Communication, Emotional Intelligence, and Self-Efficacy on Employee Competence in Tambora District

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ABSTRACT

This study aims to analyze the partial effect of work communication on the competence of the Executive unit of the District Education Office Tambora West Jakarta, to analyze the partial effect of emotional intelligence on the competence of the Executive unit of the District Education Office Tambora West Jakarta, to analyze the partial effect of self-efficacy on the competence of the executive, emotional intelligence and self efficacy of competence in the Executive unit of the Education Office, Tambora District, West Jakarta. This research method is associated with a quantitative approach, while the population used was as many as 113 respondents, and the sample used in this study was as many as 113 respondents obtained from the determination of the sample using the Slovin formula. Data collection techniques by means of questionnaires, data analysis techniques with validity test, reliability, classical assumption test, multiple regression analysis, hypothesis Test t test F test, and coefficient of determination. The results showed that work communication partially affects the competence, emotional intelligence partially affects the competence, and self-efficacy partially affects the competence, and simultaneously work communication, emotional intelligence, and self-efficacy affect the competence of the Executive unit of the District Education Office Tambora West Jakarta. Based on the results, the coefficient of determination has an influence contribution of 78.4%, and the remaining 21.6% is influenced by other factors such as organizational commitment, organizational culture, work motivation, and others.

Keywords: work communication, emotional intelligence, self-efficacy, competence

ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh secara parsial antara komunikasi kerja terhadap kompetensi pada Satuan Pelaksana Dinas Pendidikan Kecamatan Tambora Jakarta Barat, untuk menganalisis pengaruh secara parsial antara kecerdasan emosi terhadap kompetensi pada Satuan Pelaksana Dinas Pendidikan Kecamatan Tambora Jakarta Barat, untuk menganalisis pengaruh secara parsial antara self efficacy terhadap kompetensi pada Satuan Pelaksana Dinas Pendidikan Kecamatan Tambora Jakarta Barat untuk menganalisis dan mengetahui pengaruh secara simultan antara komunikasi kerja, kecerdasan emosi dan self efficacy terhadap kompetensi pada Satuan Pelaksana Dinas Pendidikan Kecamatan Tambora Jakarta Barat. Metode penelitian ini bersifat Asosiatif dengan pendekatan kuantitatif, adapun populasi yang digunakan sebanyak 113 responden dan sampel yang digunakan dalam penelitian ini sebanyak 113 responden yang didapat dari penentuan sampel dengan menggunakan rumus slovin. Teknik pengumpulan data dengan cara kuesioner, teknik analisis data dengan uji validitas, realibilitas, uji asumsi klasik, analisis regresi berganda, uji hipotesis uji t uji f, dan koefisien determinasi. Hasil penelitian menunjukan bahwa komunikasi kerja berpengaruh secara parsial terhadap kompetensi, kecerdasan emosi berpengaruh secara parsial terhadap kompetensi, self efficacy berpengaruh secara parsial terhadap kompetensi dan secara simultan komunikasi kerja, kecerdasan emosi dan self efficacy berpengaruh terhadap kompetensi pada Satuan Pelaksana Dinas Pendidikan Kecamatan Tambora Jakarta Barat. Berdasarkan hasil koefisien determinasi memiliki kontribusi pengaruh sebesar 78,4% dan sisanya sebesar 21,6% dipengaruhi oleh faktor lain seperti komitmen organisasi, budaya organisasi, motivasi kerja dan lain - lain.

Kata kunci: komunikasi kerja, kecerdasan emosi, self efficacy, kompetensi

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INTRODUCTION

Human resources are one of the most important factors in an organization or company, alongside other factors such as assets and capital. Therefore, human resources must be managed properly to improve organizational effectiveness and efficiency, as one of the functions within a company known as human resource management. Human resources are a crucial factor for a company in achieving its goals and objectives, because they are a key determinant of whether a company succeeds or fails in attaining its aims. One aspect that companies must pay close attention to in managing their managerial functions is how to manage human resources in order to enhance work efficiency and effectiveness.

According to Hamali (2019:2), human resources are one of the resources within an organization, encompassing all individuals who carry out activities. The resources within an organization can be classified into two types, namely human resources and non-human resources. Non-human resources include capital, machinery, technology, materials, and others.

The success of a company or organization in managing human resources can be seen through the work performance of its employees. Good performance arises from strong competence. According to Sulistiyani and Rosidah (2020:11), competence is a fundamental characteristic of an individual that enables employees to deliver superior performance in their work. Competence is aligned with a person's capability; thus, a competent individual possesses the ability, knowledge, and skills to perform tasks efficiently and effectively. Based on the explanation above, competence contains deep-seated personality elements that are inherent in an individual and reflected in predictable behavior across various situations and job tasks. Predictions of who performs well or poorly can be measured using established criteria or standards.

The phenomenon observed at the Education Office Implementing Unit of Tambora District, West Jakarta, regarding competence can be seen from the educational level of its employees. The competence of employees at the Education Office Implementing Unit of Tambora District, West Jakarta, is considered relatively inadequate. Referring to Government Regulation (PP) Number 11 of 2017, Article 109 Paragraph 1 concerning Civil Servant Management, competence is measured, among other aspects, by the level and specialization of education, functional technical training, and technical work experience. Compared to this regulation, there are employees at the Education Office Implementing Unit of Tambora District,

West Jakarta, who are not only high school graduates but also occupy staff positions.

One factor that can influence employee competence is employee communication. Communication is defined as the process of creating and exchanging messages within a network of interdependent relationships to cope with uncertain or constantly changing environments (Sutardji, 2019:7). According to Sutrisno (2021:17), communication is a concept with many meanings. The meaning of communication can be distinguished into social communication processes, which exist within the context of social sciences, where social scientists use this concept in research that typically focuses on human activities, with communication being related to messages and behavior.

Another factor that can influence employee competence is emotional intelligence. The phenomenon observed among employees at the Education Office Implementing Unit of Tambora District, West Jakarta, is that employees still exhibit a high level of individualism toward their coworkers. Excessive emotional reactions frequently occur among employees due to a sense of personal capability in performing tasks. Employees at the Education Office Implementing Unit of Tambora District, West Jakarta, are relatively young; high emotional levels can disrupt concentration at work. Therefore, it is necessary for the Education Office Implementing Unit of Tambora District, West Jakarta, to organize activities that can foster good relationships among employees, such as gathering events that allow employees to get to know one another better.

Another factor is self-efficacy, which refers to an individual's belief in their ability to exercise control over their own functioning and over events in their environment. Bandura also describes self-efficacy as a determinant of how people feel, think, motivate themselves, and behave. Self-efficacy derived from experience is used to predict others' behavior and to guide one's own behavior. Self-efficacy can be viewed in terms of the level of difficulty encountered at work, which can be measured by the suitability between one's field of work and one's area of expertise. The phenomenon observed at the Bekasi Education Office indicates that there is still a mismatch between job assignments and the expertise possessed by employees.

Based on the explanation above, the author adopts the title: "The Influence of Work Communication, Emotional Intelligence, and Self-Efficacy on Employee Competence at the Education Office Implementing Unit of Tambora District, West Jakarta."

THEORETICAL STUDIES

Human Resource Management

According to Sutrisno (2021:6), human resource management (HRM) is defined as the activities of planning, procurement, development, maintenance, and utilization of human resources to achieve both individual and organizational goals. Human resource management is a process of planning, organizing, directing, and controlling the procurement, development, compensation, integration, maintenance, and termination of employment relationships to achieve organizational and corporate objectives in an integrated manner (Sunyoto, 2019:1).

Competence (Y)

According to Sulistiyani and Rosidah (2020:11), competence is a fundamental characteristic of an individual that enables employees to produce superior performance in their work. Based on this explanation, competence contains deep-seated personality elements that are inherent in an individual and manifested in predictable behavior across various situations and job tasks. Predictions of who performs well or poorly can be measured using established criteria or standards.

Moeheriono (2020:3) states that competence is an underlying characteristic of an individual related to the effectiveness of individual performance in their work, or a basic individual characteristic that has a causal relationship with the criteria used as a reference, whether effective or demonstrating superior performance in the workplace or in certain situations.

Employee Work Communication (X1)

According to Arni (2019:4), communication is the exchange of verbal and nonverbal information between a sender and a receiver to influence or change behavior. According to Sutrisno (2021:17), communication is a concept that has many meanings. The meaning of communication can be distinguished into social communication processes, which exist within the context of social sciences, where social scientists typically use this concept in research that focuses on human activities, with communication being related to messages and behavior.

Emotional Intelligence (X2)

Emotional intelligence is the ability related to emotions, which includes the ability to control oneself, maintain resilience when facing

problems, regulate impulses, motivate oneself, manage mood, show empathy, and build relationships with others (Goleman, 2020:45). Emotional intelligence is not determined at birth but can be developed through learning processes. Several factors influence an individual's emotional intelligence, according to Goleman (2020:267), namely:

1. Family environment.
   Family life is the first school for learning about emotions. The role of parents is essential because parents are the first subjects whose behavior is identified and internalized, which ultimately becomes part of a child's personality.
2. Non-Family Environment
   This includes the social and community environment. Emotional intelligence develops in line with a child's physical and mental development. This learning process is usually demonstrated through children's play activities, such as role-playing.

Self-Efficacy (X3)

Self-efficacy is one of the most influential aspects of self-knowledge in daily human life. This is because the level of self-efficacy an individual possesses influences the actions they choose to take to achieve certain goals, including their expectations of various events they may encounter. Self-efficacy refers to the belief that a person can master situations and obtain positive outcomes. Self-efficacy has a major influence on behavior (Santrock, 2019:286).

Alwisol (2019:287) states that self-efficacy is an individual's self-perception regarding how well they can function in certain situations; self-efficacy is related to the belief that one has the ability to perform the expected actions. According to Alwisol (2019:288), self-efficacy can be acquired, modified, increased, or decreased through one or a combination of four sources, namely mastery experiences (performance accomplishments), vicarious experiences.

RESEARCH METHODS

This study employs an associative research method. According to Sugiyono (2020:89), associative research is a type of research aimed at identifying the relationship between two or more variables. Through associative research, a theory can be developed that functions to explain, predict, and control a phenomenon. In this study, a quantitative approach is applied.

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The research was conducted among employees of the Education Office Implementing Unit of Tambora District, West Jakarta. The sample in this study consisted of 113 respondents (employees), selected using the Slovin sampling technique. The data analysis techniques used include validity testing, reliability testing, classical assumption testing, regression analysis, coefficient of determination analysis, and hypothesis testing.

RESEARCH RESULTS

Results of the Validity Test

Validity is a measure that indicates the extent to which a measurement instrument can measure what it is intended to measure. Based on the results of the validity test, the data show that for all statement items distributed to 113 respondents, the Corrected Item–Total Correlation values (r_calculated) are greater than 0.185 (r_table). This indicates that all items are valid and, therefore, the research can proceed to the subsequent stages.

Results of the Reliability Test

The reliability test is used to examine the consistency of the data over a certain period of time, namely, to determine the extent to which the measurement instruments can be trusted or relied upon. The results of the reliability test are presented below:

Table 1. Results of the Reliability Test of Research Variables

Item Pernyataan	Cronbach's Alpha	N Of Item	Keterangan
Kompetensi (Y)	0,872	10	Reliabel
Komunikasi Kerja (X₁)	0,885	10	Reliabel
Kecerdasan Emosi (X₂)	0,932	10	Reliabel
Self Eficacy (X₃)	0,932	9	Reliabel

Based on the table above, it can be seen that the variables consisting of competence, work communication, emotional intelligence, and self-efficacy are reliable. This is indicated by the Cronbach's alpha values, all of which are greater than 0.60.

Results of the Data Normality Test

The normality test aims to determine whether, in a regression model, the dependent (bound) and independent (free) variables contribute normally or not (Ghozali, 2021:147).
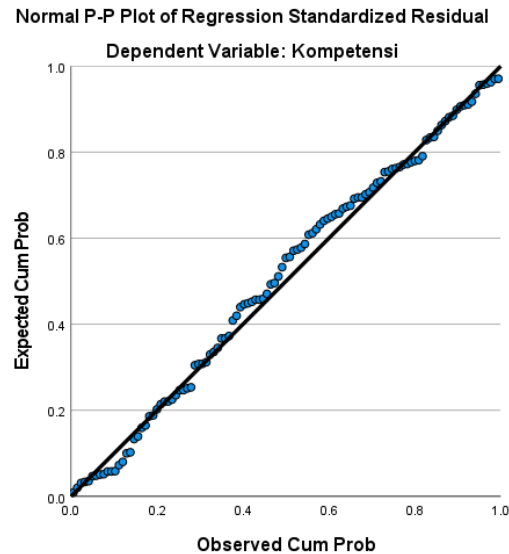
a. Graphical Analysis

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Kompetensi

Figure 1. Graphical Results of the Data Normality Test

In the normal probability plot, the points are distributed around the diagonal line and follow the direction of the diagonal line. These graphical results indicate that the regression model is appropriate for use because it satisfies the normality assumption (Ghozali, 2021:163).

b. Statistical Analysis (Kolmogorov–Smirnov Test)

Table 2. Statistical Results of the Normality Test

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			113
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		.25792387
Most Extreme Differences	Absolute		.061
	Positive		.050
	Negative		-.061
Test Statistic			.061
Asymp. Sig. (2-tailed)[c]			.200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.		.376
	99% Confidence Interval	Lower Bound	.364
		Upper Bound	.388

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Based on the Kolmogorov–Smirnov test, it is found that the unstandardized residual has an Asymp. Sig. value greater than 0.05. This indicates that the data are normally distributed (Ghozali, 2021:165).

Results of the Multicollinearity Test

Table 3. Results of the Multicollinearity Test

Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Komunikasi Kerja	.318	3.147
	Kecerdasan Emosi	.517	1.935
	Self Eficacy	.377	2.654

a. Dependent Variable: Kompetensi

Based on the table above, it can be seen that the tolerance values are not less than 0.10 and the Variance Inflation Factor (VIF) values are not greater than 10. From this analysis, it can be concluded that the multiple linear regression model is free from multicollinearity issues and satisfies the classical assumptions; therefore, the variables can be used in this study (Ghozali, 2021:106).

Results of the Autocorrelation Test

Table 4. Results of the Autocorrelation Test

Model Summary[b]

Model	Durbin-Watson
1	1.798

a. Predictors: (Constant), Self Eficacy, Kecerdasan Emosi, Komunikasi Kerja
b. Dependent Variable: Kompetensi

Based on the test results presented in the table above, the regression model does not exhibit autocorrelation. This is evidenced by the Durbin–Watson value of 1.798, which falls within the interval of 1.550–2.460.

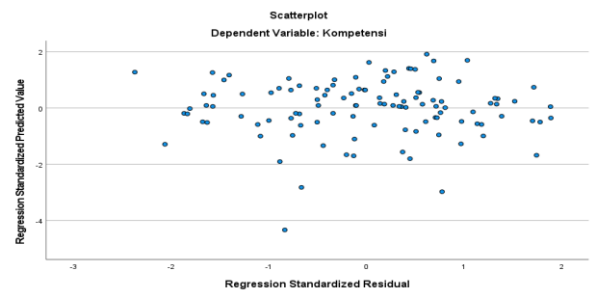## Results of the Heteroskedasticity Test

Figure 4.2. Results of the Heteroskedasticity Test

From the scatterplot shown in the figure above, it can be observed that the data points are randomly distributed and spread both above and below zero on the Y-axis. This indicates that heteroskedasticity does not occur in the regression model (Ghozali, 2021:139).

Results of the Hypothesis Testing

a. **Results of the t-Test**

The following are the results of the partial t-test:

Table 5. Results of the t-Test (Partial)

Coefficients[a]

Model		t	Sig.
1	(Constant)	2.121	.036
	Komunikasi Kerja	5.171	.000
	Kecerdasan Emosi	3.252	.002
	Self Eficacy	5.318	.000

a. Dependent Variable: Kompetensi

Testing the Effect of Work Communication (X1) on Employee Competence (Y)

Based on the table above, t_calculated > t_table (5.171 > 1.98) with a significance value (sig) of 0.000 < 0.05. Therefore, H_0 is rejected, and H_1 is accepted. This indicates that work communication (X1) partially has a positive and significant effect on employee competence (Y) at the Education Office Implementing Unit of Tambora District, West Jakarta.

Testing the Effect of Emotional Intelligence (X2) on Employee Competence (Y)

Based on the table above, t_calculated > t_table (3.171 > 1.98) with a significance value (sig) of 0.002 < 0.05. Therefore, H_0 is rejected, and H_1 is accepted. This indicates that emotional intelligence (X2) partially has a positive and significant effect on employee competence (Y) at the Education Office Implementing Unit of Tambora District, West Jakarta.

Testing the Effect of Self-Efficacy (X3) on Employee Competence (Y)

Based on the table above, t_calculated > t_table (5.318 > 1.98) with a significance value (sig) of 0.000 < 0.05. Therefore, H_0 is rejected, and H_1 is accepted. This indicates that self-efficacy (X3) partially has a positive and significant effect on employee

competence (Y) at the Education Office Implementing Unit of Tambora District, West Jakarta.

b. **Results of the F-Test**

Table 6. Results of the F-Test (Simultaneous) for Work Communication (X1), Emotional Intelligence (X2), and Self-Efficacy (X3) on Competence (Y)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27.941	3	9.314	136.251	<.001[b]
	Residual	7.451	109	.068		
	Total	35.391	112			

a. Dependent Variable: Kompetensi

b. Predictors: (Constant), Self Eficacy, Kecerdasan Emosi, Komunikasi Kerja

Based on the table above, the calculated F value is greater than the table F value (136.251 > 2.69) with a significance value of 0.001 < 0.05. Therefore, H_0 is rejected, and H_1 is accepted. This indicates that work communication (X1), emotional intelligence (X2), and self-efficacy (X3) simultaneously (jointly) have a positive and significant effect on competence (Y).

Results of the Multiple Linear Regression Coefficient Analysis

Table 7. Results of the Multiple Linear Regression Equation

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	.375	.177	
	Komunikasi Kerja	.396	.077	.403
	Kecerdasan Emosi	.173	.053	.199
	Self Eficacy	.324	.061	.381

a. Dependent Variable: Kompetensi

Thus, the multiple linear regression equation is as follows: $Y = 0.375 + 0.396 X_1 + 0.173 X_2 + 0.324 X_3$

The constant value of 0.375 indicates that if work communication, emotional intelligence, and self-efficacy remain constant, employee competence will increase by 0.375.

The regression coefficient of work communication (X_1) of 0.396 means that if the work communication variable increases by one unit, employee competence will increase by 0.396 units, assuming the other variables remain constant.

The regression coefficient of emotional intelligence (X_2) of 0.173 means that if the emotional intelligence variable increases by one unit, employee competence will increase by 0.173 units, assuming the other variables remain constant.

The regression coefficient of self-efficacy (X_3) of 0.324 means that if the self-efficacy variable increases by one unit, employee competence will increase by 0.324 units, assuming the other variables remain constant.

Results of the Coefficient of Determination

Table 8. Coefficient of Determination

Model Summary[b]

Model	R	R Square	Adjusted R Square
1	.889[a]	.789	.784

a. Predictors: (Constant), Self Eficacy, Kecerdasan Emosi, Komunikasi Kerja
b. Dependent Variable: Kompetensi

Based on the results presented in the table above, it can be seen that the coefficient of determination (Adjusted R Square) for variables X1, X2, and X3 on Y is 0.784. This indicates that work communication (X1), emotional intelligence (X2), and self-efficacy (X3) contribute 78.4% to the variation in competence (Y), while the remaining 21.6% is influenced by other factors, such as organizational commitment, organizational culture, work motivation, and other variables.

DISCUSSION

This study aims to examine the influence of work communication, emotional intelligence, and self-efficacy on employee competence at the Education Office Implementing Unit of Tambora District, West Jakarta. Based on the results of validity and reliability testing, all research instruments were proven to be valid and reliable, indicating that the data collected accurately represent the variables under study and can be used for further analysis. These findings confirm that the measurement instruments are appropriate for assessing employee competence and its influencing factors.

The results of this study support human resource management theory, which emphasizes that human resources play a strategic role in determining organizational effectiveness and efficiency. As stated by Sutrisno (2021) and Sunyoto (2019), effective human resource management contributes significantly to achieving organizational goals. In the context of this study, employee competence reflects the quality of human resources

within the organization and serves as an important indicator of organizational performance.

The findings indicate that work communication has a positive influence on employee competence. This result aligns with communication theory, which views communication as a process of exchanging information that influences behavior and work effectiveness. According to Arni (2019) and Sutrisno (2021), effective communication enables employees to better understand job responsibilities, coordinate tasks, and reduce misunderstandings in the workplace. At the Education Office Implementing Unit of Tambora District, effective work communication is essential for improving employee competence, particularly in an environment that requires coordination and compliance with administrative regulations.

Emotional intelligence was also found to play an important role in influencing employee competence. This finding is consistent with Goleman's (2020) theory, which states that emotional intelligence enables individuals to manage emotions, maintain self-control, show empathy, and build positive interpersonal relationships. The phenomenon observed in the research setting—such as high levels of individualism and emotional reactions among relatively young employees—highlights the importance of emotional intelligence in supporting teamwork and job performance. Employees with higher emotional intelligence tend to adapt better to workplace demands, manage stress effectively, and demonstrate more competent behavior in carrying out their duties.

Furthermore, self-efficacy was found to influence employee competence. This result supports Bandura's self-efficacy theory, which emphasizes that an individual's belief in their ability to perform tasks affects motivation, behavior, and performance outcomes. As explained by Santrock (2019) and Alwisol (2019), employees with high self-efficacy are more confident in completing tasks, more persistent when facing difficulties, and more willing to take responsibility. In this study, mismatches between job assignments and employee expertise were identified as a factor affecting self-efficacy. Employees who feel capable and confident in their roles are more likely to demonstrate higher levels of competence.

Overall, the results of this study are consistent with previous research findings that highlight the importance of communication, emotional intelligence, and self-efficacy in enhancing employee competence. The integration of these factors contributes to better human resource quality and organizational performance. Therefore, organizations, particularly public sector institutions such as the Education Office Implementing Unit of

Tambora District, West Jakarta, should focus on improving internal communication, developing employees' emotional intelligence, and strengthening self-efficacy through appropriate training, job placement, and organizational support.

CONCLUSION

The findings indicate that work communication has a significant partial effect on employee competence. Effective work communication enables employees to better understand their roles and responsibilities, reduces misunderstandings in task implementation, and supports the development of employee competence within the organization.

The results also show that emotional intelligence has a significant partial effect on employee competence. Employees with higher levels of emotional intelligence are better able to manage their emotions, adapt to the work environment, and maintain positive interpersonal relationships, which contribute to more competent work behavior.

Furthermore, self-efficacy was found to have a significant partial effect on employee competence. Employees who possess strong confidence in their abilities tend to perform tasks more effectively, demonstrate persistence in overcoming work challenges, and show higher levels of competence.

Simultaneously, work communication, emotional intelligence, and self-efficacy have a significant effect on employee competence at the Education Office Implementing Unit of Tambora District, West Jakarta. This is supported by the calculated F value being greater than the F table value (136.251 > 2.69) with a significance value of 0.001 < 0.05, indicating that the research hypothesis is accepted.

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