

# The Effect of Recruitment, Training, and Competence on Employee Performance with Professionalism as a Mediation Variable at the Langkat Regency Inspectorate

Rehabim J Sitepu<sup>1</sup>, Yeni Absah<sup>1</sup>, Hamdani Harahap<sup>1</sup>

<sup>1</sup>Master of Management Science Study Program Faculty of Economics and Business Universitas Sumatera Utara

Corresponding Author: Rehabim J Sitepu

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## ABSTRACT

The performance of an employee or the work achieved by an employee in carrying out tasks according to the responsibilities assigned to him greatly influences the success of an organization. For this reason, every organization or government agency will try to improve employee performance in the hope that organizational goals can be achieved. Several factors must be considered to optimize employee performance, including improving the recruitment process, training, and skills that improve the performance of direct or intermediate employees through professionalism. This study aims to identify and analyze the direct effect of recruitment, training, and competence on employee performance and the indirect effect, especially through employee professionalism. The data type used is quantitative, such as primary and secondary data. The population of this study is the staff of the Langkat Regional Inspector, as many as 52 people. The sample used is saturated so that all samples are taken. The data analysis method used is structural equation modeling with the SmartPLS program. The results showed that recruitment, training, and capacity building positively and significantly affected employee professionalism. Education and skills have a positive and significant effect on employee performance, while recruitment has no significant effect on performance. Professionalism has a positive and significant effect on employee performance. Employee professionalism influences recruitment, training,

and competence in shaping employee performance. The coefficient determining the effect of recruitment, training, and capacity on professionalism (R<sup>2</sup>) is 76.6%. The coefficient (R<sup>2</sup>) that shows how recruitment, training, and capacity affect employee performance through professionalism is 82.3%, and 17.7% is affected by other factors.

**Keywords:** Recruitment, Training, Competence, Professionalism, Employee Performance.

## INTRODUCTION

Every organization will always try to improve employee performance with the expectation that the organizational goals can be achieved. Performance results from work in quality and quantity achieved by an employee in carrying out tasks according to the responsibilities given (Moehariono, 2012). One factor that influences employee performance and achievement is the right human resources, resulting from a formal education process in accordance with the organization's needs.

One human resource management activity, such as recruitment, is intended to obtain employees under the standards and competencies of the organization. Recruitment is a practice or activity carried out by an organization to identify and hire potential employees (Kaswan, 2012). In an organization, the recruitment process is very important. Doing the recruitment process

well can make the organization's operations more effective and efficient.

Empirical research shows that, partially, recruitment has a positive and significant effect on employee performance (Agustina, 2019). On the other hand, Kusumawardani (2021) found that recruitment had a positive but insignificant effect on employee performance.

The regional inspectorate is the Government Internal Supervisory Apparatus. In order to streamline the performance of the government's internal supervisory apparatus to improve quality, transparency, and accountability related to regional financial management, increase efforts to prevent corruption, and accelerate the improvement of community welfare, competency in human resources is urgently needed.

The performance of government organizations marks the government's commitment to realizing good governance. The Langkat Inspectorate will select employees with the quantity and quality of performance characterized by creativity, innovation, and effectiveness while carrying out their duties. However, the competence and standards of employee eligibility are not only determined by the initial recruitment process. Employees must be equipped with knowledge and skills through regular training. Hardjanto (2012) asserts that the training is specific, practical, and immediate. Training is specific, meaning that training must follow employees' main duties and functions. It is easy to understand and can be mastered quickly, and can be directly applied by employees to support employee performance in conducting guidance and supervision of Regional Apparatus Organizations (OPD) that are under the scope of their duties.

Substantive training is training organized to provide substantive knowledge and skills to achieve competencies related to the work in question so that they can carry out their duties and responsibilities professionally. Kahpi (2017) empirically found that employee training positively affects employee performance. On the other hand,

Priyanto (2018) found that, partially, training does not have a significant effect on employee performance.

A Civil Servant Competence is the ability and characteristics possessed in the form of knowledge, skills, and behavioral attitudes required in carrying out the duties of the position. Sutrisno (2010) explains that competence is based on skills and knowledge supported by work attitudes and application in carrying out tasks and work in the workplace that refers to the work requirements set. Soetrisno et al. (2018) found that competence significantly affects employee performance.

A profession is an occupation or field that demands a high level of intellectual skill, education, and independent ethical responsibility in practice. Christian (2012) mentions that when someone with a certain profession can be wise regarding the demands of responsibility according to their profession, the individual is said to be professional. Professionalism is the main requirement for an auditor and functional officer of the organization. Based on the phenomena and research gaps that have been described previously, the research questions are as follows:

Does recruitment have a positive and significant effect on professionalism at the Langkat Regency Inspectorate?

Do employees have a positive and significant impact on professionalism at the Langkat Regency Inspectorate?

Does competence have a positive and significant effect on professionalism at the Langkat Regency Inspectorate?

Does recruitment have a positive and significant effect on employee performance at the Langkat Regency Inspectorate?

Does training have a positive and significant effect on employee performance at the Langkat Regency Inspectorate?

Does competence have a positive and significant effect on employee performance at the Langkat Regency Inspectorate?

Does recruitment have a positive and significant effect on employee performance

through employee professionalism at the Langkat Regency Inspectorate?

Does training have a positive and significant effect on employee performance through employee professionalism at the Langkat Regency Inspectorate?

Does competence have a positive and significant effect on employee performance through employee professionalism at the Langkat Regency Inspectorate?

Does professionalism have a positive and significant effect on employee performance at the Langkat Regency Inspectorate?

The research objectives are as follows:

To find out and analyze the effect of recruitment on professionalism at the Langkat Regency Inspectorate

To find out and analyze the effect of training on professionalism at the Langkat Regency Inspectorate

To find out and analyze the effect of competence on professionalism at the Langkat Regency Inspectorate

To find out and analyze the effect of recruitment on employee performance at the Langkat Regency Inspectorate

To find out and analyze the effect of training on employee performance at the Langkat Regency Inspectorate.

To find out and analyze the effect of competence on employee performance at the Langkat Regency Inspectorate.

To find out and analyze the effect of recruitment on employee performance through employee professionalism at the Langkat Regency Inspectorate.

To find out and analyze the effect of training on employee performance through employee professionalism at the Langkat Regency Inspectorate.

To find out and analyze the effect of competence on employee performance through employee professionalism at the Langkat Regency Inspectorate.

To find out and analyze the effect of professionalism on employee performance at the Langkat Regency Inspectorate.

This study is intended to provide valuable findings for contributing insight and knowledge in the area of human resource management, particularly in the context of the Langkat Regency Inspectorate's recruitment, training, competence, employee performance, and professionalism. This study may be utilized as a foundation for comparison investigations and as a reference for other comparable studies, as well as to broaden the thinking possibilities for future scientific research.

## **LITERATURE REVIEW**

### **Recruitment**

According to Mardianto (2014), recruiting is the process of finding potential workers whose skills fit the qualifications and requirements of an organization. Furthermore, Kaswan (2012) defines recruitment as an organizational technique or action to discover and retain prospective or qualified employees. The appropriate recruitment, with careful preparation, considers the business's demands and executes the recruiting process in accordance with the plan; requirements specified by an open system will generate prospective workers. There are three recruiting goals, according to Simamora, as stated by Darodjat (2015):

To begin with, recruiting a wide pool of job applications gives the business a greater chance to select potential employees who are thought to match the company's qualifying criteria. Second, hire high achievers personnel who will remain with the organization for an extended length of time. These are post-hiring objectives. Third, gaining spillover effects improves the organization's public image so that failed candidates have a favorable perception of the organization.

Malthis (2015) categorizes five stages of recruitment. (1) determine the location of the search for candidates, from inside or outside the company. (2) Select a recruitment strategy that includes educational institutions, advertisements, labor departments, or job search firms. (3)

Calling the best candidates takes time and attention to detail. (4) Selecting candidates usually starts by looking at job characteristics, the percentage of candidates selected, biographical data, application forms, interviews, ability tests, personality tests, physical tests, and simulation tests. (5) preparing a job offer to prepare a work agreement.

Sources of recruitment of prospective employees can come from internal and external companies. Internal sources can be done by transferring employees who meet the job specifications. The transfer of employees is vertical (promotion or demotion) or horizontal (Hasibuan, 2012).

The benefits of internal sources are: not too expensive; they can maintain loyalty and encourage the motivation of existing employees, and employees are familiar with the company's atmosphere and culture. While the weaknesses of internal sources include restrictions on talents and reduced opportunities, they can also increase feelings of self-satisfaction. According to Hasibuan (2012), external sources are employees who will fill vacant positions in the company from outside sources.

Sudiro (2011) divides six recruitment indicators into categories consisting: (1) recruitment process; (2) recruitment methods; (3) implementation of recruitment; (4) recruitment requirements; (5) the purpose of recruitment; (6) determination of the number and qualifications of prospective employees; and (7) recruitment results.

### **Training**

Training is a set of activities that people do on their own to improve their skills and knowledge to do their jobs professionally. According to Mangkunegara (2013), training is a short-term educational process that uses systematic and organized procedures; non-managerial employees learn technical knowledge and skills for limited purposes. Training is a system to build human resources for the era of globalization, which is full of challenges. Therefore, training activities cannot be

ignored, especially in developing work skills for employees. Training has become so important that it cannot be separated from the growth of an organization.

According to Salinding (2011), training aims to improve the mastery of various skills and work implementation techniques for current needs. The goal is for trainees to grow faster because it is hard to grow based on experience alone without special education. Training will help self-development happen faster.

The training targets can be categorized into several types of the desired behavior (Rivai, 2010): The psychomotor category includes controlling muscles to perform movements appropriately. The goal is for people to have certain physical skills—effective categories, including feelings, values, and attitudes. The goal of training is to make someone have a certain expected attitude. The cognitive category includes intellectual processes such as remembering, understanding, and analyzing. The target of training in this category is to make people have the knowledge and thinking skills.

According to Rivai (2010), the benefits of training are divided into three groups of designations; benefits for employees, benefits for the company, and benefits in human resource relations, intra-and between-groups, and implementation of policies. Training and workforce development (Bangun, 2012) include on-the-job and off-the-job training. Companies can do it to identify the need for training (Rivai, 2010): Job descriptions are compared with the knowledge and skills of employees or prospective employees. Analyze performance appraisals. Some achievements below the standard are then analyzed, and it is determined whether they are caused by deviations or knowledge gaps- analyzing employee records, where the company can see the track record of the employee concerned. Analyze the problems the company is having, whether with suppliers, partners, customers, or the company's organization.

## **Competence**

According to Wibowo (2014), competence is an ability to carry out or perform a job or task based on skills and knowledge and supported by the work attitude required by the job. Meanwhile, Spencer and Spencer in Moehariono (2009) define competence as the underlying characteristics of a person related to the effectiveness of individual performance in their work. Basic characteristics of individuals that have a causal relationship with the criteria used as references are effective, excellent, or superior performance at work or work in certain situations. From the two definitions above, it is clear that competence is a person's basic ability to do their job in a way that fits the current situation.

Several factors can affect a person's competence skills (Wibowo, 2010): Beliefs in oneself and others greatly influence behavior. Skills play a role in various competencies. Expertise in many competencies requires experience in organizing. Personality includes many factors, some of which are difficult to change. Motivation is a factor in competence that can change. Emotional barriers can limit the mastery of competence. People may have difficulty listening to others if they do not feel heard. Competence depends on cognitive thinking, such as conceptual and analytical thinking. Organizational culture affects the competence of human resources in employee recruitment and selection practices. Several aspects are contained in the concept of competence (Sutrisno, 2011); knowledge, understanding, ability/skills, values, attitudes, and interests.

## **Performance**

Performance is the level of achievement of results obtained from implementing certain tasks. Developing human resources owned by the organization is very important to achieving work performance for the employees and the organization's success (Mangkunegara, 2013). Performance results from the quality and quantity of work an

employee achieves in carrying out his duties according to his responsibilities. According to Rivai (2010), performance is the result of work that a person or group can achieve in an organization by following their respective authorities and responsibilities to achieve organizational goals.

Umam (2010) states that performance is an extension of individuals' meeting expectations about what individuals should do with a role. That performance is an evaluation of various habits in the organization, which requires clear standardization. Meanwhile, according to Pasolong (2010), performance is the result of work in quality and quantity achieved by a person in carrying out his functions under his responsibilities. Umam (2010) grouped the different aspects of performance into three main categories: work results, work behavior, and personal traits.

Performance appraisal indicators show the expected level of performance. They are benchmarks for performance, with indicators that can be measured, clearly understood, and beneficial to employees and the organization, according to Malthis and Jackson (2012). Mathis and Jackson (2012) divide performance appraisal standards into four categories: quantity of results, quality of results, timeliness, attendance, and ability to work together.

The factors that can affect performance achievement are the ability and motivation factors (Mangkunegara, 2013). Furthermore, Mangkuprawira (2013) divides several factors of employee performance into five categories. First are trust, managerial leadership, team, system, and contextual (situational) factors.

Mangkunegara (2013) divides the following dimensions: work quality, which demonstrates neatness, accuracy, and the relevance of work results without neglecting the volume of work; The quantity of work shows the large amount of work carried out at one time so that efficiency and effectiveness can be carried out according to company goals. Responsibility shows how much employees accept and carry out their

work; take responsibility for work results; the facilities and infrastructure used; and daily work behavior. Cooperation is the willingness of employees to participate with other employees vertically and horizontally, both inside and outside of work so that the work results will be better.

### **Professionalism**

Restu Agusti and Nastia Putri Pertiwi (2013) state that professionalism is a responsible attitude towards what has been assigned. Professionalism is an attitude of being responsible for what has been charged to him, which will be used to make decisions. Taufik Hidayat (2011) states that a person is said to be professional if he meets three criteria: first, they have the expertise to carry out tasks according to their field. Second, carry out a task or profession by setting standard standards in the field of the profession concerned, and third, carry out professional duties by complying with established professional ethics.

Law Number 43 of 1999 regulates the appointment of civil servants in a position based on the principle of professionalism under the competence, work performance, and level of rank set for the position and other objective requirements without distinction of gender, ethnicity, religion, and class.

According to Hall (1968) in Herawati and Susanto (2009), there are five dimensions of professionalism: Dedication to the profession is reflected in the dedication of professionalism and is demonstrated by using knowledge and skills. The determination to keep doing the work despite the lack of extrinsic reward. Work is defined as an end, not just a means to an end. This totality has become a personal commitment, so the main compensation expected from work is spiritual satisfaction, followed by material satisfaction. Social obligation is a view of the importance of the profession's role and the benefits that society and professionals derive from this work. Independence is intended as a view that a professional person must be able to

make his own decisions without pressure from other parties (government, clients, and not a member of the profession). Any interference from outside is considered an obstacle to professional independence. Confidence in the profession is a belief that the most authoritative assessing professionals work as fellow professionals, not outsiders who do not have competence in their field of science and work. Relationships with other professionals are based on their professional ties, such as formal organizations and informal groups of coworkers.

### **The effect of recruitment on performance.**

Recruitment is a practice or activity carried out by an organization with the main aim of identifying and binding potential or qualified employees, according to Kaswan (2012). The right recruitment under the process, method, implementation, requirements, objectives, determination of the number and quality of employees, and needs, carried out objectively and openly, will produce employees as expected so that the resulting performance will meet the organization's expectations. Hindriari (2018) found that recruitment positively and significantly affects employee performance. Latif's (2018) research shows that recruitment, selection, and training all positively and significantly affect how well employees do their jobs.

### **The effect of training on performance**

Training is an effort to develop human resources, especially to increase employee productivity and performance (Bangun, 2012). Training is a process to acquire employees' skills and work experience to be more skilled in carrying out their work following the competencies and goals of the organization. Lipia Kosdianti and Didi Sunardi (2021) found that training partially had a positive and significant effect on employee performance. In the same way, Adrian Willie Rakasiw's (2019) research shows that training has a significant and

positive effect on how well employees do their jobs.

### **The effect of competence on employee performance.**

Competence is the ability to carry out or perform a job or task based on skills and knowledge, supported by the required work attitude (Wibowo, 2014). Individuals who want their performance to improve must work by showing the right competencies to achieve organizational goals. Amdani (2018) found that competence positively and significantly affects employee performance. Likewise, Ginanti (2017) found that competence, training, and compensation influence employee performance.

### **The effect of professionalism on performance.**

An employee's professionalism can be seen from his behavior because behavior reflects the nature of professionalism itself. Professional attitudes and actions are expected to produce a performance that meets the standards set by the organization. This attitude must be based on responsibility and sincerity to achieve the performance set within the organization. Ferawati et al. (2019) found that professionalism affected employee performance. The more professionalism employees show the more employee performance will increase. Studies (Sudiksa & Utama, 2016; Arya & Utama, 2016; Satwika & Ramantha, 2015; Triyanthi & Budiarta, 2015; Siahaan, 2010) have shown that professionalism has a positive and significant effect on staff performance.

### **The research hypothesis is:**

Recruitment has a positive and significant effect on employee performance at Langkat Regency Inspectorate.

Training has a positive and significant effect on employee performance at Langkat Regency Inspectorate.

Competence has a positive and significant effect on employee performance at Langkat Regency Inspectorate.

Recruitment has a positive and significant effect on the professionalism of work at Langkat Regency Inspectorate.

Training has a positive and significant effect on the professionalism of work at Langkat Regency Inspectorate.

Competence has a positive and significant effect on the professionalism of work at Langkat Regency Inspectorate.

Work professionalism has a positive and significant effect on employee performance at Langkat Regency Inspectorate.

Recruitment has a positive and significant effect on employee performance at Langkat Regency Inspectorate through professionalism as a mediating variable.

Training has a positive and significant effect on the employee performance at Langkat Regency Inspectorate through professionalism as a mediating variable.

Competence has a positive and significant effect on employee performance at Langkat Regency Inspectorate through professionalism as a mediating variable.

## **RESEARCH METHOD**

This type of research is descriptive and quantitative and aims to determine the factors that affect the performance of employees at the Inspectorate in Langkat Regency. Sugiyono (2013) argues that quantitative descriptive research is based on positivism philosophy. It is used to look at certain populations or samples, collect data using research instruments, and use quantitative or statistical data analysis to test hypotheses that have already been made.

The nature of this research is descriptive and explanatory, which intends to explain the position of the variables studied and the relationship between one variable and another (Sugiyono, 2013). This research was done at the Langkat Regency Inspectorate. The Langkat Regency Inspectorate is a government-owned regional organization whose job is to help the Regent guide and oversee how

government organization is done in Langkat Regency.

### Population and Sample

The population of this study was all employees of the Inspectorate in Langkat Regency. The subject of this research is permanent employees, who total 52 people. The sampling technique used in determining the number of samples is non-probability sampling, with the type of saturated sampling often called a census. The sample in this study was the entire population taken, namely all permanent employees of the Langkat Regency Inspectorate, totaling 52 people. Primary and secondary data are the types and sources of research data.

Documentation and questionnaires are two ways to collect primary data.

### Variable Operationalization.

Recruitment (X1) is an organization's process to find the right people to fill a certain position. Training (X2) is a process where employees gain additional abilities and skills to carry out their work. Competence (X3) is the expertise possessed by each individual in carrying out a task or work in a particular field. Employee performance (Y) results from doing their jobs according to a plan at a certain time and place. Professionalism (Z) is a way to make the most of an employee's skills by putting them in the position that best fits their skills.

## RESULT

### Characteristics of Respondents

Table 1: Characteristics of respondents

Characteristics	Frequency	Characteristics	Frequency
<b>Gender</b>		<b>Age</b>	
Male	38	20-30 Years	2
Female	14	31-40 Years	14
Total	52	41-50 Years	25
<b>Working Position</b>		Above 50 Years	11
Inspector	1	Total	52
Regional Assistant Inspector I	1	<b>Education</b>	
Region II Assistant Inspector	1	High School	4
Region III Assistant Inspector	1	Diploma	3
Region IV Assistant Inspector	1	Bachelor's degree	27
V Region Assistant Superintendent	1	Master's degree	18
Secretary	1	Total	52
Head of General Subdivision	0	<b>Working period</b>	
Head of Subdivision of Planning, Evaluation, and Reporting	1	15 years	21
Head of Finance Subdivision	1	6-10 Years	13
Staff	11	11-15 Years	10
Associate Auditor	5	16-20 Years	4
Young Auditor	14	Above 20 Years	4
First Auditor	3	Total	52
Advanced Executing Auditor	1		
Functional Inspectorate	9		
Total	52		

### Variable Descriptive Statistical Analysis

Table 2: Average results for all variables bell

Constructs	Mean	Category
Recruitment	3.96	Agree
Training	4.27	Strongly agree
Competence	3.87	Agree
Professionalism	4.35	Strongly agree
Employee Performance	4.17	Agree

### Outer Model Analysis

Table 3: Evaluation of the reflective measurement model

Parameter	Measurement Model
Loading Factor	> 0.70 for confirmatory research > 0.50 for exploratory research
Composite Reliability	Value > 0.60 is still acceptable
Average Variance Reliability	AVE value must be above 0.50



**Table 4: Loading Factors Algorithm**

Constructs	Items	Loading Factor	Constructs	Items	Loading Factor
Recruitment (X1)	q3	0.832	Competence (X3)	q36	0.895
	q4	0.848		q37	0.885
	q5	0.935		q39	0.884
	q6	0.939		q41	0.849
	q9	0.868		q43	0.732
	q10	0.806		q45	0.840
	q11	0.909		q46	0.825
Training (X2)	q14	0.882	Professionalism (Z)	q47	0.780
	q15	0.789		q48	0.877
	q16	0.796		q49	0.935
	q17	0.859		q50	0.709
	q18	0.850		q51	0.749
	q19	0.774		q52	0.742
	q20	0.861		q53	0.747
	q23	0.872		q54	0.788
	q24	0.713		q55	0.828
	q25	0.904		q56	0.767
	q26	0.792		q57	0.813
	q27	0.799		q58	0.838
	q28	0.824		q59	0.856
	q29	0.849		q60	0.828
	q30	0.821		q61	0.843
q31	0.800	Employee performance (Y)	q62	0.839	
q32	0.818		q63	0.843	
q33	0.702		q64	0.899	
q34	0.730		q66	0.859	
q36	0.895		q67	0.839	
q37	0.885		q68	0.831	
q39	0.884		q69	0.881	
q41	0.849		q70	0.832	
q43	0.732		q71	0.841	
q45	0.840		q72	0.863	
q46	0.825	q73	0.849		
		q74	0.756		
		q75	0.775		
		q76	0.759		

Table 4 concludes that all research indicators have met the indicator reliability criteria for each construct. Therefore, the outer model analysis was continued by looking at the internal consistency reliability

of each construct. The composite reliability value of each construct is expected to be at least 0.7. The results of the SmartPLS algorithm on the composite reliability of each construct are presented in Table 5.

**Table 5: Composite Reliability and Average Variance Extracted**

Constructs	Composite Reliability	Average Variance Extracted (AVE)
Recruitment (X1)	0.828	0.706
	0.935	0.878
	0.896	0.743
Training (X2)	0.863	0.679
	0.903	0.700
	0.892	0.735
	0.894	0.678
	0.848	0.583
Competence (X3)	0.884	0.792
	0.858	0.751
	0.842	0.641
Professionalism (Z)	0.898	0.689
	0.843	0.572
	0.885	0.659
	0.907	0.708
Employee performance (Y)	0.901	0.753
	0.910	0.715
	0.919	0.654

Table 5 shows that each construct has met the criteria for evaluating the reliability of the outer model with a composite reliability value higher than 0.7. Then the analysis of the outer model is continued to the next stage, such as convergent and discriminant validity. Convergent validity assessment looks at each construct's average variance extracted (AVE) value. Hair et al. (2011) stated that the AVE value for each good construct was at least 0.5. Table 5 shows that the final model's AVE value of each dimensional construct has reached a value greater than 0.5. Thus, the proposed structural equation model has met the convergent validity criteria.

### Inner Model Analysis Direct Effect

Table 6: Direct Effect

Effects	Coefficient
Recruitment to Professionalism	0.219
Training to Professionalism	0.446
Competence to Professionalism	0.338
Recruitment to Employee Performance	0.035
Training to Employee Performance	0.363
Competence to Employee Performance	0.278
Professionalism to Employee Performance	0.312

The direct effect is the magnitude of the effect that occurs directly from the independent variable to the dependent variable. A direct effect on the research model can occur between the following variables:

The effect of recruitment (X1) on professionalism (Z)

X1 to Z = 0.219, which means that recruitment directly affects employee professionalism by 0.219, or 21.9%.

The effect of training (X2) on professionalism (Z)

X2 to Z = 0.446, which means that training directly affects employee professionalism by 0.446, or 44.6%.

The effect of competence (X3) on professionalism (Z)

X3 to Z = 0.338, which means that competence directly affects employee professionalism by 0.338, or 33.8%.

The effect of recruitment (X1) on employee performance (Y)

X1 to Y = 0.035, which means that recruitment directly affects employee performance by 0.035, or 3.5%.

The effect of training (X2) on employee performance (Y)

X2 to Y = 0.363, which means that training directly affects employee performance by 0.363, or 36.3%.

The effect of competency (X3) on employee performance (Y)

X3 to Y = 0.278, which means that competence directly affects employee performance by 0.278, or 27.8%.

The effect of employee professionalism (Z) on employee performance (Y)

Z to Y = 0.312, meaning that professionalism directly affects employee performance by 0.312, or 31.2%.

### Indirect Effect

Table 7: Indirect Effect

Relationship	Indirect Effect
Recruitment to Employee Performance	0.068
Training to Employee Performance	0.139
Competence to Employee Performance	0.105

The indirect effect is the amount of influence through the mediating variable. The magnitude of the indirect effect is the product of the direct effect of the independent variable on the mediating variable and the direct effect of the mediating variable on the dependent variable. Indirect effects on the research model can occur between the following variables:

Recruitment (X1) affects employee performance (Y) through professionalism (Z).

X1 through Z to Y =  $(0.219 \times 0.312) = 0.068$  means that recruitment has an indirect effect on employee performance through employee professionalism by 0.070 or 7.0%.

The training (X2) affects employee performance (Y) through professionalism (Z).

X2 through Z to Y =  $(0.446 \times 0.312) = 0.139$ , meaning that training indirectly affects employee performance through the professionalism of 0.139 or 13.9%.

Competence (X3) affects employee performance (Y) through professionalism (Z).

X3 through Z to Y =  $(0.338 \times 0.323) = 0.105$ , meaning that training indirectly affects employee performance through professionalism of 0.1050 or 10.5%.

### Total Effect

**Table 8: Result of Direct, Indirect, and Total Effect Calculation**

Relationship	Direct	Indirect	Total
Recruitment to Professionalism	0.219	-	0.219
Training to Professionalism	0.446	-	0.446
Competence to Professionalism	0.338	-	0.338
Recruitment to Employee Performance	0.035	0.068	0.103
Training to Employee Performance	0.363	0.139	0.502
Competence to Employee Performance	0.278	0.105	0.383
Professionalism to Employee Performance	0.312	-	0.312

The total effect on the research model can occur between the following variables:

The effect of recruitment (X1) on employee performance (Y) through professionalism (Z)

X1 through Z to Y =  $0.035 + 0.068 = 0.103$ , meaning that the total effect of recruitment on employee performance through professionalism is 0.103, or 10.3%.

The effect of training (X2) on employee performance (Y) through professionalism (Z).

X2 through Z to Y =  $(0.363 + 0.139) = 0.502$ , meaning that the total effect of training on employee performance through professionalism is 0.502, or 50.2%.

The effect of competence (X3) on employee performance (Y) through professionalism (Z).

X3 through Z to Y =  $(0.278 + 0.105) = 0.383$ , meaning that the total effect of competence on employee performance through professionalism is 0.383, or 38.3%.

### Hypothesis test

#### Coefficient of Determination

**Table 9: R-Square**

Construct	R Square	R Square Adjusted
Professionalism	0.779	0.766
Employee performance	0.837	0.823

Table 9 shows that the influence of recruitment, training, and competence variables in forming professionalism is 76.6%. The other variables outside the study explain the rest, as much as 23.4%. The influence of recruitment, training, competence and professionalism variables on employee performance is 82.3%. The rest, as much as 17.7%, is explained by other variables outside the study. Measurement of employee performance indicators is very complex and results in a very large variance in the construct of employee performance.

#### The relationship between recruitment and professionalism

The significance value of the recruitment variable is 0.036, which is smaller than the significance level of 0.05, so it can be concluded that the relationship between recruitment and professionalism is positive and statistically significant. In this case, it can be proven that the hypothesis is accepted. The magnitude of the influence of recruitment on professionalism is seen in the coefficient of 0.219, or 21.9%. It means that the higher the number of recruits, the more professionalism will be increased by 21.9%.

#### The relationship between training and professionalism

The significance value of the training variable is 0.003, which is smaller than the significance level of 0.05, so it is concluded that the relationship between training and professionalism is positive and statistically significant. In this case, it can be proven that the hypothesis is accepted. The magnitude of the effect of training on professionalism is seen in the coefficient of 0.446, or 44.6%. It means that the more training there is, the greater the increase in professionalism, at 44.6%.

#### The relationship between competence and professionalism

The significance value of competence is 0.005, which is smaller than the significance level of 0.05, so it can be concluded that the

relationship between competence and professionalism has a positive and statistically significant effect. In this case, it can be proven that the hypothesis is accepted. The magnitude of the influence of competence on professionalism is seen in the coefficient of 0.338, or 33.8%. It means that the higher the level of competence, the greater the increase in professionalism by 33.8%.

#### **The relationship between recruitment and employee performance.**

The significance value of the recruitment variable is 0.750, which is greater than the significance level of 0.05, so it can be concluded that the effect between recruitment and the employee performance variable has a positive, statistically insignificant effect. In this case, it can be proven that the hypothesis is rejected. The magnitude of the influence of recruitment on employee performance is seen in the coefficient of 0.035, or 3.5%. It means that with the increasing number of recruitments, there will be an increase in employee performance of 3.5%.

#### **The relationship between training and employee performance.**

The significance value of the training variable is 0.005, which is smaller than the significance level of 0.05, so it can be concluded that the effect between training and employee performance variables has a positive and statistically significant effect. In this case, it can be proven that the hypothesis is accepted. The magnitude of the effect of training on employee performance is seen in the coefficient of 0.338, or 33.8%—it means that the higher the competence, the 33.8% increase in professionalism will occur.

#### **The relationship between competence and employee performance.**

The significance value of the competency variable is 0.036, which is smaller than the significance level of 0.05. It can be concluded that the relationship between competence and employee performance is positive and statistically significant. In this case, it can be proven that the hypothesis is accepted. The coefficient of 0.278, or 27.8%, shows how much competence affects employee performance. This means that the more skilled an employee is, the more their performance will improve.

#### **The relationship between professionalism and employee performance.**

The significance value of the professionalism variable is 0.027, which is smaller than the significance level of 0.05, so it can be concluded that the relationship between professionalism and the employee performance variable has a positive and statistically significant effect. In this case, it can be proven that the hypothesis is accepted. The magnitude of the influence of professionalism on employee performance is seen in the coefficient of 0.312, or 31.2%. It means that the greater the amount of professionalism, the greater the increase in employee performance by 31.2%.

#### **Testing the mediation effect of professionalism**

The research mediation effect was tested using the Sobel-test and the calculation of the contribution value of the indirect effect. The research mediation effect was tested using the Sobel-test and the calculation of the contribution value of the indirect effect. Testing the mediating effect can be done using the Sobel test and e Accounted For Variance, with the results summarized in Table 10 below:

**Table 10: Mediation Effect Test**

Relationship	Mediator	Indirect Effect	Total Effect	VAN	Sig	Information
X1 to Y	Z	0.068	0.103	66.01%	0.082	Partial Mediation
X2 to Y	Z	0.139	0.502	27.68%	0.045	Partial Mediation
X3 to Y	Z	0.106	0.383	27.42%	0.017	Partial Mediation

Table 10 shows that professionalism is a mediating variable for recruitment, training, and competence toward employee performance, where the accounted for

variance is between 20% and 80%. Then the professionalism variable is categorized as a partial mediation variable.

**Table 11: Research Hypothesis Testing Results**

Hypothesis	Original Sample (O)	T Statistics ( O/STDEV )	P Values	Conclusion
Recruitment has a positive and significant effect on professionalism.	0.219	2,103	0.036	Accepted
Training has a positive and significant effect on professionalism.	0.446	2,978	0.003	Accepted
Competence has a positive and significant effect on professionalism.	0.338	2,844	0.005	Accepted
Recruitment has a positive and significant effect on employee performance.	0.035	0.318	0.750	Rejected
Training has a positive and significant effect on employee performance.	0.363	2.852	0.005	Accepted
Competence has a positive and significant effect on employee performance.	0.278	2,107	0.036	Accepted
Recruitment has a positive and significant effect on employee performance through professionalism.	0.068	1,761	0.078	Rejected
Training has a positive and significant effect on employee performance through professionalism.	0.139	2,178	0.028	Accepted
Competence has a positive and significant effect on employee performance through professionalism.	0.106	2,132	0.032	Accepted
Professionalism has a positive and significant effect on employee performance.	0.312	3,424	0.016	Accepted

## DISCUSSION

### The effect of recruitment on professionalism.

The study results prove that good recruitment by the Langkat Regency Inspectorate will significantly increase professionalism (path coefficient = 0.219; p-value = 0.036). This finding indicates that when the Langkat Inspectorate conducts good recruitment from policies, procedures, and recruitment methods, it will get employees with a high professional spirit.

The findings of this study are in line with the findings of Oaya (2017), who found that the recruitment method of using the services of an outside agency without any company interference has a good effect on screening prospective employees who are truly superior and have an impact on business performance and progress. The results of this study are also in line with research conducted by Samwel et al. (2016). They found that the recruitment would go well if competent outsiders carried out the recruitment without interference from the owner's family in recruiting employees to occupy positions. There is a positive relationship between recruitment and professionalism if it is related to

recruitment. The Langkat Regency Inspectorate employees are civil servants recruited in general through the ministry of empowerment of state apparatus and bureaucratic reform who are recruited with appropriate educational qualifications.

### The effect of training on professionalism

The results provide empirical evidence that training positively and significantly affects professionalism (path coefficient = 0.446; p-value = 0.003). These results show that training employees significantly and positively affect how professional they are at the Langkat Regency Inspectorate.

These findings indicate that the better the training organized by the Langkat Regency Inspectorate, the higher the professionalism of the employees. The training carried out by the Langkat Regency Inspectorate has so far improved the professionalism of employees at work.

The results of this study align with research conducted by Rahmawati et al. (2015) and Widya (2017), who found that training has a positive effect on professionalism. Training is the most important factor in how professional employees are at the Langkat Regency Inspectorate. This is because the

Langkat Regency Inspectorate gives its employees education and training to make their work more professional.

### **The effect of competence on professionalism**

The study's results provide empirical evidence that, statistically, there is a positive and significant effect of competence on professionalism (path coefficient = 0.338; p-value = 0.005). These results indicate that the higher the competence of employees as measured by knowledge, skills, and attitudes, the more their professionalism will increase. This study's findings align with Sudja and Kusmaningtyas's (2013) findings, who found a positive and significant relationship between competence and professionalism. The effect of competence on employee professionalism is the same as the effect of training on employee professionalism. Employees must be educated and trained to improve their knowledge, skills, and attitudes about work.

### **The effect of recruitment on employee performance**

The study's results provide empirical evidence that, statistically, recruitment has no significant positive effect on employee performance (path coefficient = 0.035; p-value = 0.750). It shows that the recruitment of employees by the Langkat Regency Inspectorate has little influence on employee performance. It means that the recruitment process cannot significantly affect and improve the performance of employees at the Langkat Regency Inspectorate. It can be explained because the selection process within the Langkat Regency Inspectorate has not implemented the selection procedure as standard operating procedures for recruitment. This study supports the research conducted by Kusuma Wardani (2021), who said that recruitment had no significant effect on performance. A good recruitment process may not significantly improve employee performance if recruited employees are positioned in inappropriate fields. In the

same way, the results of this study back up what Lestari (2019) and Suwanto and Subyantoro (2019) found: recruitment has a positive effect but is insignificant on employee performance.

### **The effect of training on employee performance.**

The results provide empirical evidence that training positively and significantly affects employee performance (path coefficient = 0.620; p-value = 0.000). It means that training greatly affects how well employees do their jobs. The training variable affects how well employees do their jobs.

Job training is the process of teaching new employees or existing employees the basic skills they need to carry out their jobs. With sufficient skills, the performance produced by employees will be even better to positively impact the company's development and progress (Gary Dessler in Suwatno, 2011). The results of this study align with research conducted by Okechukwu (2017) and Widya (2017), which found that effective methods of training and employee development have a positive, efficient, and sports-like impact on the organization's strategy for improving employee performance. supporting several previous studies (see Augustina et al., 2019; Ryansyah, 2015; Muhamad, 2015; Ginanti, 2017; Kahpi et al., 2017; Latif, 2018; Nugroho et al., 2020).

### **The effect of competence on employee performance.**

The study's results provide empirical evidence that competence positively and significantly affects employee performance (path coefficient = 0.278; p-value = 0.036). It means that competence affects the improvement of employee performance significantly. The competence variable influences good and bad employee performance. This study's results align with research conducted by Ekhsan (2019), which found that companies that want to improve employee performance more optimally can do so by having employees

with a better learning orientation, especially those who are committed to learning. Employees committed to learning and participating in the training will increase competencies that can improve employee performance. The study results also align with Siahaan et al. (2016), which found that through adequate competence, one will perform all job duties practically per the specified job description. Therefore, good performance is supported by the competencies possessed by employees. Other studies that support the results of this study are research conducted by Rosmaini (2019), Ginanti (2017), and Soetrisno et al. (2018), who found that competence had a significant effect on employee performance. It shows that if competence is improved properly through education and training, which results in increased employee knowledge, skills, and attitudes, it will impact employee performance at the Langkat Regency Inspectorate.

#### **The effect of recruitment on employee performance through professionalism.**

The study's results provide empirical and statistical evidence that professionalism cannot mediate the effect of recruitment on employee performance (indirect effect = 0.068; p-value = 0.078). These results indicate that the effect of recruitment through professionalism is not significant in improving employee performance at the Langkat Regency Inspectorate. The results of this study contradict the research conducted by Okechukwu (2017), who found that professionalism could mediate the effect of recruitment on employee performance. It shows that the professionalism of the employees at the Langkat Regency Inspectorate has not been able to make up for the effect that recruitment has had on their work.

#### **The effect of training on employee performance through professionalism**

The results provide statistical and empirical evidence that professionalism mediates the effect of training on employee performance

(indirect effect = 0.139; p-value = 0.028). It shows that if the Langkat Inspectorate conducts training by paying attention to training materials, training methods, trainers (instructors), training participants, and training facilities, the professionalism of employees will increase and will impact employee performance. Good training will be able to improve the professionalism of employees at the Langkat Regency Inspectorate, which will indirectly be able to improve employee performance at the Langkat Regency Inspectorate. When an employee receives good training at the Langkat Regency Inspectorate, he will be able to improve employee professionalism, namely a sense of devotion to his profession, a high social spirit, good independence, and maintaining good relations with colleagues. When an employee's sense of professionalism improves, it will help the Langkat Regency Inspectorate employees do their jobs much better.

#### **The effect of competence on employee performance through professionalism**

The results provide statistical and empirical evidence that professionalism mediates the effect of training on employee performance (indirect effect = 0.05; p-value = 0.032). It shows that if the Langkat Inspectorate increases employee knowledge, skills, and attitudes about work through training, employee professionalism will increase, affecting employee performance. Because of current developments, employees are required to be more technology and information literate because of the changing development of information, so when an employee is late, it will greatly affect work. In addition, employees should also be given a better understanding of the rules relating to their work, equipping them with the ability to take quick and appropriate action in solving problems at work.

### **The effect of professionalism on employee performance**

The results for the last hypothesis provide empirical evidence that professionalism has a positive and significant effect on employee performance (path coefficient = 0.312; p-value = 0.016). It shows that the higher the professionalism of the employees at the Langkat Regency Inspectorate, the better employee performance will be. When professionalism has been improved, it can significantly improve employee performance. They found the same thing. Gerhana et al. (2019) and Ferawati et al. (2020) found that professionalism positively and significantly affected employee performance.

### **CONCLUSION & SUGGESTIONS**

The research was conducted to answer all research hypotheses with the following conclusions: Recruitment has a positive and significant influence on the professionalism of employees at the Langkat Regency Inspectorate. Training has a positive and significant effect on the professionalism of employees at the Langkat Regency Inspectorate. Competence has a positive and significant influence on the professionalism of employees at the Langkat Regency Inspectorate. Recruitment has no significant positive effect on employee performance at the Langkat Regency Inspectorate. Training positively and significantly impacts employee performance at the Langkat Regency Inspectorate. Competence positively and significantly affects employee performance at the Langkat Regency Inspectorate. Recruitment has a positive and insignificant effect on employee performance through professionalism in the Langkat Regency Inspectorate. Training positively and significantly impacts employee performance through professionalism in the Langkat Regency Inspectorate. Competence positively and significantly influences employee performance through professionalism in the Langkat Regency Inspectorate. Professionalism positively and

significantly affects employee performance at the Langkat Regency Inspectorate.

Based on the results obtained during the study, the following suggestions are made: recruiting employees with educational backgrounds matching the expected educational qualifications is recommended to improve employee performance. It is recommended that all employees can follow training with audit communication materials. It is recommended to emphasize to employees that the task of conducting training is to improve their knowledge, skills, and attitudes towards their work in preparing reports on examination results based on existing facts without being influenced by other people. It is recommended for further research to add or even use different variables from the variables in this study, such as leadership, motivation with organizational commitment, and job satisfaction.

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