Neo Journal of Economy and Social Humanities (NEJESH) **ISSN: 2828-6480**
Volume 5, Issue 1, 2026.
pp. 172-189 http://dx.doi.org/10.56403/nejesh.v5i1.417

The Effect of Personality, Education, Training, and Competence on the Performance of BPKP Representatives in East Java Province

Mochamad Imam Arif Wicaksono[1], Purwanto[2], Sri Rahayu[3]
[1,2,3] Magister Management, STIE Mahardhika, Surabaya, Indonesia.

Article Information

Article History
Received, February 20, 2026
Revised, March 14, 2026
Accepted, March 18, 2026
Published, March 19, 2026

Corresponding Author:
Mochamad Imam Arif Wicaksono, Magister Management, STIE Mahardhika, Surabaya, Indonesia.
Email: imamarifwicaksono@gmail.com

ABSTRACT

Employee performance in government internal audit institutions is essential for ensuring accountability, transparency, and effective public financial supervision. However, empirical studies often examine psychological factors and human capital components separately, resulting in limited understanding of how these internal resources jointly influence employee performance. This study aims to analyze the effects of personality, education, training, and competence on employee performance at the Regional Representative Office of the Financial and Development Supervisory Agency (BPKP) in East Java Province. This research employed a quantitative explanatory approach using a census method involving 141 employees. Data were collected through structured questionnaires and analyzed using multiple linear regression with SPSS. The results indicate that personality, education, training, and competence all have positive and significant effects on employee performance. Among these variables, competence emerged as the most dominant predictor ($\beta = 0.392$; $p < 0.001$). The regression model also demonstrates strong explanatory power with an Adjusted R^2 value of 0.731, indicating that 73.1% of the variance in employee performance is explained by the four variables. These findings highlight the importance of integrating psychological characteristics and human capital development in strengthening employee performance within government oversight institutions.

Keywords: Personality, Education, Training, Competency, Employee Performance, Public Sector.

1. INTRODUCTION

Employee performance in public sector institutions has become increasingly strategic in the context of governance reform, fiscal accountability, and risk-based oversight systems. In institutions responsible for internal government supervision, performance is not merely an operational outcome but a structural determinant of institutional credibility, regulatory compliance, and public trust. As public accountability standards intensify and supervisory mechanisms become more data-driven and risk-oriented, the demand for high-performing public officials has escalated significantly.

Government internal audit institutions in Indonesia face increasing pressure to strengthen accountability, transparency, and risk-based supervision. As the government expands public

financial management reforms, internal supervisory agencies such as the Financial and Development Supervisory Agency (BPKP) are required to perform more complex audit and oversight tasks. Employees must analyze financial risks, evaluate governance practices, and ensure regulatory compliance under strict procedural standards.

Within the BPKP Regional Representative Office in East Java, auditors and supervisory personnel operate in a highly regulated institutional environment that requires precision, analytical capability, and professional integrity. These conditions place significant demands on employee performance, as errors in supervision may affect public financial accountability and institutional credibility. Consequently, understanding the determinants of employee performance in government internal audit institutions becomes an important research concern.

Government internal audit institutions operate under conditions of procedural rigidity, regulatory complexity, and high-stakes decision-making. Unlike many administrative units, audit institutions require employees who demonstrate analytical precision, ethical discipline, emotional stability, and technical mastery simultaneously. These multidimensional demands suggest that employee performance in such contexts cannot be sufficiently explained by organizational variables alone. Instead, performance must be examined through the lens of individual-level strategic resources.

From a strategic management perspective, Resource-Based View (RBV) posits that sustainable organizational performance is rooted in valuable, rare, inimitable, and non-substitutable internal resources (Barney, 1991). Within public institutions, human capital represents one of the most critical intangible resources. However, human capital is not homogeneous. It encompasses relatively stable individual characteristics (such as personality), formal knowledge accumulation (education), capability enhancement through investment (training), and applied professional capacity (competency). Despite this theoretical recognition, empirical research in public sector performance remains conceptually fragmented.

First, personality research grounded in the Big Five framework consistently demonstrates that traits such as conscientiousness and emotional stability predict work performance across occupational contexts (Barrick & Mount, 1991; Judge et al., 2013). However, such studies often treat personality as an isolated predictor without integrating formal human capital dimensions. Second, Human Capital Theory emphasizes education and training as productivity-enhancing investments (Becker, 1964), yet empirical examinations frequently overlook how these investments interact with stable psychological traits. Third, competency-based research conceptualizes knowledge, skills, and behavioral attributes as direct performance drivers (Spencer & Spencer, 1993), but competency is often modeled either as a mediating construct or as a derivative of training, rather than as a parallel strategic resource.

This separation has resulted in a limited integrative understanding of how stable individual characteristics, accumulated human capital, and applied professional capability jointly shape employee performance—particularly within high-accountability government audit institutions. In environments characterized by regulatory intensity, procedural formalism, and oversight responsibility, the interplay between personality, education, training, and competency may operate differently compared to general administrative or private-sector contexts.

Moreover, much of the existing public sector performance literature emphasizes external determinants such as leadership, organizational culture, or motivation, leaving the configuration of internal individual resources underexplored. This imbalance restricts theoretical advancement in understanding performance sustainability within bureaucratic institutions, where structural constraints limit managerial flexibility and place greater emphasis on individual capability as a strategic asset.

Despite extensive research on employee performance, previous studies tend to examine psychological characteristics such as personality separately from formal human capital factors such as education and training. Similarly, competency-based research often treats competence as a

mediating variable rather than as an independent strategic resource. As a result, limited empirical evidence explains how these internal resources jointly influence employee performance in highly regulated public sector institutions. This study addresses this gap by integrating personality, education, training, and competence within a unified framework based on the Resource-Based View.

Addressing this gap is theoretically and practically significant. Theoretically, integrating personality, education, training, and competency within a unified framework advances RBV-based human capital scholarship in the public sector by conceptualizing employee performance as an outcome of interacting individual-level strategic resources. Practically, such integration provides evidence-based direction for human resource development policies in government oversight institutions, where recruitment, placement, training design, and competency management must be aligned to ensure performance consistency under institutional constraints.

Accordingly, this study examines the partial and simultaneous effects of personality, education, training, and competency on employee performance at the Regional Representative Office of the Government Internal Supervisory Agency (BPKP) of East Java Province. By situating individual characteristics and human capital dimensions within a strategic resource perspective, this research contributes to the development of a more comprehensive performance model for high-demand public oversight organizations.

2. LITERATURE REVIEW

Resource-Based View

Resource-Based View (RBV) posits that organizational performance is derived from the effective utilization of internal resources that are valuable, rare, inimitable, and non-substitutable (Barney, 1991). Although originally developed within competitive strategy literature, RBV has increasingly been applied to public sector organizations, where performance differentiation often depends on intangible resources rather than structural advantages.

In public institutions characterized by standardized regulations and centralized systems, variation in performance is less likely to stem from formal structures and more likely to arise from differences in human resource quality. Personality, education, training, and competency can therefore be conceptualized as individual-level strategic resources that shape employee performance outcomes.

Within this framework, employee performance is understood not as an isolated behavioral output but as the result of configured human capital resources. Stable psychological traits, accumulated knowledge, developmental investments, and applied professional capabilities collectively determine how individuals execute tasks under institutional constraints.

Personality

Personality refers to relatively stable psychological characteristics that influence patterns of thinking, feeling, and behaving across situations. The Big Five framework—comprising conscientiousness, openness to experience, extraversion, agreeableness, and emotional stability—has been widely validated in organizational research (Costa & McCrae, 1992).

Meta-analytic evidence consistently demonstrates that conscientiousness and emotional stability are strongly associated with job performance (Barrick & Mount, 1991; Judge et al., 2013). Conscientious individuals tend to exhibit discipline, reliability, and goal orientation, whereas emotionally stable individuals are better able to manage stress and maintain consistent work behavior.

In high-accountability public institutions, where employees operate under regulatory scrutiny and procedural rigor, personality traits contribute to behavioral consistency and professional reliability. The ability to maintain analytical focus, comply with formal procedures, and sustain performance under pressure suggests that personality functions as a foundational behavioral resource.

However, personality does not operate independently. Its influence on performance is often realized through interaction with acquired knowledge and professional capability. Thus, personality provides a dispositional base upon which other human capital elements are enacted.

Education

Education represents formal knowledge acquisition and cognitive development obtained through structured academic processes. Human Capital Theory conceptualizes education as an investment that enhances productivity and intellectual capability (Becker, 1964).

Higher educational attainment is associated with improved analytical reasoning, conceptual understanding, and systematic problem-solving ability. In regulatory and audit-based institutions, employees must interpret complex financial standards, risk frameworks, and governance policies. Educational background—particularly when aligned with job relevance—strengthens cognitive readiness to perform such tasks effectively.

Nevertheless, the impact of education on performance depends on its applicability. Academic knowledge must be translated into operational competence to produce measurable performance outcomes. Therefore, education contributes to performance through its role in building cognitive capital that supports professional execution.

Training

Training is a structured organizational effort aimed at enhancing job-specific knowledge, technical skills, and professional behavior. Unlike education, which is broader and long-term, training is immediate and task-oriented.

Empirical research indicates that well-designed training programs improve task accuracy, adaptability, and procedural compliance (Aguinis & Kraiger, 2009). In public sector institutions undergoing regulatory updates and technological transformation, training ensures that employees remain aligned with evolving institutional demands.

In internal audit environments, training on risk-based auditing, compliance standards, and internal control systems enhances technical precision and reduces operational errors. From a human capital perspective, training strengthens capability relevance by bridging knowledge gaps and reinforcing applied skill.

However, training effectiveness ultimately depends on the individual's ability to internalize and apply acquired knowledge, linking it closely to competency development.

Competency

Competency refers to the integrated application of knowledge, skills, and behavioral attributes required to perform tasks effectively (Spencer & Spencer, 1993). Unlike education and training, which represent developmental inputs, competency reflects demonstrated capability in real work contexts.

Competency-based approaches emphasize that superior performance depends not only on what individuals know, but also on how effectively they apply that knowledge under situational constraints. In public oversight institutions, competency includes technical audit expertise, analytical judgment, regulatory comprehension, ethical responsibility, and decision-making accuracy.

Research suggests that competency is strongly associated with performance consistency and professional reliability. Competency operationalizes accumulated education, training investments, and dispositional traits into observable work behavior.

Within bureaucratic systems characterized by procedural formalism and limited structural flexibility, competency becomes a decisive determinant of sustained performance quality.

Conceptual Framework

This study's analytical model is based on the theoretical review in the preceding chapter, which states that personality, education, training, and competence affect employee performance. Thus, the problem background and literature review informed a conceptual framework. A conceptual framework was created as shown in Figure below:

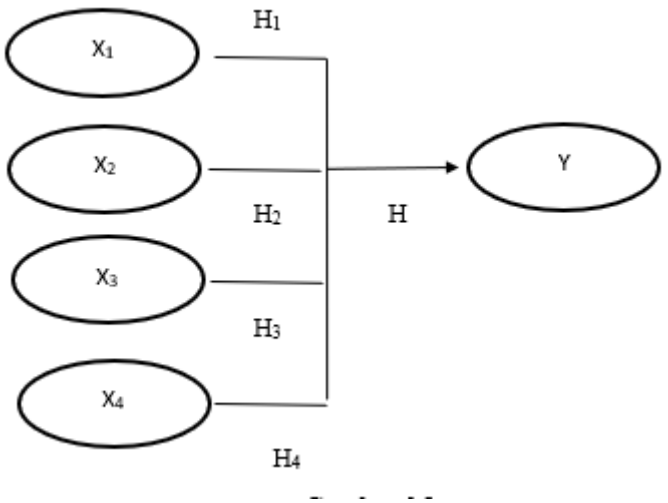

Figure 1
Conceptual Framework

Information:
X1 = Personality
X2 = Education
X3 = Training
X4 = Competence
Y = Employee Performance

Hypotheses Development

Personality

The Resource-Based View views personality as a steady internal resource that determines behavior and task performance. Personality traits are dispositional capital that determines work behavior across settings, unlike knowledge-based resources that may be learned.

Conscientiousness and emotional stability improve employee performance, according to extensive research (Barrick & Mount, 1991; Judge et al., 2013). Discipline, organization, and goal-setting help conscientious people complete tasks and follow procedures. Emotional stability helps manage stress and make clear decisions, especially under pressure.

Employees in government internal audit organizations face regulatory scrutiny, accountability, and procedural rigidity. Under such conditions, behavioral discipline and emotional control are crucial to performance sustainability. Responsible, resilient, and analytically stable

employees are more likely to work well despite institutional constraints. Thus, personality traits should boost employee performance.
H1: Personality has a positive effect on employee performance.

Education

According to Human Capital Theory, education improves cognitive and analytical skills and productivity (Becker, 1964). Education helps employees in knowledge-intensive public institutions solve complex problems with conceptual understanding and structured thinking.

Internal audit professionals must interpret financial regulations, evaluate risk-based frameworks, and evaluate internal controls. Education, especially relevant to job requirements, improves technical information processing and judgment.

Education improves performance only when cognitive capital becomes operational capability. Better analysis, decision-making, and audit compliance may result from higher education in structured public institutions. Education should boost employee performance..
H2: Education has a positive effect on employee performance.

Training

Organizations invest in training to improve task-specific skills and procedural accuracy. Training aligns immediate capabilities with institutional needs, unlike education, which builds general cognitive capital.

Aguinis & Kraiger (2009) found that structured training programs improve performance by improving technical mastery and adaptability. Training keeps public sector employees up to date on changing regulations and digital transformation.

Risk-based auditing, compliance systems, and financial oversight training improves technical execution and reduces procedural error in internal audit institutions. Training enhances human capital as a strategic resource. Training should improve employee performance.
H3: Training has a positive effect on employee performance.

Competency

Competency integrates knowledge, skills, and behaviour for job performance (Spencer & Spencer, 1993). Education and training are developmental inputs; competency is professional capability.

Public oversight institutions require technical audit skills, regulatory knowledge, analytical judgment, ethical responsibility, and problem-solving. Competent employees can navigate regulatory complexity and perform oversight duties precisely.

Competence correlates with performance consistency and professional reliability in empirical research. Competent workers can apply knowledge and training to accurate work under institutional constraints. Thus, competency should boost employee performance.
H4: Competency has a positive effect on employee performance.

Simultaneous Effects of Personality, Education, Training, and Competency

The Resource-Based View suggests that organizational performance rarely depends on one resource. Instead, multiple internal resources configure and interact to sustain performance.

Personality disciplines behavior, education builds cognition, training improves task-specific skill, and competency shows professional ability. These elements may reinforce each other in high-accountability public institutions. Good personality, relevant education, adequate training, and strong professional competency are expected to lead to better and more stable performance than those lacking these resources.

Thus, the integrated configuration of these individual-level resources should explain employee performance.

H5: Personality, education, training, and competency simultaneously have a positive effect on employee performance.

3. RESEARCH METHOD

Research Design

This study employed a quantitative explanatory research design to examine the relationships between personality, education, training, competency, and employee performance. An explanatory approach was chosen to test causal relationships among variables using statistical analysis.

The study applied a cross-sectional design, in which data were collected at a single point in time. This design is appropriate for examining the direct and simultaneous effects of individual-level human capital resources on employee performance within a public sector context.

Population and Sample

The population of this study consisted of all employees at the Regional Representative Office of the Government Internal Supervisory Agency (BPKP) of East Java Province. The total population comprised 141 employees.

Given the manageable population size, this study employed a census technique, whereby all members of the population were included as research respondents. The use of a census approach eliminates sampling bias and ensures comprehensive representation of the institutional workforce.

Variables and Measurement

This study involved four independent variables—personality (X1), education (X2), training (X3), and competency (X4)—and one dependent variable, employee performance (Y).

All variables were measured using a structured questionnaire developed based on established theoretical frameworks and prior empirical studies.

- Personality was measured using indicators adapted from the Big Five personality framework, emphasizing conscientiousness, openness, extraversion, agreeableness, and emotional stability.
- Education was measured through indicators reflecting the level of formal education, the relevance of academic background to audit and supervisory tasks, and the analytical capability developed through formal education. In addition, the measurement also considers the suitability of academic curriculum with professional workload in internal audit activities, particularly the ability to interpret financial regulations, analyze risk-based audit frameworks, and understand governance and internal control systems.
- Training was measured through indicators assessing training relevance, training quality, instructor effectiveness, and application of training outcomes.
- Competency was measured through indicators reflecting knowledge mastery, technical skill, professional attitude, problem-solving ability, and adaptability.
- Employee performance was measured using indicators covering work quality, work quantity, timeliness, responsibility, and teamwork.

All measurement items were assessed using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), allowing respondents to evaluate the extent to which each indicator reflects their professional experience and job responsibilities.

Data Collection

Primary data were collected through self-administered questionnaires distributed directly to employees of BPKP East Java. Participation in the survey was voluntary, and respondents were

assured of confidentiality and anonymity to minimize response bias. In addition, respondents were informed that there were no right or wrong answers and were encouraged to provide honest responses based on their professional experience. These procedures were implemented to reduce the potential risk of common method bias in self-reported data.

Secondary data were obtained from institutional documents and relevant literature to support the research framework and contextual analysis.

Data Analysis Technique

Data were analyzed using the Statistical Package for the Social Sciences (SPSS). The analytical procedures included:

1. Instrument Testing
   - Validity testing using Pearson correlation analysis.
   - Reliability testing using Cronbach's Alpha, with a minimum threshold of 0.60.
2. Classical Assumption Tests
   - Normality test.
   - Multicollinearity test using Tolerance and Variance Inflation Factor (VIF).
   - Heteroscedasticity test.
3. Multiple Linear Regression Analysis
   Regression analysis was conducted to examine the partial and simultaneous effects of personality, education, training, and competency on employee performance.
4. Coefficient of Determination (R^2)
   Used to assess the explanatory power of the regression model.
5. Hypothesis Testing
   - t-tests were used to examine partial effects.
   - F-test was used to examine simultaneous effects.
   - The level of significance was set at 0.05.

The regression model is specified as follows:

$$Y=\alpha+\beta1X1+\beta2X2+\beta3X3+\beta4X4+\varepsilon$$

Where:
Y = Employee performance
X_1 = Personality
X_2 = Education
X_3 = Training
X_4 = Competency
ε = Error term

Place and Time of Research

This research was conducted at the East Java Provincial BPKP Office, located at Jalan Raya Bandara Juanda No. 38, Gedangan, Sidoarjo. The research was conducted in January 2026.

4. RESULTS AND ANALYSIS

Validity testing was conducted to examine whether each measurement item was capable of accurately representing its intended construct. The Pearson Product–Moment correlation method was employed by correlating each item score with the total score of its respective variable.

Based on the number of respondents (N = 141) and a significance level of 5%, the r-table value was 0.361. An item is considered valid if its r-count exceeds the r-table value and the significance level is below 0.05.

The results indicate that all items across the five variables—personality, education, training, competency, and employee performance—exhibit r-count values significantly higher than 0.361. The correlation coefficients range from 0.563 to 0.903, with all significance values at 0.000 ($p < 0.05$).

Table 1
Validity Test Result

Variabel	Item	r-table	r-count	Sig.	Information
Personality	x1.1	0.361	0.857	0.000	Valid
	x1.2	0.361	0.886	0.000	Valid
	x1.3	0.361	0.837	0.000	Valid
	x1.4	0.361	0.857	0.000	Valid
	x1.5	0.361	0.855	0.000	Valid
	x1.6	0.361	0.83	0.000	Valid
Education	x2.1	0.361	0.903	0.000	Valid
	x2.2	0.361	0.829	0.000	Valid
	x2.3	0.361	0.804	0.000	Valid
	x2.4	0.361	0.902	0.000	Valid
	x2.5	0.361	0.821	0.000	Valid
	x2.6	0.361	0.804	0.000	Valid
	x2.7	0.361	0.902	0.000	Valid
	x2.8	0.361	0.903	0.000	Valid
	x2.9	0.361	0.821	0.000	Valid
	x2.10	0.361	0.804	0.000	Valid
Training	x3.1	0.361	0.854	0.000	Valid
	x3.2	0.361	0.865	0.000	Valid
	x3.3	0.361	0.857	0.000	Valid
	x3.4	0.361	0.82	0.000	Valid
	x3.5	0.361	0.865	0.000	Valid
	x3.6	0.361	0.857	0.000	Valid
Competence	x4.1	0.361	0.731	0.000	Valid
	x4.2	0.361	0.563	0.001	Valid
	x4.3	0.361	0.657	0.000	Valid
	x4.4	0.361	0.88	0.000	Valid
	x4.5	0.361	0.639	0.000	Valid
	x4.6	0.361	0.855	0.000	Valid
	x4.7	0.361	0.657	0.000	Valid
	x4.8	0.361	0.869	0.000	Valid
	x4.9	0.361	0.639	0.000	Valid
	x4.10	0.361	0.862	0.000	Valid
Employee Performance	y1	0.361	0.877	0.000	Valid
	y2	0.361	0.798	0.000	Valid
	y3	0.361	0.862	0.000	Valid
	y4	0.361	0.877	0.000	Valid
	y5	0.361	0.798	0.000	Valid

Variabel	Item	r-table	r-count	Sig.	Information
	y6	0.361	0.862	0.000	Valid
	y7	0.361	0.877	0.000	Valid
	y8	0.361	0.798	0.000	Valid

Specifically:

- Personality items show strong correlations, ranging from 0.830 to 0.886.
- Education items demonstrate very high validity, with r-count values between 0.804 and 0.903.
- Training items range from 0.820 to 0.865.
- Competency items range from 0.563 to 0.880.
- Employee performance items range from 0.798 to 0.877.

These findings confirm that all measurement indicators are statistically valid and suitable for further analysis. The consistently high correlation coefficients suggest strong item–construct alignment, indicating that the instruments adequately capture the conceptual dimensions of each variable.

Reliability Test Result

Reliability testing was conducted to assess the internal consistency of the measurement instruments used in this study. Reliability indicates the extent to which the indicators of a variable consistently measure the same construct. This study employed Cronbach's Alpha as the reliability criterion.

An instrument is considered reliable if the Cronbach's Alpha value exceeds 0.60, which is commonly accepted as the minimum threshold in social science research. The results show that all variables in this study have Cronbach's Alpha values well above the required threshold, indicating strong internal consistency and reliability.

Table 2
Reliability Test Result

Variabel	*Cronbach's Alpha*	Kriteria	Keterangan
Personality (X1)	0.941	0,60	Reliabel
Education (X2)	0.963	0,60	Reliabel
Training (X3)	0.933	0,60	Reliabel
Competence (X4)	0.919	0,60	Reliabel
Employee Performance (Y)	0.951	0,60	Reliabel

Reliability testing was conducted to assess the internal consistency of the measurement instruments using Cronbach's Alpha coefficient. A construct is considered reliable if the Cronbach's Alpha value exceeds the minimum threshold of 0.60.

The results show that all variables demonstrate excellent reliability. Personality ($\alpha = 0.941$), Education ($\alpha = 0.963$), Training ($\alpha = 0.933$), Competence ($\alpha = 0.919$), and Employee Performance ($\alpha = 0.951$) all exceed the recommended threshold.

These high coefficients indicate strong internal consistency among the items within each construct. In particular, the Education and Employee Performance variables exhibit very high reliability, suggesting that the measurement instruments are stable and dependable for further statistical analysis.

Normality Test

The normality test was conducted to examine whether the residuals of the regression model were normally distributed. This study employed the One-Sample Kolmogorov–Smirnov (K–S) test on the unstandardized residuals. The test result shows an Asymp. Sig. (2-tailed) value of 0.188, which is greater than the significance level of 0.05. Therefore, the residuals are normally distributed, indicating that the regression model satisfies the normality assumption.

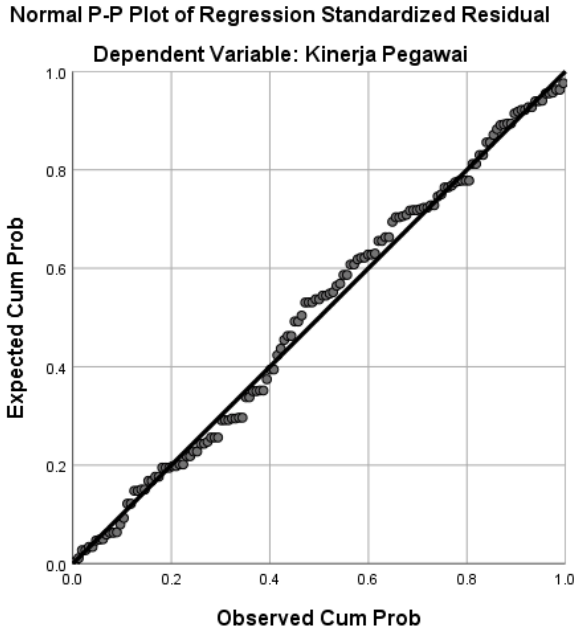

Figure 1
Normality Test Chart

Multicollinearity Test

The multicollinearity test was performed to determine whether there is a high correlation among independent variables in the regression model. Multicollinearity was assessed using Tolerance and Variance Inflation Factor (VIF) values. A regression model is considered free from multicollinearity if tolerance values exceed 0.10 and VIF values are below 10.

The results indicate that all independent variables have tolerance values above 0.10 and VIF values far below 10. Thus, no multicollinearity issue exists among the independent variables, and the regression model is deemed appropriate for further analysis

Table .3
Multicollinearity Test Result

Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Kepribadian	.582	1.719
	Pendidikan	.710	1.409
	Pelatihan	.693	1.444
	Kompetensi	.478	2.093

a. Dependent Variable: Employee Performance

Based on the results of the multicollinearity test shown in Table 5.7, it is known that all independent variables, namely personality (X1), education (X2), training (X3), and competence (X4), have Variance Inflation Factor (VIF) values for each variable of 1.719; 1.409; 1.444; and 2.093, respectively, which are below the maximum limit of 10. These results indicate that there is no multicollinearity between the independent variables in the regression model used.

Heteroscedasticity Test

The heteroscedasticity test was conducted to assess whether the variance of residuals was constant across observations. This study used the scatterplot method, by examining the distribution of standardized residuals against standardized predicted values. The results indicate that the residual points are randomly dispersed above and below the zero line without forming a specific pattern, suggesting the absence of heteroscedasticity.

Therefore, the regression model fulfills the homoscedasticity assumption and is suitable for hypothesis testing.

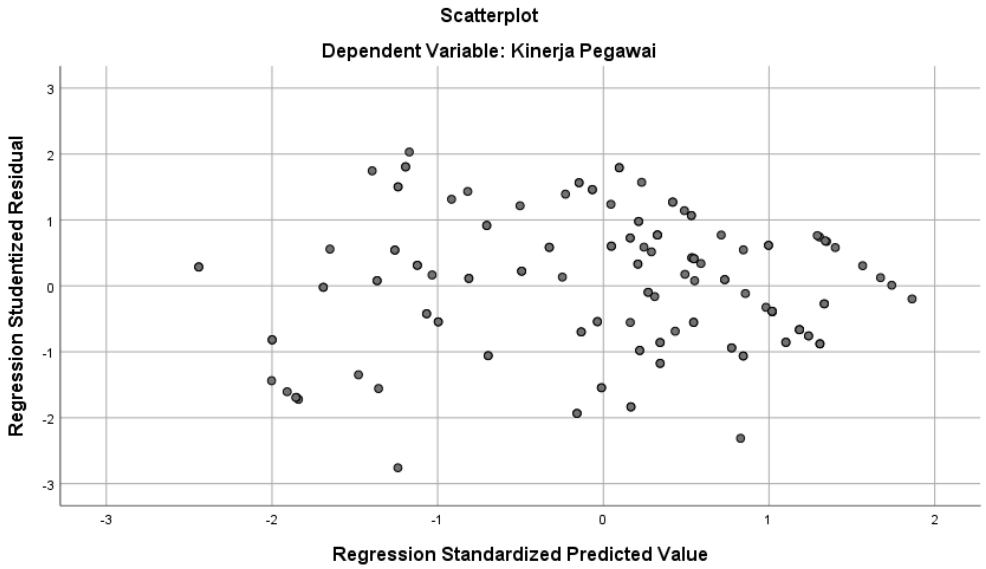

Figure 2
Heteroscedasticity Test Chart

Multiple Linear Regression Analysis

The partial effects of personality, education, training, and competence on employee performance were examined using multiple linear regression.

Table 4
Multiple Linear Regression Analysis Test Result
Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-5.354	1.872		-2.860	.005
	Kepribadian	.358	.079	.260	4.526	.000
	Pendidikan	.141	.041	.178	3.429	.001
	Pelatihan	.315	.068	.245	4.659	.000
	Kompetensi	.425	.069	.392	6.182	.000

Dependent Variable: EMPLOYEE PERFORMANCE

Results show that all independent variables positively and statistically significantly affect employee performance. Positive personality coefficient (β = 0.260, t = 4.526, p < 0.001) suggests that employees with strong dispositional traits like discipline and emotional stability perform better. Higher and relevant education positively impacts performance outcomes, especially in analytically demanding institutional contexts (β = 0.178, t = 3.429, p = 0.001). Training has a significant positive impact (β = 0.245, t = 4.659, p < 0.001). Structured, relevant training improves employees' technical skills and procedural accuracy. Competence has the highest standardized coefficient (β = 0.392, t = 6.182, p < 0.001), with professional capability being the primary factor affecting employee performance. This suggests that knowledge, skills, and professional behavior are crucial to government internal audit performance.

Coefficient of Determination Test Result

The coefficient of determination was used to assess the extent to which variations in job satisfaction can be explained by the independent variables included in the model.

Table 5
Coefficient of Determination Test Result

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.859[a]	.739	.731	3.149

a. Predictors: (Constant), Competence, Training, Education, Personality
b. Dependent Variable: Employee Performance

The regression model shows an R value of 0.859, indicating a strong relationship between the independent variables and employee performance. The R Square value of 0.739 and Adjusted R Square of 0.731 indicate that 73.1% of the variance in employee performance is explained by personality, education, training, and competence.

This relatively high explanatory power suggests that individual-level human capital resources play a substantial role in determining performance within the government internal audit institution. The remaining 26.9% of the variance is attributed to other factors not included in the model.

T Test Result

Table 6
T Test Result

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	-5.354	1.872		-2.860	.005
	Personality	.358	.079	.260	4.526	.000
	Education	.141	.041	.178	3.429	.001
	Training	.315	.068	.245	4.659	.000
	Competence	.425	.069	.392	6.182	.000

Based on the t-test results presented in Table 4:

1. H1 is accepted: Personality has a positive and significant effect on employee performance.
2. H2 is accepted: Education has a positive and significant effect on employee performance.
3. H3 is accepted: Training has a positive and significant effect on employee performance.
4. H4 is accepted: Competence has a positive and significant effect on employee performance.

F Test Result

The F-test was conducted to examine whether all independent variables simultaneously affect job satisfaction.

Table 7
F Test Result
ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3813.507	4	953.377	96.138	.000[b]
	Residual	1348.677	136	9.917		
	Total	5162.184	140			

a. Dependent Variable: Employee Performance
b. Predictors: (Constant), Competence, Training, Education, Personality

H5 is accepted: Personality, education, training, and competence simultaneously have a positive and significant effect on employee performance ($F = 96.138$, $p < 0.001$).

The results indicate that the regression model is statistically significant, confirming that the four independent variables jointly explain variations in employee performance.

DISCUSSION

Personality

The results show that personality has a positive and significant effect on employee performance ($\beta = 0.260$; $t = 4.526$; $p < 0.001$). This finding confirms that dispositional characteristics function as foundational behavioral resources within public institutions. Consistent with meta-analytic evidence, conscientiousness and emotional stability are strong predictors of job performance across occupational contexts (Barrick & Mount, 1991; Judge et al., 2013).

From a Resource-Based View perspective, personality represents an intangible and relatively inimitable internal resource. Ferdiatma et al. (2024) and Aisyah et al. (2026) similarly report that personality significantly enhances performance in public sector settings. A systematic review by Khan et al. (2023) further emphasizes that conscientiousness and emotional stability consistently correlate with work effectiveness.

Within the context of BPKP East Java, audit tasks require precision, accountability, and emotional regulation under regulatory pressure. The significant coefficient indicates that employees with stronger personality traits demonstrate more disciplined and consistent work behavior, thereby contributing positively to performance sustainability.

Education

Education is found to positively and significantly influence employee performance ($\beta = 0.178$; $t = 3.429$; $p = 0.001$). This result supports Human Capital Theory (Becker, 1964), which posits that education enhances cognitive capability and productivity.

Empirical studies reinforce this finding. Matondang and Sugiarto (2024) and Hazmin (2024) report that educational attainment improves performance in government institutions, particularly in roles demanding analytical rigor. Soebiantoro and Haryanti (2026) further demonstrate that education enhances decision-making quality in public sector environments.

In BPKP, employees must interpret complex financial regulations and risk-based audit frameworks. The significant coefficient suggests that higher and more relevant educational backgrounds strengthen analytical reasoning and structured problem-solving. However, the smaller standardized coefficient relative to competence indicates that education primarily functions as cognitive capital that must be operationalized through applied capability to maximize performance outcomes.

Training

Training also exhibits a positive and significant effect on employee performance ($\beta = 0.245$; $t = 4.659$; $p < 0.001$). This finding aligns with Salas et al. (2019), who demonstrate that well-designed training programs significantly improve individual and organizational performance. Saks and Burke (2019) similarly find that training enhances work outcomes through improved task mastery.

In public sector contexts, Kim and Park (2020) and Rahman and Hidayat (2022) confirm that continuous training strengthens employee performance by increasing technical proficiency and regulatory compliance. In the case of BPKP East Java, training in risk-based auditing and internal control systems directly enhances procedural accuracy and oversight quality.

The relatively strong standardized coefficient indicates that training plays an important developmental role. However, its impact ultimately depends on the extent to which training outcomes are translated into competence.

Competence

Among all predictors, competence demonstrates the strongest influence on employee performance ($\beta = 0.392$; $t = 6.182$; $p < 0.001$). This finding is theoretically significant and consistent with Competency-Based Theory (Spencer & Spencer, 1993), which emphasizes that applied capability directly determines performance superiority.

Campion et al. (2019) confirm that job competencies significantly predict performance in analytically demanding roles. Asamani et al. (2020) and Abubakar et al. (2019) similarly report that employee competence strongly influences performance outcomes in public institutions. Nguyen and Pham (2021) further identify competence as a primary determinant of effectiveness in government oversight agencies.

In the BPKP environment, competence integrates technical expertise, analytical judgment, and professional ethics. The dominant standardized coefficient suggests that performance sustainability depends primarily on the effective application of knowledge and skills. Education and training contribute to knowledge accumulation, but competence reflects the extent to which these resources are enacted in real work situations.

From an RBV perspective, competence represents the operational convergence of personality, education, and training into observable performance. This explains why competence emerges as the most influential determinant in the regression model.

Simultaneous Effects

The F-test results indicate that personality, education, training, and competence simultaneously have a significant effect on employee performance ($F = 96.138$; $p < 0.001$). The model demonstrates strong explanatory power, with an Adjusted R^2 of 0.731, indicating that 73.1% of the variance in employee performance is explained by these four variables.

This relatively high explanatory value suggests that individual-level human capital resources collectively account for a substantial portion of performance variation within the institution. The

findings align with Asamani et al. (2020), who report that the integration of personal characteristics and competence significantly predicts public sector performance. Kim and Park (2020) further demonstrate that education and training exert stronger effects when aligned with competence development.

In highly regulated institutions such as BPKP, structural flexibility is limited, making human capability configuration a primary source of performance differentiation. The results support the Resource-Based View argument that sustainable performance in public organizations depends on the effective integration of intangible human capital resources.

Competence Discussion

This finding can also be explained by the institutional characteristics of government internal audit organizations. In BPKP, employees operate within a highly procedural and rule-based environment where the ability to apply knowledge and professional judgment is essential. Employees are not only required to understand regulations but also to implement them accurately in audit and supervisory practices. Therefore, competence becomes the most decisive factor, as it reflects the practical capability to translate education and training into effective work performance.

5. CONCLUSION

This study examined the effects of personality, education, training, and competence on employee performance within a government internal audit institution. The findings provide strong empirical evidence that all four variables have positive and significant partial effects on employee performance. Competence emerged as the most dominant predictor ($\beta = 0.392$), followed by personality ($\beta = 0.260$), training ($\beta = 0.245$), and education ($\beta = 0.178$).

Simultaneously, the four variables significantly explain employee performance ($F = 96.138$; $p < 0.001$), with a high explanatory power (Adjusted $R^2 = 0.731$). These results indicate that 73.1% of the variation in employee performance is attributable to the configuration of individual-level human capital resources examined in this study.

The findings reinforce the Resource-Based View by demonstrating that intangible human capital resources—dispositional traits, cognitive capital, developmental investments, and applied professional capability—collectively function as strategic assets within public sector institutions. While education and training enhance knowledge and skill acquisition, competence represents the operationalization of these investments into measurable performance outcomes. Personality, as a relatively stable internal resource, strengthens behavioral consistency and professional discipline under regulatory pressure.

Overall, this study confirms that employee performance in government internal audit institutions is best understood as the outcome of integrated individual-level strategic resources rather than isolated determinants. Strengthening human capital quality through aligned recruitment, education, training, and competency development is therefore essential for sustaining performance in high-accountability public organizations.

The relatively high explanatory power of the model (Adjusted $R^2 = 0.731$) indicates that employee performance in government internal audit institutions is largely determined by the configuration of internal human capital resources. This suggests that strengthening employee competence, supported by relevant education, continuous training, and appropriate personality traits, is essential for sustaining performance in highly regulated public sector environments.

Theoretical Contribution

This study extends the application of the Resource-Based View (RBV) to the individual level within a government internal audit institution. By conceptualizing personality, education, training, and competence as integrated intangible resources, this research demonstrates that

employee performance in the public sector can be explained through the configuration of internal human capital assets.

Second, this study integrates Human Capital Theory and Competency-Based Theory within a unified framework. The findings show that education and training function as developmental investments, while competence—emerging as the most dominant predictor (β = 0.392)—represents the realized capability that translates these investments into measurable performance outcomes.

Third, the results highlight the joint role of dispositional traits (personality) and acquired capability (competence) in shaping performance. The relatively high explanatory power of the model (Adjusted $R^2 = 0.731$) suggests that individual-level strategic resources play a central role in performance sustainability within highly regulated public institutions.

Overall, this study advances a resource-based performance model that bridges personality research, human capital investment, and competency theory in the context of public sector oversight organizations**.**

Practical Implications

The findings suggest that government internal audit institutions should prioritize competency-based human resource management, as competence emerged as the most influential predictor of performance (β = 0.392). Structured competency mapping and continuous professional development are therefore essential.

Given the significant effects of training (β = 0.245) and education (β = 0.178), institutions should ensure that training programs are job-relevant and that recruitment policies emphasize educational alignment with audit and financial oversight functions.

Additionally, the significant role of personality (β = 0.260) indicates the importance of incorporating behavioral assessment in recruitment and placement processes to ensure dispositional alignment with institutional demands.

Overall, enhancing employee performance requires an integrated HR strategy that aligns personality selection, educational background, targeted training, and sustained competency development.

Limitations and Future Research

This study has several limitations. First, the use of a cross-sectional design limits the ability to capture dynamic changes in employee performance over time. Future research may adopt longitudinal approaches to examine how personality, human capital investment, and competence evolve and interact across different career stages.

Second, the data were collected through self-reported questionnaires, which may introduce common method bias and social desirability bias. Subsequent studies are encouraged to incorporate multi-source data, such as supervisor evaluations or objective performance indicators, to enhance measurement robustness.

Third, this research was conducted within a single government internal audit institution, which may limit generalizability. Future studies may expand the sample across multiple regions or different types of public sector institutions to compare performance determinants under varying structural conditions.

Finally, although this study explains a substantial proportion of performance variance (Adjusted $R^2 = 0.731$), other factors such as leadership style, organizational culture, or digital capability may also influence employee performance and warrant further investigation.

REFERENCES

Abubakar, A. M., Elrehail, H., Alatailat, M. A., & Elçi, A. (2019). Knowledge management, decision-making style and organizational performance. Journal of Innovation & Knowledge, 4(2), 104–114. https://doi.org/10.1016/j.jik.2017.07.003

Aguinis, H., & Kraiger, K. (2009). Benefits of training and development for individuals and teams, organizations, and society. Annual Review of Psychology, 60, 451–474. https://doi.org/10.1146/annurev.psych.60.110707.163505

Asamani, L., Chebere, M. M., & Asamani, J. A. (2020). Leadership styles, employee competence and organizational performance in the public sector. International Journal of Public Leadership, 16(4), 325–342.

Barrick, M. R., & Mount, M. K. (1991). The Big Five personality dimensions and job performance: A meta-analysis. Personnel Psychology, 44(1), 1–26. https://doi.org/10.1111/j.1744-6570.1991.tb00688.x

Barney, J. (1991). Firm resources and sustained competitive advantage. Journal of Management, 17(1), 99–120. https://doi.org/10.1177/014920639101700108

Becker, G. S. (1964). Human capital: A theoretical and empirical analysis, with special reference to education. University of Chicago Press.

Campion, M. A., Fink, A. A., Ruggeberg, B. J., Carr, L., Phillips, G. M., & Odman, R. B. (2019). Doing competencies well: Best practices in competency modeling. Personnel Psychology, 72(3), 423–446.

Costa, P. T., Jr., & McCrae, R. R. (1992). Revised NEO Personality Inventory (NEO-PI-R) and NEO Five-Factor Inventory (NEO-FFI) professional manual. Psychological Assessment Resources.

Judge, T. A., Bono, J. E., Ilies, R., & Gerhardt, M. W. (2013). Personality and leadership: A qualitative and quantitative review. Journal of Applied Psychology, 98(4), 765–789.

Kim, S., & Park, S. (2020). Determinants of public employee performance: Evidence from training and competence development. Public Personnel Management, 49(3), 412–435.

Nguyen, T. T., & Pham, H. T. (2021). Human capital and employee performance in public sector organizations: The mediating role of competence. Public Organization Review, 21(4), 705–724.

Saks, A. M., & Burke, L. A. (2019). An investigation into the relationship between training evaluation and the transfer of training. International Journal of Training and Development, 23(2), 118–127.

Salas, E., Tannenbaum, S. I., Kraiger, K., & Smith-Jentsch, K. A. (2019). The science of training and development in organizations: What matters in practice. Psychological Science in the Public Interest, 20(2), 35–72.

Spencer, L. M., Jr., & Spencer, S. M. (1993). Competence at work: Models for superior performance. John Wiley & Sons.