



Research Paper

The Effect of Knowledge and Skills on Performance with Technology-Based Competence Mediation in the Indonesian Civil Servant Cooperative (KPRI) Pangudi Luhur RSUD Dr. Haryoto Lumajang

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ABSTRACT: Performance is the result achieved by an employee in terms of quality, quantity, and timeliness or a certain size that applies to the work in question. Many factors affect employee performance including competence. Competence refers to rational actions to meet certain specifications in carrying out tasks within the agency, it is said to be rational because it has clear directions and goals. Efforts to improve employee performance require adequate knowledge and skills. Knowledge will affect the performance of employees in carrying out their main duties and functions. Good employee performance can be created from the fulfillment of the knowledge possessed by employees. Employee skills are one of the factors in an effort to achieve the success of achieving organizational goals. The purpose of this study is to test and analyze the effect of knowledge on technology-based competencies, test and analyze the effect of skills on technology-based competencies, test and analyze the effect of knowledge on employee performance, test and analyze the effect of skills on employee performance, test and analyze the effect of technology-based competencies on employee performance. employee performance, testing and analyzing the effect of knowledge on employee performance through technology-based competencies, as well as testing and analyzing the effect of skills on employee performance through technology-based competencies. This study uses an explanatory research method. The sample used is 64 respondents. The data analysis technique used path analysis. The results showed that knowledge had an effect on technology-based competence. Skills have a significant effect on technology-based competencies. Knowledge affects performance. Skills have a significant effect on employee performance. Technology-based competence has a significant effect on employee performance. Technology-based competence mediates the effect of knowledge on employee performance.

KEYWORDS: Knowledge, Skills, Technology-Based Competence, Employee Performance

Received 13 October, 2021; Revised: 25 October, 2021; Accepted 27 October, 2021 © The author(s) 2021. Published with open access at www.questjournals.org

I. INTRODUCTION

In an organization the role of human resources is very important for the progress or achievement of these goals. An organization will not achieve its goals without the role of individuals in an organization or usually called employees. Therefore, human resources in an organization must be managed effectively and efficiently. Good and correct management as desired by the organization can be found in Human Resource Management (HRM). The meaning of Human Resource Management (HRM) itself is the science and art of regulating the relationship and role of the workforce so that they work more effectively and efficiently to help the realization of the goals of the company or organization, employees and society (Hasibuan, 2017:10).

Many factors affect employee performance including competence. Competence refers to rational actions to meet certain specifications in carrying out tasks within the agency, it is said to be rational because it has clear directions and goals. Placement of employees in positions in accordance with competence is one of the determining factors in improving performance. Competence is a basic characteristic of a person (individual) that affects the way of thinking and acting, making generalizations to all situations faced and lasting long enough in humans (Ruky, 2006: 128). Competence possessed by employees is a skill possessed by a person in all aspects of the work to be carried out and these skills make him feel able to achieve various goals in his work.

Competence has the same meaning as the word ability, skill or expertise. Employees who have good work competencies will certainly find it easy to carry out all work responsibilities, be able to read situations and problems that occur at work and can provide appropriate responses and have good adjustments to the work environment. The results of the research of Ataunur and Ariyanto (2015), Sari et al. (2017) and Yuliana (2017) state that competence has an effect on employee performance. Competence has the same meaning as the word ability, skill or expertise. Employees who have good work competencies will certainly find it easy to carry out all work responsibilities, be able to read situations and problems that occur at work and can provide appropriate responses and have good adjustments to the work environment. The results of the research of Ataunur and Ariyanto (2015), Sari et al. (2017) and Yuliana (2017) state that competence has an effect on employee performance. Competence has the same meaning as the word ability, skill or expertise. Employees who have good work competencies will certainly find it easy to carry out all work responsibilities, be able to read situations and problems that occur at work and can provide appropriate responses and have good adjustments to the work environment. The results of the research of Ataunur and Ariyanto (2015), Sari et al. (2017) and Yuliana (2017) state that competence has an effect on employee performance. The results of the research of Ataunur and Ariyanto (2015), Sari et al. (2017) and Yuliana (2017) state that competence has an effect on employee performance.

Efforts to improve employee performance require adequate knowledge and skills. To achieve maximum and satisfactory work results, it is necessary to have knowledge and skills possessed by an employee in carrying out their work duties so that employee performance can increase. In carrying out the tasks in the cooperative, of course, requires competent employees so that the work carried out can run easily and smoothly because they are experienced and have knowledge in their fields. Knowledge will affect the performance of employees in carrying out their main duties and functions. Good employee performance can be created from the fulfillment of the knowledge possessed by employees. The following is the state of the employees of the Pangudi Luhur Cooperative RSUD dr. Haryoto Lumajang based on education.

Table 1. Number of Employees by Education

No	Education	Total (People)
1	Senior High School	27
2	Diploma	16
3	S1	15
4	S2	6
	Amount	64

Source: Pangudi Luhur Cooperative RSUD dr. Haryoto Lumajang, 2020.

Based on table 1, it can be seen that the majority of employees' education is high school, due to lack of education so that there are still employees who lack knowledge in technology, such as employees who are less skilled in using computer systems in carrying out their work. Knowledge is currently seen as an important resource as a condition for creating competitive advantage for individuals, units, departments and even institutions. The results of Mazdayani et al. (2014) and Surya et al (2014) prove that knowledge affects performance.

Employee skills are one of the factors in an effort to achieve the success of achieving organizational goals. The purpose of work skills is to be able to facilitate a job in completing each job effectively and efficiently without any difficulties so that it will produce a good employee performance. The purpose of employee development is to improve the effectiveness of employee work in achieving the work results that have been determined. Improvement of work effectiveness can be done by improving employee knowledge, employee skills and attitudes of employees themselves towards their duties. The skills of an employee at work are very influential in the development of a company or institution. Because an employee has the potential for skills that have positive values for good performance in improving the quality of service at work. Companies or institutions have also improved facilities that are quite adequate for their employees, so that employees can carry out their work activities effectively. In terms of skills, namely as an advantage possessed by an employee in carrying out a series of tasks that develop from the results of research and experience while working. The results of Mazdayani et al. (2014) and Surya et al (2014) Laohet al. (2016), Kandou et al. (2016) prove that knowledge affects performance. so that employees can carry out their work activities effectively. In terms of skills, namely as the advantages possessed by an employee in carrying out a series of tasks that develop from the results of research and experience while working. The results of Mazdayani et al. (2014) and Surya et al (2014) Laohet al. (2016), Kandou et al. (2016) prove that knowledge affects performance. so that employees can carry out their work activities effectively. In terms of skills, namely as the advantages possessed by an employee in carrying

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The phenomenon that occurs in the Indonesian Civil Servant Cooperative (KPRI) Pangudi Luhur RSUD Dr. Haryoto Lumajang, namely there are various jobs every day, but the employee's ability to complete the work is less effective and efficient so that in completing the work it is not in accordance with the stipulated provisions. This is considered as one of the factors that hinder the development of the business. The decline in the performance of its employees is suspected to be one of them by the knowledge and skills of the employees who are not good.

II. LITERATURE REVIEW

2.1. Knowledge

Knowledge according to Notoatmodjo (2012) is the result of knowing, and this occurs after people have sensed a certain object. Sensing occurs through the five human senses, namely the senses of sight, hearing, smell, taste and touch. Most of human knowledge is obtained through the eyes and ears. Knowledge is a very important domain in shaping one's actions (overt behavior). From research experience it is written that behavior based on knowledge will be more lasting than behavior that is not based on knowledge. Mubarok et al (2007) define knowledge as the result of remembering something, including recalling events that have been experienced either intentionally or unintentionally and this happens after people make contact or observation of a particular object.

2.2. Skills

Iverson (2001) states that skills require training and that everyone's basic abilities can help produce something more valuable more quickly. According to Kandou et al. (2016) a skill is a person's ability to perform an activity or job. More about skills, Dunnett's (cited by Lian Arcynthia, 2013), skills are the capacity needed to carry out a series of tasks that develop from the results of training and experience. A person's expertise is reflected in how well a person performs a specific activity, such as operating an equipment, communicating effectively or implementing a business strategy. Yuniarsih and Suwatno (2008) also explain that Skill is the ability to be able to carry out physical and mental tasks. Murbijanto (2013) explains that skills are the ability to do certain physical or mental tasks. Mental competence or cognitive skills include analytical and conceptual thinking.

2.3. Competence

Competence is a characteristic that underlies a person related to the effectiveness of individual performance in his work or basic characteristics of individuals who have a causal relationship or as a cause and effect with the criteria that are used as references, competence lies on the inside of every human being and forever exists in a person's personality that can predict behavior and performance in all situations and work tasks (Spencer cited by Moehariono 2014:5). The strategy of increasing the competence of human resources in all fields is one of the efforts that must be made for the creation of quality human resources, having the ability to utilize, develop and master science and technology. The strategy of increasing the competence of human resources to be able to meet the challenges of increasing development that is increasingly rapid, efficient and productive, needs to be carried out continuously, so as to make productive resources (Sedarmayanti, 2004:179). According to Rivai and Sagala (2010:302), competence is a person's ability that can be observed which includes knowledge, skills, and attitudes in completing a job or task in accordance with the specified performance.

2.4. Performance

According to Anwar Prabu (2013: 67) employee performance is work performance or work results both quality and quantity achieved by human resources per period of time in carrying out their work assignments in accordance with the responsibilities given to them. Meanwhile, according to Amirullah (2015: 231) Performance is all the results produced on a particular job function or activity during a particular period. The performance of government agencies is a description of the level of achievement of goals or objectives. The term performance comes from the word job performance or actual performance which means work performance or actual achievement achieved by someone.

2.5. Hypothesis

Hypotheses are very useful in research because they will provide limitations and will reduce the scope of research. The hypothesis is nothing but a temporary answer to the formulation of the problem, the truth of which must be tested empirically (Nazir, 2006:151). The hypotheses in this study are as follows:

1) Knowledge affects employee technology-based competencies.

- 2) Skills affect employee technology-based competencies.
- 3) Knowledge affects employee performance.
- 4) Skills affect employee performance.
- 5) Technology-based competence has an effect on employee performance.
- 6) Knowledge affects employee performance through technology-based competencies.
- 7) Skills affect employee performance through technology-based competencies.

III. RESEARCH METHODS

3.1. Population and Sample

The population of this study were all employees of the Indonesian Civil Servant Cooperative (KPRI) Pangudi Luhur RSUD Dr. Haryoto Lumajang, totaling 64 people. According to Arikunto (2012: 104) if the population is less than 100 people, the sample is taken as a whole, but if the population is greater than 100 people, then 10-15% or 20-25% of the total population can be taken. Thus, because this study has a population that is not greater than 100 people, the use of the entire population without having to draw a research sample as a unit of observation as a sampling technique, so that the sampling technique uses a census.

3.2. Variable Operational Definition

The operational definition of research variables is explained as follows:

- 1) Knowledge (Exogenous Variable = X1)
Knowledge is the ability to recognize and recall what has been learned and obtained through experience after sensing a certain object. Knowledge indicators refer to Yuniarsih and Suwatno (2008:23), namely: education, experience and interests.
- 2) Skills (Exogenous Variable = X2)
Skills are the ability to use reason, thoughts, ideas and creativity in completing work. The indicators refer to Yuniarsih and Suwatno (2008:23), namely: skills, personality and training.
- 3) Technology-based competence (Intervening Variable = Z)
Competence is an employee's ability to complete tasks in accordance with established standards. The indicators used in this study refer to the State Administration Agency (LAN, 2006:126), namely: technical competence, managerial competence and social competence.
- 4) Employee Performance (Endogenous Variable = Y)
Employee performance is a result of work that has been achieved by an employee in carrying out a job that has been given to him to achieve the goals of the organization. The indicators used referring to Dharma (2005:32) are: quality, quantity and timeliness

3.3. Data Analysis Technique

The data analysis technique used descriptive statistics and path analysis. Descriptive statistical analysis is intended to determine the frequency distribution of answers from the results of the questionnaire. Path analysis is a technique for analyzing causal relationships that occur in multiple regression if the independent variable affects the dependent variable not only directly but also indirectly.

IV. RESULTS AND DISCUSSION

4.1. Results

Based on the five paths, the overall path analysis results can be presented in Figure 1.

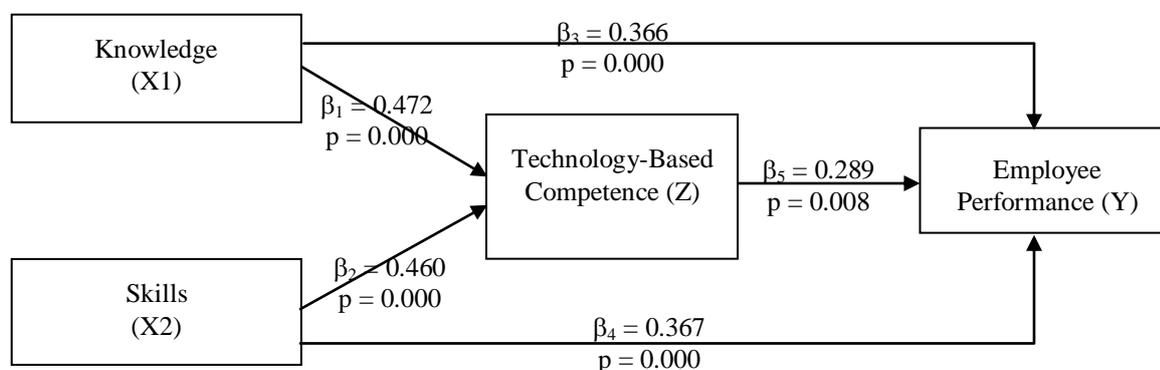


Figure 1. Path Analysis Results

Source: Primary data processed.

4.1.1. Direct Influence, Indirect Influence of Knowledge and Skills for Performance through Technology-Based Competence

Based on the results of the analysis of sub-structure 1, and sub-structure 2, indirect effects can be arranged, the results of the analysis are presented in Table 2.

Table 2. Direct Effect, Indirect Effect and Total Effect

Variable	Direct Effect	Indirect Effect	Total Effect
Knowledge → Technology-based competence	0.472	-	0.472
Leadership → Technology-based competence	0.460	-	0.460
Technology-based competence → Performance	0.289	-	0.289
Knowledge → Technology-based competence → Performance	0.366	$0.472 \times 0.289 = 0.136$	0.502
Skills → Technology-based competence → Performance	0.367	$0.460 \times 0.289 = 0.133$	0.500

Source: Primary data processed (Figure 1).

Based on Table 2, it appears that the effect of the total knowledge variable on performance (0.502) is greater than the direct effect (0.366). Likewise for the skill variable on performance, where the total effect is greater (0.500) than the direct effect (0.367). These results indicate that technology-based competence has the status as an intervening variable in the effect of knowledge and skills on performance, because the total value is greater than the direct effect.

4.1.2. Hypothesis Test Results

Hypothesis testing to determine whether the results of processing sample data can be applied to the population. Path analysis is used to estimate the causal relationship between a number of variables in a series of causal relationship paths. The basis for answering problems regarding the influence between variables is used the results of calculations with regression analysis and at the same time for hypothesis testing. The path coefficient is seen from the beta coefficient (standardized coefficient). Decision making for hypothesis testing uses a significance value (p-value) with criteria if $p\text{-value} > 0.05$, then H_0 is accepted or H_a is rejected, meaning that the path coefficient obtained is not significant, and if $p\text{-value} < 0.05$ then H_0 is rejected or H_a is accepted, meaning that the path coefficient obtained is significant.

4.1.2.1. First Hypothesis Results

The hypothesis is related to the results of the test of the effect of knowledge on technology-based competence. The path coefficient on the relationship between knowledge and technology-based competencies of 0.472 is significant ($p\text{-value} = 0.000$), so it can be said that there is a significant effect between knowledge and technology-based competencies, thus the first hypothesis is accepted. High knowledge will have an effect on increasing technology-based competence.

4.1.2.2. Results of the Second Hypothesis

The hypothesis is related to the test results of the effect of Skills on technology-based competencies. The path coefficient on the relationship between skills and technology-based competencies of 0.460 is significant ($p\text{-value} = 0.000$), so it can be said that there is a significant effect between skills on technology-based competencies, thus the second hypothesis is accepted. Good skills will have an effect on increasing technology-based competencies.

4.1.2.3. Third Hypothesis Results

The hypothesis is related to the results of the test of the effect of knowledge on employee performance. The path coefficient on the relationship between knowledge and performance of 0.366 is significant ($p\text{-value} = 0.000$), so it can be said that there is a significant influence between knowledge on employee performance, thus the third hypothesis is accepted. High knowledge will have an effect on increasing employee performance.

4.1.2.4. Fourth Hypothesis Results

The hypothesis is related to the test results of the effect of Skills on performance. The path coefficient on the relationship between skills and performance of 0.367 is significant (p -value = 0.010), so it can be said that there is a significant influence between skills on employee performance, thus the fourth hypothesis is accepted. Good skills will have an effect on increasing employee performance.

4.1.2.5. Fifth Hypothesis Results

The hypothesis is related to the test results of the effect of technology-based competence on employee performance. The path coefficient on the relationship between technology-based competencies and performance of 0.289 is significant (p -value = 0.008), so it can be said that there is a significant effect between technology-based competencies on employee performance, thus the fifth hypothesis is accepted. High technology-based competence will have an effect on increasing employee performance.

4.1.2.6. Results of the Sixth Hypothesis

The hypothesis is related to the results of the test of the effect of knowledge on employee performance through technology-based competencies. The result of the analysis of the indirect effect is smaller (0.133) than the direct effect (0.366). These results indicate that technology-based competence has the status as an intervening variable in the effect of knowledge on performance, because the total value (0.502) is greater than the direct effect (0.366).

4.1.2.7. Seventh Hypothesis

The hypothesis is related to the results of the test of the effect of Skills on employee performance through technology-based competencies. The result of the analysis of the indirect effect is smaller (0.133) than the direct effect (0.289). These results indicate that technology-based competence has the status as an intervening variable in the effect of skills on performance, because the total value (0.500) is greater than the direct effect (0.367).

4.2. Discussion

4.2.1. The Effect of Knowledge on Technology-Based Competence

Knowledge affects technology-based competencies, this shows that employees who have extensive knowledge can improve technology-based competencies. Knowledge of employees in the organization is knowledge of technological developments that are developing and knowledge of job descriptions owned by employees. The knowledge possessed by employees is good, because employees have good knowledge of developing technological developments. Meanwhile, employees know the job description that matches their position in the organization. As stated by Notoatmodjo (2012) which states that knowledge is the result of knowing, and this occurs after people have sensed a certain object. Sensing occurs through the five human senses, namely the senses of sight, hearing, smell, taste and touch. The knowledge indicator that gives the biggest contribution to the improvement of technology-based competence is experience reflected in experienced employees in the field they are currently engaged in, constantly improving work performance and being careful when working. Experience is the best teacher because it is a source of knowledge as a way to obtain the truth of knowledge. Therefore personal experience can be used as an effort to gain knowledge. This is done by repeating the experience gained in solving problems faced in the past, thereby increasing employee competence. This is in accordance with the views of Lako and Sumaryati (2002) that the success or failure of an organization to achieve its vision and mission in a sustainable manner is highly dependent on the quality of human resources. Competent employees always enjoy their work. Employees can do the job easily with good results.

4.2.2. The Effect of Skills on Technology-Based Competence

Skills affect technology-based competencies, which means that the higher the skills possessed by employees, the higher the technology-based competencies. The skill indicator that gives the biggest contribution to the improvement of technology-based competence is personality, which is reflected in the ability of employees to be able to control themselves at work, have high self-confidence in completing work and be committed to work. Skills are the ability to carry out certain tasks, both mentally and physically in accordance with organizational standards. Skills are skills or abilities possessed by employees to complete work and can only be obtained through practice, both experience and training. Employees must have skills so that employees are able to do something according to what has been taught. As stated by Amirullah and Budiyo (2014: 21) which states that skill is an ability to translate knowledge into practice so that the desired goal is achieved. In principle, skills are individual, each individual will have a different skill level depending on the experience and ability of the employee. Job skills are of great benefit to employees, companies and society. For employees,

work skills can increase competence so that they get remuneration in accordance with employee performance. This is in accordance with the opinion of Rivai and Sagala (2010:302),

4.2.3. The Effect of Knowledge on Performance

Knowledge affects performance, which means that the higher employee knowledge will improve employee performance. This shows that employees must have knowledge because of the ongoing development of technology, science, and the era of globalization that cannot be prevented and rejected. The results of this study are in accordance with the opinion of Kasmir (2016) which states that one of the factors that affect performance is knowledge. Knowledge related to education, experience and interest in the implementation of main tasks, functions of authority and responsibilities mandated to employees. As stated by Mubarok et al (2007) which states that knowledge is the result of remembering something, including recalling events that have been experienced either intentionally or unintentionally and this occurs after people make contact or observation of a certain object. The knowledge possessed by employees must also be in accordance with the field they are engaged in. Employees who have extensive knowledge will be able to carry out the tasks assigned to employees. The results of Mazdayani et al. (2014), Surya et al (2014), Laoh et al. (2016) prove that knowledge affects performance.

4.2.4. Effect of Skills on Performance

Skills have a significant effect on employee performance, which means that more skilled employees can improve employee performance. Employee skills are one of the factors in an effort to achieve success in achieving organizational goals. High work skills can facilitate the completion of each job effectively and efficiently without any difficulties so that it will produce a good employee performance. As the opinion of Murbijanto (2013) which states that skill is the ability to do certain physical or mental tasks. Mental competence or cognitive skills include analytical and conceptual thinking. Skills greatly affect the nature of employees in the level of success of employees. With the skills, employees can create a better life, can increase employee confidence in the work environment, can relate and cooperate with others, and can recognize the character of its customers. The results of this study support Mazdayani et al. (2014), Surya et al (2014), Laoh et al. (2016), Kandou et al. (2016) which proves that skills affect performance.

4.2.5. The Influence of Technology-Based Competence on Performance

Technology-based competencies affect employee performance, this shows that competent employees will feel happy with the results of their work. Technology-based competence is an ability to carry out or do a job based on ability and understanding and supported by the work attitude that the job demands. If an employee wants to have high performance at work, technology-based competencies are needed, because basically technology-based competencies consist of technical competencies, managerial competencies and social competencies. Employees who have these competencies can work better, can master their work well. As the opinion of Rivai and Sagala (2010: 302) which states that competence is the ability of a person who can be observed which includes knowledge, skills, and attitudes in completing a job or task in accordance with the specified performance. Competence includes behavioral characteristics that can indicate differences between high performers which in this context concern achievement. Thus, technology-based competence shows technology-based competence which is characterized by professionalism in a particular field as the most important or superior in that field, because in general technology-based competence concerns the ability of employees to do work in the era of digitalization. This is in line with Ataunur and Ariyanto (2015), Sari et al.

4.2.6. The Effect of Knowledge on Performance through Technology-based Competence

Technology-based competence is a reinforcement (mediate) knowledge on employee performance. The higher the employee's knowledge, the technology-based competence will increase. Employee performance will increase if employees feel satisfied. This is in accordance with the conception of Sutrisno (2012: 77) that employee technology-based competence is an important issue that is considered in relation to employee work productivity and dissatisfaction is often associated with high levels of job demands and complaints. Basically, employees at work will feel comfortable in the organization if they acquire technology-based competencies. A person's performance will be influenced by the level of technology-based competence they have. When employees feel satisfied with the work done, then the employee will work optimally in completing his work, even doing some things that may be outside his duties. Employees who have high knowledge have the ability to understand and understand how to do work properly and correctly, and understand the product quality standards set by the cooperative, and have abilities related to dexterity and employee skills at work. The results of Mazdayani et al. (2014), Surya et al (2014), and Laoh et al. (2016) prove that knowledge affects performance. With good work skills, cooperatives have formed the attitude of employees to do a job as effectively as possible. even do some things that may be outside of his duties. Employees who have high knowledge have the ability to

understand and understand how to do work properly and correctly, and understand the product quality standards set by the cooperative, and have abilities related to dexterity and employee skills at work. The results of Mazdayani et al. (2014), Surya et al (2014), and Laoh et al. (2016) prove that knowledge affects performance. With good work skills, cooperatives have formed the attitude of employees to do a job as effectively as possible. even do some things that may be outside of his duties. Employees who have high knowledge have the ability to understand and understand how to do work properly and correctly, and understand the product quality standards set by the cooperative, and have abilities related to dexterity and employee skills at work. The results of Mazdayani et al. (2014), Surya et al (2014), and Laoh et al. (2016) prove that knowledge affects performance. With good work skills, cooperatives have formed the attitude of employees to do a job as effectively as possible. and understand the standard of product quality results set by the cooperative, and have abilities related to the dexterity and skills of employees at work. The results of Mazdayani et al. (2014), Surya et al (2014), and Laoh et al. (2016) prove that knowledge affects performance. With good work skills, cooperatives have formed the attitude of employees to do a job as effectively as possible. and understand the standard of product quality results set by the cooperative, and have abilities related to the dexterity and skills of employees at work. The results of Mazdayani et al. (2014), Surya et al (2014), and Laoh et al. (2016) prove that knowledge affects performance. With good work skills, cooperatives have formed the attitude of employees to do a job as effectively as possible.

4.2.7. The Effect of Skills on Performance through Technology-Based Competence

Technology-based competencies are able to mediate the effect of skills on employee performance, which means that skills can improve employee performance, if employees have technology-based competencies. Employees who have skills can show values, character, organizational practices in improving employee abilities so that they can meet high work demands, feel happy with their work. This is in accordance with the views of Yuniarsih and Suwatno (2008) which states that skills are the ability to be able to carry out physical and mental tasks. Employee skills are one of the factors in the success process for achieving the targets set by the cooperative in providing the best service from employees to the community. Skills are skills related to the tasks possessed by employees at the right time. The higher the work skills possessed by employees, the better the resulting performance. The results of Mazdayani et al. (2014), Surya et al (2014), Laoh et al. (2016), and Kandou et al. (2016) prove that skills affect performance. Employees who have the skills will work optimally and the work will be completed on time in accordance with the provisions of the cooperative.

V. CONCLUSIONS AND SUGGESTIONS

5.1. Conclusion

Based on the results of the analysis and discussion, it can be concluded as follows:

- 1) Knowledge affects technology-based competencies, this shows that employees who have extensive knowledge can improve technology-based competencies.
- 2) Skills have a significant effect on technology-based competencies, which means that the better employee skills that include skills, personality and training can build better technology-based competencies.
- 3) Knowledge affects performance, which means that the higher employee knowledge can improve employee performance.
- 4) Skills have a significant effect on employee performance. This shows that the higher the level of skills possessed by employees can improve employee performance.
- 5) Technology-based competence has a significant effect on employee performance. This shows that employees who have good technology-based competencies can improve employee performance.
- 6) Technology-based competence mediates the effect of knowledge on employee performance. This shows that employees who have extensive knowledge and are supported by employees who have technology-based competencies can improve employee performance.
- 7) Technology-based competencies are able to mediate the effect of skills on employee performance, which means that skills can improve employee performance, if employees have good technology-based competencies.

5.2. Suggestion

- 1) Theoretically
 - a. Technology-based knowledge, skills and competencies need to be improved because they can affect performance. This can be realized if employees have technology-based competencies to support work.
 - b. For further research, it is necessary to develop technology-based competencies as a reinforcement of employee performance.
- 2) Practically

- a. To increase knowledge, employees are given training in accordance with their respective fields of work, so that employee knowledge can increase so that employee performance can increase.
- b. Employees maintain performance and constantly improve performance so that their performance becomes better by providing direction to employees so that if the boss is not in place, employees take the initiative to do work and do what can be done without waiting for instructions from superiors.

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