

The Influence of Competencies and Work Motivation on Instructor Performance and Its Implications on the Quality of Graduates (Survey on Flight Operation Officer (FOO))

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ABSTRACT

This study aims to analyze the influence of instructor competence and work motivation on instructor performance and its implications on the quality of graduates with a case study on Flight Operation Officer (FOO). The method used is quantitative with a survey approach. A total of 83 respondents who were FOO instructors were used as research samples. The data analysis technique uses path analysis to test the direct and indirect relationships between variables. The results of the study show that the competence of instructors has the greatest influence on instructor performance, both directly and indirectly through work motivation. Work motivation has also been shown to have a significant effect on improving instructor performance. Simultaneously, competence and motivation contribute significantly to instructor performance, and instructor performance has been shown to have strong implications for the quality of graduates. This finding confirms that improving the competence and motivation of instructors is a strategic factor in ensuring the quality of graduates in the field of aviation operations.

Keywords: *Instructor Competence, Work Motivation, Instructor Performance, Graduate Quality, Flight Operation Officer*

INTRODUCTION

The instructor's competence and work motivation are the two main factors that affect performance. Good instructor performance will have direct implications for improving the quality of graduate outcomes. Instructor competencies include professional, technical, social, and pedagogical abilities, while work motivation is an internal and external driver so that instructors can carry out their duties optimally. The performance of instructors resulting from the synergy of these two factors will determine the success of aviation training institutions in producing superior and globally competitive graduates.

National regulations also affirm the importance of competence in the world of aviation. Based on Law Number 1 of 2009 concerning Aviation, article 59 emphasizes that every aviation personnel is required to have a license and competencies according to the set standards. In addition, the Regulation of the Minister of Transportation Number PM 96 of 2018 concerning the second amendment to KM 58 of 2010 (CASR Part 142)



stipulates that aviation training institutions are required to comply with international provisions as stated in Annex 1 Personnel Licensing. The provision emphasizes that training institutions must ensure the quality and competence of instructors so that the learning process can run in accordance with global safety and quality standards.

The recapitulation data of the Flight Operations Officer Education and Training program at the Dirgantara Training Center shows that out of 29 participants, only 22 participants passed (75.86%), while 7 participants did not pass and 7 others withdrew. Of the participants who passed, only 72.72% were absorbed to work in the aviation sector. This condition indicates that the quality of graduates is still not optimal, which can be caused by a lack of instructor competence, low work motivation, ineffective learning methods, and the use of learning technology that has not been maximized. The results of the pre-survey of 20 respondents showed that the average perception of instructor competence, work motivation, and instructor performance was in the "quite good" category.

Previous research by Kadir et al. (2018), Sudarmin (2018), and Rizki Apridasari (2020) shows that competence has a positive influence on employee performance. Similarly, the results of research by Ismailia, Hadi, and Nugraha (2023) and Sari (2020) confirm that work motivation has a positive effect on individual performance. Based on the empirical results and phenomena in the field, it can be seen that there is a close relationship between competence, work motivation, and instructor performance on the quality of the results of flight training institution graduates.

METHOD

This study uses a quantitative method with a descriptive and verifiable approach. The quantitative method according to Cohen, Manion, and Morrison (2018) is a systematic and objective approach to collecting and analyzing numerical data to test hypotheses and make generalizations about a phenomenon. The data sources in this study consist of primary data and secondary data. Primary data were obtained directly from respondents through observation and questionnaire dissemination. The population of this study amounted to 104 instructors, with a sample of 83 respondents. This study aims to analyze and test the influence of competence and work motivation on instructor performance, as well as its implications on the quality of graduate results at the Flight Operational Officer Center empirically, objectively, and measurably through a quantitative approach.

RESULTS AND DISCUSSIONS

Result

1. Test Instruments

Validity test

Overall, the test results showed that all statement items in the four research variables had correlation values that met the validity criteria, so that it can be concluded that the instrument used was valid and reliable to measure each research variable.

Reliability Test

Based on the results of the reliability test on the four variables of the Research, the following results were obtained:

Table 1: Reliability Test Results

Yes	Variable	Cronbach's Alpha	t table	Category
1.	Instructor competencies (X1)	0,952	0,700	Reliable
2.	Work Motivation (X2)	0,955	0,700	Reliable
3.	Instructor Performance (Y)	0,969	0,700	Reliable
4.	Graduate Quality (Z)	0,970	0,700	Reliable

Source : Data processed by Researcher (2025)

Based on the results of the reliability test in table 4.10, the *Cronbach's Alpha* value for the reliability coefficient value of the research instrument is between 0.881 and 0.964, meaning that the value has a value of "*Cronbach's Alpha*" greater than 0.700 which means that all research variables are declared reliable or meet the requirements.

Results of the Normality Test of the Measuring Instrument

The results of the data calculation show that all variables follow a normal distribution with a *p-value* of > 0.05 (Sudjana, 2010), which is described in the following table:

Table 2: One-sample Kolmogorov-Smirnov test

		Competenc e Instructor	Motivatio n Work	Performan ce Instructor	Quality Graduates
N		83	83	83	83
Normal Paramete rs, b	Mean	69,7590	66,0000	76,3373	76,3976
	Std. Deviation	7,63910	10,48111	10,04900	10,77592
Most Extreme Differenc es	Absolute	0,106	0,133	0,136	0,113
	Positive	0,090	0,091	0,136	0,103
	Negative	-0,106	-0,133	-0,117	-0,113
Test Statistic		0,106	0,133	0,136	0,113
Asymp. Sig. (2-tailed) ^c		0,073	0,081	0,071	0,610

Source : Data with SPSS 27 Processing

The data in the table above shows that all variable data consisting of the variables of instructor competence, work motivation and instructor performance and graduate quality follow the normal data distribution using the Kolmogorov-Smirnov test showing a *p-value* of > 0.05 , where Asymp, the significance obtained from the processing results for $X1 = 0.073$, $X2 = 0.081$, $Y = 0.071$, $Z = 0.061$, is greater than the significance level, then the data to measure the research variables show results that there are no significant differences or accept H_a , meaning that the sample comes from a normally distributed population or there is no significant difference between the sample data from a normally distributed population.

2. Data Analysis

1) Descriptive Data Analysis

Instructor Competency Implementation Variables (X₁)

The results of the research on the variable of Instructor Competence (X₁), were formed with the dimensions of Pedagogic/Andragogic Competence, Personality Competence, Social Competence and Professional Competence. Regulation of the Minister of National Education No. 41 of 2009. The following is a recapitulation of the 16 statements submitted to measure the competence of instructors.

Table 3: Recapitulation of Respondents' Responses to Instructor Competency

Yes	Instructor Competency Dimensions	Number of Statements	Average Score	Criterion
1.	Professional Competencies	4	4,20	Good
2.	Pedagogic/Andragogic Competencies	4	4,07	Good
3.	Social Competence	4	4,03	Good
4.	Personality Competencies	4	3,60	Good
Overall Average		16	3,97	Good

Based on the results of the descriptive analysis of the Instructor Competency variable (X₁) which consisted of 16 statements involving 83 respondents, an overall average score of 3.97 with a standard deviation of 0.692 was obtained. The score is in the range of 3.28 – 4.67, which falls into the category of "Pretty Good to Very Good." This shows that the competence of the instructors is good enough and shows positive performance in the learning process.

Work Motivation Implementation Variables (X₂)

The results of the study on the work motivation variable (X₂), formed with the dimensions of Life Needs, Work Period Needs, Self-Esteem Needs and Work Achievement Recognition Needs, Kasmir (2019). The following is a recapitulation of the 16 statements submitted to measure work motivation.

Table 4: Recapitulation of Respondents' Responses to Work Motivation

Yes	Work Motivation Dimension	Number of Statements	Average Score	Criterion
1.	Self-Esteem Needs	4	4,13	Good
2.	The Need for Recognition of Work Achievements	4	3,96	Good
3.	Necessities of Life	4	3,93	Good
4.	Tenure Requirements	4	3,69	Good
Overall Average		16	3,93	Good

Based on the results of the study, the Work Motivation variable (X2) measured through 16 statements from 83 respondents showed an overall average value of 3.93 with a standard deviation of 0.842. The score is in the range of 3.09–4.77 with the criterion of "Quite Good to Very Good." This illustrates that the work motivation of instructors is generally good, although there are still some aspects that need to be improved.

Instructor Performance Implementation Variables (Y)

The results of the study on the Instructor Performance variable (Y), formed by the dimensions of work quality, work quantity, punctuality, attendance, cooperative ability, and adaptability to technology, Kasmir (2019). The following is a recapitulation of the 18 statements submitted to measure the performance of instructors, as follows:

Table 5: Recapitulation of Respondents' Responses to Instructor Performance

Yes	Instructor Performance Dimensions	Number of Statements	Average Score	Criterion
1.	Cooperative Capabilities	3	4,24	Good
2.	Quality of Work	3	4,19	Good
3.	Working Quantity	3	4,06	Good
4.	Timeliness	3	3,98	Good
5.	Presence	3	3,90	Good
6.	Adaptability to Technology	3	3,81	Good
Overall Average		18	4,03	Good

Based on the results of the study, the Instructor Performance variable (Y) measured through 18 statements from 83 respondents showed an overall average of 4.03 with a standard deviation of 0.689. This value is in the range of 3.34–4.72, which falls into the category of "Good Enough to Very Good." This shows that the instructor's performance in general has gone well in various aspects of the job.

Graduate Quality Implementation Variables (Z)

The results of the research on the Graduate Quality variable (Z) were formed with the dimensions of Affective Aspects (attitude), Cognitive (knowledge), Psychomotor (skills). Permendikbud No. 20 of 2016,. The following is a recapitulation of the 18 statements submitted to measure the performance of instructors, as follows:

Table 6: Recapitulation of Graduate Quality Respondents' Responses

Yes	Graduate Quality Dimension	Number of Statements	Average Score	Criterion
1	Affective Aspect (Attitude)	6	4,12	Good
2	Psychomotor (Skills)	6	3,81	Good
3	Cognitive Aspects (Knowledge)	6	3,80	Good
Overall Average		18	4,03	Good

Based on the results of the analysis, the overall quality of graduates is in the category of "Quite Good to Very Good" with an average of 3.92. The Affective Aspect

Dimension (Attitude) is the most prominent aspect, showing that graduates have integrity, honesty, and good work ethics. Meanwhile, the Psychomotor (Skills) and Cognitive (Knowledge) dimensions still need to be improved, especially in terms of developing new skills and structured communication skills so that graduates can be more competent and ready to face the challenges of the world of work.

2) Verifiable Analysis

1. The Influence of Competency (X1) and Work Motivation (X2) on Instructor Performance (Y) and the Implications for Graduate Quality (Z)

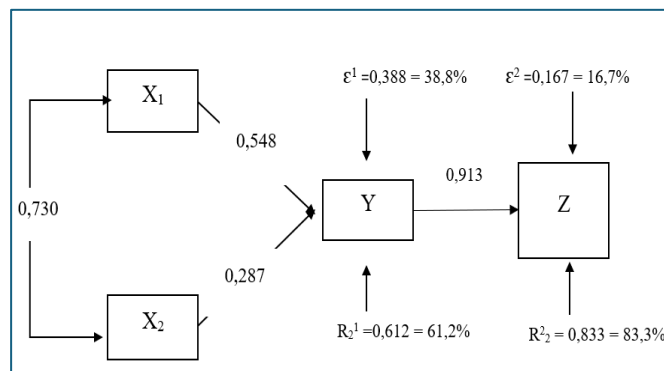


Image: Overall Analysis Model

Structure 1: The Influence of Instructor Competencies and Work Motivation on Instructor Performance

Table 7: Path Coefficient Values

Type	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	11,065	6,034		1,834	0,070
Instructor Competencies	0,687	0,127	0,548	5,387	0,000
Work Motivation	0,277	0,098	0,287	2,819	0,006

a. Dependent: Instructor Performance

Of the two variables above, which have a big influence, namely Competence instructor work on instructor performance compared to work motivation, this is due to factors related to Competence Instructors can directly affect the performance of instructors and will have an impact on the quality of graduates.

Table 7: Direct and Indirect Influence of Instructor Competence and Work Motivation on Instructor Performance

Variable	Direct Influence	Indirect Influence		Total Indirect Influence	Total Impact
		X1	X2		
Instructor Competencies (X1)	30,03%		11,48%	11,48%	41,51%
Work motivation (X2)	8,24%	11,48%		11,48%	19,72%
Total	38,27%	11,48%	11,48%	22,96%	61,23%

Source: processed by the author from 2025 data

The results of the calculation of the determination coefficient (r squared) expressed as a percentage illustrate the contribution of all independent variables, namely instructor competence (X1) and work motivation (X2) in determining the variation in instructor performance (Y) is 0.612 or 61.2%. Meanwhile, other factors that were not studied and also affected the performance of the instructor were shown by the value $\rho_{yc} = 0.388$ or 38.8%.

Structure 2: The Effect of Instructor Performance on the Quality of Graduates

Table 8: The Effect of Instructor Performance on Graduate Quality

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics	
					R Square Change	F Change
1	.913	0,833	0,831	4,63509	0,833	403,306

a. Predictors: (Constant), Instructor Performance

Source: processed Researcher from SPSS 27

Based on the table above, the total influence (determinant coefficient) of instructor performance on Graduate Quality is 0.833 or 83.3%. This shows that the quality of graduates is influenced by the performance of the instructor by 83.3%, meaning that the higher the performance of the instructor carried out, the higher the quality of the graduate according to the desire, because with high instructor performance will be created a high quality of graduates with a value outside the research model of 0.167 or 16.7%.

Hypothesis Test of the Influence of Instructor Competency (X1), and Work Motivation (X2) Partially on Instructor Performance (Y)

Table 9: Influence of Instructor Competency (X1, Partial Work Motivation on Instructor Performance (Y)

Structural	Path Coefficient s	t count	t table	Conclusion
ρ_{yX_1}	0,548	5,387	1,66	H0 is rejected, There is a positive and significant influence of instructor competence on instructor performance.
ρ_{yX_2}	0,287	2,819	1,66	H0 is rejected, There is a positive and significant influence of work motivation on instructor performance

Source: SPSS 27 Processing Results

a. Simultaneous Test of Instructor Competency Variables (X1), and Work Motivation (X2), Partially Against Instructor Performance Variables (Y)

Table 10: Simultaneous Test of Instructor Competency Variables (X1) and Work Motivation (X2) Against Instructor Performance Variables (Y)

Type	Sum of Squares	Df	Mean Square	F	Sig
1 Regression	5274,302	2	2637,151	63,196	.000b
Residual	3338,372	80	41,730		
Total	8612,675	82			

Source: Processed with SPSS 27

The results of the simultaneous test concluded that there is a linear relationship between instructor competence (X1,) and work motivation (X2) on the instructor performance variable (Y), or it can be interpreted that there is a positive and significant influence simultaneously (together) between instructor competence (X1), and work motivation (X2) on instructor performance (Y), with a determination coefficient value (R^2) = 0.612 or 61.2% and the influence of variables outside the model of 38.8% ($error\ var = 0,388$).

2. Substructure Path Coefficient Testing 2

Table 11: Test Results of Instructor Performance Variables (Y) on Graduate Quality (Z)

Structural	Path coefficient	t -count	T-Table	Conclusion
ρ_{zy}	0,913	20,082	1,66	H0 is rejected, There is a positive and significant influence of instructor performance on the quality of graduates

Source: SPSS 27 Processing Results

a. Simultaneous testing of instructor performance variables on the quality of graduates

Table 12: Results of Simultaneous Testing of Instructor Performance Variables (Y) on Graduate Quality (Z)

	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	8664,657	1	8664,657	403,306	.000b
Residual	1740,211	81	21,484		
Total	10404,867	82			

a. Dependent Variable: Quality of Graduates

b. Predictors: (Constant), Instructor Performance

The test results concluded that there is a linear relationship between instructor performance (Y) and Graduate Quality (Z), so it can be interpreted that there is a positive and significant influence between instructor performance (Y) on Graduate Quality (Z).

DISCUSSION

1. Descriptive

The overall competence of instructors is in the good category. The professional competency dimension obtained the highest average of 4.20, indicating that instructors are able to master teaching materials in depth and use innovative learning technologies and methods well. The pedagogic/andragogic competency obtained a score of 4.07, which reflects the instructor's ability to understand students and design learning according to individual and group needs has been carried out well. Social competence with a score of 4.03 is also classified as good, showing the instructor's ability to work together in a team and respecting differences in culture, religion, and social background. Meanwhile, personality competence obtained a score of 3.60 with good criteria, but still needs improvement, especially in terms of emotional control when facing challenges in the learning process.

Instructors' work motivation is generally in the good category. The dimension of self-esteem needs has the highest score of 4.13, indicating that the instructor feels valued and recognized and is motivated to show his or her best abilities. The need for recognition

of work achievements with a score of 3.96 is also good, reflecting the appreciation and appreciation of work achievements. The living needs obtained a score of 3.93, indicating that the instructor has access to training that supports improving the quality of life, although there is still a need for improvement in personal financial management. Meanwhile, the need for a working period with a value of 3.69 shows good conditions but still needs to be improved, especially in creating a work-life balance as well as a more comfortable and conducive work environment.

The overall performance of the instructors was relatively good, with the highest dimension of cooperation ability (average 4.24), indicating that communication and collaboration between team members were effective. The dimension of work quality (4.19) is also high, reflecting accurate and standard work results. The quantity of work (4.06) indicates the instructor's ability to meet targets and optimize working time. Punctuality (3.98) and attendance (3.90) are relatively good, but there is still a need for improvement in time discipline. Meanwhile, the ability to adapt to technology (3.81) was the lowest aspect, indicating the need to improve the ability to use technology to improve work efficiency and effectiveness.

The quality of graduates is in the good category, with the dimension of affective aspects (attitudes) occupying the highest position (average 4.12), indicating that graduates have honesty, integrity, and the ability to establish good relationships. The psychomotor aspect (skills) obtained a score of 3.81, indicating that graduates have been able to practice skills well, although there is a need for improvement in developing new skills through hands-on practice. While the cognitive aspect (knowledge) with a value of 3.80 shows that graduates are able to apply theory to practice, there is still a need for improvement in the ability to convey information clearly and in a structured manner.

2. Verifier

Instructor competence was proven to have a direct effect of 30.03% on instructor performance and an indirect influence of 11.48% through work motivation, so that the total influence reached 41.51%. These results show that the higher the instructor's competence in terms of knowledge, skills, and work attitude, the better their performance. This finding is supported by Spencer & Spencer in Marwansyah (2016), Wibowo (2020), and Sedarmayanti (2021), who affirm that mastery of technical, conceptual, and interpersonal competencies is the key to improving professional performance.

Work motivation had a direct influence of 8.24% and an indirect influence of 11.48% through competence, with a total influence of 19.72% on instructor performance. This means that high motivation encourages instructors to be more enthusiastic, disciplined, and responsible in carrying out tasks. This finding is in line with Greenberg & Baron's theory (in Wibowo, 2014) and Maslow who emphasized that motivation is born from basic human needs. Robbins & Judge (2022) and Rivai & Sagala (2020) also affirm that intrinsic and extrinsic drives play an important role in increasing productivity and work outcomes.

Together, competence and motivation contributed 61.2% to instructor performance, while 38.8% were influenced by other factors outside the model. This shows that the combination of ability and work drive is the main foundation of optimal performance. These results are consistent with Wibowo's (2016) opinion that performance is influenced by personal, leadership, team, organizational systems, and work environment. Research by Sulastri (2020) and Rahmawati (2019) also strengthens that competence and motivation simultaneously have a significant effect on performance with motivation acting as a mediating variable.

The performance of instructors has a huge influence, which is 83.3% on the quality of graduates, while 16.7% is influenced by other factors. This means that the success of instructors in carrying out teaching tasks directly determines the quality of graduates. This is in line with the opinion of Mohammad Arifin (2012) and Rivai & Sagala (2020) who stated that the quality of graduates is highly dependent on the performance of educators. According to Robbins & Judge (2022) and Gunawan (2021), instructors' ability to teach, guide, and evaluate effectively plays an important role in forming graduates who are competent and ready to face the needs of the world of work.

CONSLUSION

The results of the study showed that in general , instructor competence, work motivation, instructor performance, and graduate quality were in the good category. The most prominent aspect of instructor competence is professional competence, which reflects the ability to master the teaching material and apply innovative learning methods. However, personality competencies still need to be improved, especially in controlling emotions when facing learning challenges. Instructors' work motivation is also good, with the need for self-esteem as a key driving factor that indicates that instructors feel valued and recognized. However, the balance between work and personal life as well as the comfort of the work environment still needs to be considered. The performance of the instructors is relatively good, especially in teamwork and quality of work. However, the adaptability to technology is still low, so an increase in the use of learning and administrative technology is needed. Meanwhile, the quality of graduates is also good, especially in the affective aspects (attitude and integrity). Even so, aspects of knowledge and practical skills still need to be strengthened, especially in terms of effective communication and the application of hands-on experience. From the analysis of the relationship between variables, it is known that instructor competence has the greatest influence on performance, both directly and indirectly, followed by work motivation which also plays an important role in improving instructor discipline and responsibility. Simultaneously, competence and work motivation together make a significant contribution to instructor performance, which ultimately has a strong effect on the quality of graduates. Instructors who perform well are proven to be able to deliver material effectively, guide students optimally, and produce competent graduates according to the needs of the world of work. As a follow-up, educational institutions need to improve the personality competencies of instructors through self-development training and interpersonal communication, as well as strengthen work motivation by creating a balanced work environment and consistent rewards programs. In addition, regular technology training and technology integration in learning need to be carried out to improve efficiency. Improving the quality of graduates can be achieved through a hands-on, hands-on learning approach and the development of soft skills and technical skills in a balanced manner.

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