational commitment has a positive and significant effect on employee performance. Pratama (2022) demonstrated that organizational commitment has a positive and significant effect on employee performance. Mayastinasari (2022) showed that organizational commitment has a positive and significant effect on police officers' performance. Azmy (2022) also found that organizational commitment has a positive and significant effect on employee performance.

Thus, the hypothesis in this study stating that organizational commitment has a positive effect on employee performance at SLB Negeri 1 Tabanan is accepted.

The Simultaneous Effect of Competence, Work Ethic, and Organizational Commitment on Employee Performance at SLB Negeri 1 Tabanan

Based on the results of the analysis, competence, work ethic, and organizational commitment simultaneously have a positive and significant effect on employee performance at SLB Negeri 1 Tabanan. This finding is supported by a correlation coefficient of 0.933, which falls within the range of 0.80–1.000, indicating a very strong correlation. This means that the better the competence of employees, the better their work ethic, and the higher their organizational commitment, the higher their employee performance will be. The percentage of the influence of competence, work ethic, and organizational commitment on employee performance at SLB Negeri 1 Tabanan is 87%. This finding was tested using the F-test, which produced an F-value of 120.095 and a significance value (α) of 0.000, which is lower than 0.05. This indicates that competence, work ethic, and organizational commitment do indeed have a positive and significant effect on employee performance at SLB Negeri 1 Tabanan.

The results of this study are consistent with the statements of Sutrisno (2016) and Priansa (2018), who state that “competence determines *work ability*, work ethic determines the *manner and quality of work behavior*, while organizational commitment determines the *level of loyalty and willingness to exert effort*. When these three factors interact simultaneously, they create comprehensive synergy that directly drives employee performance toward its optimal level.”

The findings of this study are consistent with research conducted by Istiqomah *et al.* (2025), which showed that competence and organizational commitment have a positive effect on employee performance. Research by Malik *et al.* (2026) demonstrated that competence and organizational commitment have a positive and significant effect on employee performance. Meanwhile, Nasution (2022) found that work ethic and organizational commitment simultaneously have a positive and significant effect on employee performance.

Thus, the hypothesis stating that competence, work ethic, and organizational commitment have a positive and significant simultaneous effect on employee performance at SLB Negeri 1 Tabanan is accepted.

E. CONCLUSION

Based on the results of the data analysis and discussion, the conclusions regarding the influence of competence, work ethic, and organizational commitment on employee performance at SLB Negeri 1 Tabanan are as follows: a) Competence has a positive and significant effect on employee performance at SLB Negeri 1 Tabanan. This means that the better the competence of employees, the higher the employee performance at SLB Negeri 1 Tabanan. b) Work ethic has a positive and significant effect on employee performance at SLB Negeri 1 Tabanan. This means that the better the work ethic of employees, the higher the employee performance at SLB Negeri 1 Tabanan. c) Organizational commitment has a positive and significant effect on employee performance at SLB Negeri 1 Tabanan. This means that the stronger the organizational commitment of employees, the higher the employee performance at SLB Negeri 1 Tabanan. d) Competence, work ethic, and organizational commitment simultaneously have a positive and significant effect on employee performance at SLB Negeri 1 Tabanan. This means that the better the competence and work ethic of employees, and the stronger their organizational commitment, the higher the employee performance at SLB Negeri 1 Tabanan.

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