STRATEGY TO IMPROVE PORT EMPLOYEE PERFORMANCE: ANALYSIS OF COMPETENCY, MOTIVATION, AND WORK DISCIPLINE AT UPP CLASS I TOBELO

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Abstract

This study aims to analyze the influence of competence, motivation, and work discipline on employee performance at the Class I Port Administration Office (UPP) in Tobelo. The research is based on operational issues linked to inadequate discipline, suboptimal training and competency development, and low work motivation among staff. A quantitative approach with an associative design was employed. The study involved all 55 employees as the total sample. Data were collected using a closed-ended Likert-scale questionnaire that had passed validity and reliability tests. Multiple linear regression analysis was conducted using SPSS version 25.0. The findings indicate that competence, motivation, and work discipline collectively have a significant impact on employee performance, with a coefficient of determination (R^2) of 0.911. This suggests that 91.1% of the variation in performance is explained by the three variables. Partially, competence shows the strongest influence ($\beta = 0.751$), followed by motivation ($\beta = 0.604$). Interestingly, work discipline exerts a significant negative effect on performance ($\beta = -0.314$). These results highlight the importance of enhancing employee competence and motivation as key strategies for improving organizational performance. While discipline remains relevant, it should be implemented through consistent and measurable policies. The study recommends that human resource management in port offices prioritize career-based motivation strategies and continuous competence development to ensure sustained performance improvement.

Keywords: *Competence, Motivation, Work Discipline, Employee Performance.*

A. INTRODUCTION

Employee performance is a critical component in achieving organizational goals, particularly within public sector institutions that deliver essential public services. In the field of public administration, optimal performance serves not only as an indicator of successful task execution and organizational function, but also reflects the effectiveness, efficiency, and accountability of civil servants in meeting societal needs (Susanto, 2019). High-quality public service delivery cannot be realized without personnel who demonstrate strong performance—measured in terms of punctuality, output quality, initiative, and sense of responsibility.

Among the key internal factors influencing performance is employee competence, which encompasses a combination of knowledge, technical skills, and work attitudes aligned with job requirements. Competence forms the foundation of

individual productivity within an organization. Setyawan and Hariyanto (2020) found that competence enhancement through job training significantly contributes to work efficiency and the ability of employees to adapt to a dynamic work environment, these findings underscore the importance of systematic planning and implementation of human resource development programs.

Internal data from the Tobelo Class I Port Authority Office (Unit Penyelenggara Pelabuhan, UPP) reveal that, of the five technical training programs scheduled for the current year, the majority have not been implemented as planned (see Table 1.1). The low participation rate in these training activities may hinder employee preparedness in executing port service tasks that are increasingly complex and require up-to-date technical skills. This raises concerns about the sustainability of performance improvement efforts if not supported by continuous competence development.

Table 1. Realization of Employee Training and Development Activities (2020-2023)

No	Types of Training	Target	Achievements	Information
1	Maritime Training	50	43	Not achieved
2	Level Training	6	6	Achieved
3	Technical Training	50	40	Not achieved
4	Non-Technical Training	20	8	Not achieved
5	Equipment Operator Training	4	0	Not achieved

Source: 2023 Lakip data, Class I Tobelo Port Organizing Unit Office

Work motivation also influences employee performance in carrying out their duties and responsibilities. Motivation derived from intrinsic factors such as job satisfaction and self-actualization is often more effective than purely extrinsic motivation. Andriani et al. (2020) emphasized that internally motivated employees tend to have higher performance and stronger work loyalty. However, employee motivation also depends heavily on the work environment, reward system, and organizational leadership (Putra & Mulyani, 2021). Another equally important factor is work discipline. Discipline reflects adherence to rules, punctuality, and responsibility for tasks. Based on data summarizing employee discipline at the Tobelo Class I UPP Office over the past three years, it can be seen that despite an increase in on-time attendance, the rate of tardiness remains quite high (see table below).

Table 2. Recapitulation of Discipline of UPP Class I Tobelo Office Employees

Year	Number of Employees	On Time		Delay		Absence	
		Total	%	Total	%	Total	%
2021	55	2.411	18,55	8.612	66,25	1.977	15,20
2022	55	3.584	27,57	7.882	60,63	1.534	11,8
2023	55	4.662	35,86	6.875	52,89	1.463	11,25

Source: Tobelo Class I Port Management Unit Office (2023)

Organizational performance is often assessed through the achievement of established strategic indicators. In the case of the Tobelo Class I Port Authority Office (UPP), performance data from 2023 show that while many targets were met, several key indicators remained suboptimal.

Competence alone is insufficient to guarantee performance; work motivation plays a vital role in determining the extent to which competence is effectively applied

in practice. Both intrinsic factors—such as personal fulfillment—and extrinsic drivers—like incentives and recognition—serve as catalysts for productive behavior. Sudrajat (2021) highlights the stronger influence of intrinsic motivation on long-term performance. Similarly, Andriani et al. (2020) found that highly motivated employees demonstrate greater commitment to organizational goals.

Employee motivation is influenced by various organizational elements, including the work environment, leadership style, and policy framework. Putra and Mulyani (2021) emphasized that a positive work atmosphere, supportive leadership, and fair reward systems significantly enhance motivation. In the public sector, fostering a conducive work climate is a critical strategy for improving employee performance.

Discipline is another fundamental factor, essential for cultivating consistent and accountable work behavior, it reflects adherence to organizational rules, procedures, and schedules. According to Rahman (2020), disciplined employees tend to exhibit higher productivity and accuracy. Moreover, discipline is closely associated with effective time management and task efficiency (Wijaya & Santoso, 2021). Saraswati (2021) further notes that instilling discipline strengthens employee loyalty, minimizes internal conflict, and fosters teamwork, all of which enhance overall organizational performance.

A large body of empirical studies supports the notion that competence, motivation, and discipline are interrelated and collectively shape employee performance. Hidayat (2020) asserts that the absence or imbalance of any of these elements can hinder desired outcomes. Hence, a holistic approach integrating competency development, motivational reinforcement, and consistent enforcement of discipline is essential for effective human resource management in the public sector.

This integrated approach demands the synchronization of training programs, incentive systems, and disciplinary policies. Suryana (2020) argues that improving employee performance relies heavily on the organization's ability to manage these three variables simultaneously. Competency development must be accompanied by transparent, equitable reward mechanisms and fair yet firm disciplinary practices.

Nugroho (2021) supports the integration of competence, motivation, and discipline as a prerequisite for optimal organizational performance. He emphasizes that competence-building should go beyond technical skills to include managerial and interpersonal capacities suited to a collaborative work environment. At the same time, organizations should promote intrinsic motivation through career development opportunities and recognition of individual contributions, while embedding discipline into operational culture.

In today's increasingly competitive and dynamic work environment, Indonesian organizations face mounting pressure to enhance the quality of human capital. This challenge is intensified by digital transformation and globalization, which demand rapid adaptation to new work patterns and skill requirements. Arifin & Wahyudi (2022) suggest that organizations must adopt more agile approaches in designing competency development programs that are market-relevant, while also refining their motivation and discipline policies to ensure practical implementation.

Effective management of competence, motivation, and discipline not only impacts individual performance but also influences overall organizational

productivity, efficiency, and service quality. Handoko et al. (2021) underscore the importance of understanding the interaction between these variables within specific institutional contexts to develop more targeted and effective human resource strategies. With structured and measurable management practices, organizations can optimize the potential of their personnel to achieve long-term goals.

The Tobelo Class I Port Authority (KUPP), located in North Halmahera Regency, plays a strategic role in supporting public service operations. As a designated feeder port under Ministry of Transportation Regulation No. 62/2010, it is tasked with regulating, supervising, and managing port operations while ensuring maritime safety and security. Despite the introduction of digital systems such as Inaportnet, operational constraints persist due to limited human resources and infrastructure, resulting in continued reliance on manual processes for cargo and vessel services.

Operational issues such as delays in vessel arrivals and departures and extended port waiting times, highlight challenges in service efficiency and quality. These conditions affirm the importance of having competent, motivated, and disciplined personnel to enhance port performance. The quality of staff performance directly influences maritime logistics flow and customer satisfaction.

Employees must not only possess technical expertise but also demonstrate high motivation and discipline to ensure fast, accurate, and accountable service delivery. Failure to manage human resources comprehensively may disrupt service flow and erode stakeholder trust in the institution.

This study on the impact of competence, motivation, and work discipline on employee performance is both relevant and urgent. It seeks to provide empirical insights into the contribution of each factor to performance and to inform policy development aimed at improving human capital within the Tobelo Class I Port Authority. The findings are expected to offer strategic guidance for institutional leaders in designing more targeted organizational interventions—particularly in areas such as staff training, motivation-building, and consistent enforcement of discipline—through a data-driven and analytical approach.

B. LITERATURE REVIEW

1. Competence

Competence plays a critical role in determining the quality of employee performance. Individuals equipped with technical expertise, in-depth knowledge, and a professional attitude tend to complete tasks with greater speed and accuracy. They are also more adept at navigating change, adapting to new challenges, and making meaningful contributions toward organizational goals (Huselid, 2020; Sun et al., 2019). The ability to set priorities, manage time effectively, and execute tasks with minimal error underscores the impact of competence on operational efficiency. Interpersonal skills—such as communication, leadership, and collaboration—further enhance team performance and facilitate smooth interdepartmental coordination (Sanchez & Levine, 2019; Campion et al., 2022).

Competent employees are also more likely to be innovative. Their capacity for critical thinking and willingness to take initiative enable the generation of ideas that align with evolving organizational needs. Innovation becomes particularly vital as

organizations face increasing demands from digital transformation and rapidly changing market dynamics (Sparrow & Makram, 2020).

High levels of competence foster self-confidence and job satisfaction, which in turn enhance employee loyalty and motivation while reducing stress and absenteeism (Tett et al., 2021). A collaborative work culture is more easily cultivated when employees complement one another and have a clear understanding of their respective roles (McClelland, 2021).

In the long term, competency development provides a strategic advantage. Skilled employees drive efficiency, uphold service quality, and strengthen organizational competitiveness. Competence thus serves as a foundational element that not only supports individual productivity but also underpins the overall success and sustainability of the organization (Bresman & Zellmer-Bruhn, 2021).

2. Motivation

Work motivation is formed through the interaction of internal drives and external influences. Intrinsic factors such as personal achievement, meaningful work, and a sense of responsibility drive individuals to perform without coercion. External incentives such as compensation, job security, and reward systems maintain enthusiasm. These two factors complement each other in creating a sustainable work drive.

Intrinsic motivation arises when individuals feel in control of their tasks, are able to demonstrate competence, and have positive social relationships. In Self-Determination Theory, fulfilling the needs for autonomy, competence, and relatedness forms the basis for a strong work drive. This state gives rise to psychological experiences such as flow, when someone immerses themselves in their work with focus and high satisfaction.

Extrinsic motivation is more related to rewards and organizational rules, and while it doesn't directly increase motivation, its presence is important in preventing dissatisfaction. Fair compensation, a decent work environment, and recognition from superiors have a positive impact on work morale. Research shows that appropriate rewards can strengthen loyalty and encourage higher contributions.

A supportive organizational environment also strengthens motivation. A fair, transparent, and developmental work culture creates a conducive atmosphere for employee psychological growth. Value alignment between individuals and the organization strengthens commitment, while an inclusive work environment fosters engagement and creativity. Motivation plays a crucial role in supporting work effectiveness and quality; setting clear goals encourages greater effort and a sense of tangible accomplishment. Intrinsic drive, born of personal values and emotional engagement, has been shown to create consistent performance. Effective managerial strategies need to combine psychological and structural approaches to foster strong and sustained motivation.

3. Work Discipline

Work discipline is a key element in human resource management and organizational governance. This concept encompasses compliance with regulations and individual awareness to act responsibly and professionally. Discipline not only

maintains order in task execution but also forms the basis for operational efficiency and the collective achievement of organizational goals.

Four key aspects reflecting work discipline include punctuality, adherence to rules, responsibility, and consistency. Punctuality demonstrates respect for the organizational structure and a commitment to efficiency. Adherence to rules reflects employees' understanding of work procedures and a willingness to maintain order. Responsibility reflects initiative in completing tasks and being accountable for results. Meanwhile, consistency demonstrates stable performance, even under pressure or changing circumstances.

A study by Robbins and Judge (2013) confirmed that discipline in the form of punctuality and procedural compliance contributes to organizational stability. Arulrajah et al. (2020) showed that disciplined behaviors such as punctual attendance are positively correlated with performance. Pekovic and Rolland (2020) support these findings by stating that organizations with high levels of compliance tend to be more orderly and experience less conflict.

Responsibility is an indicator of an individual's reliability at work. Responsible employees tend to gain management's trust and play an active role in problem-solving. Goleman (2021) and Aguinis & Glavas (2019) note that a sense of responsibility is closely related to engagement and leadership quality. Furthermore, consistency in performance plays a key role in organizational sustainability. Robinson et al. (2018) and Mathieu et al. (2017) emphasize that consistent employees are valued as strategic assets because they contribute to long-term reliability.

Work discipline also directly impacts operational effectiveness. Disciplined employees are more organized, able to manage their time effectively, and complete work efficiently. Peeters et al. (2019) found that good time management reduces stress and increases productivity. In sectors that require precision, such as finance or healthcare, discipline is a crucial tool for maintaining quality and avoiding errors. Well-maintained discipline ultimately strengthens a healthy, high-performance organizational culture.

4. Performance

Employee performance reflects an individual's ability to fulfill responsibilities and contribute to achieving organizational goals. As a crucial component of human resource management, performance is influenced not only by competence, motivation, and discipline, but also by the work environment, leadership style, organizational culture, technology, stress management, work-life balance, and learning opportunities. Each factor contributes significantly to employee effectiveness and productivity.

Competence is the primary foundation for task performance. Technical and non-technical skills, such as communication and teamwork, support the achievement of work targets (Spencer & Spencer, 1993; Boyatzis, 2020). Motivation influences the extent to which employees engage and persist in their tasks. Intrinsic motivation has been shown to be more sustainable than external motivation (Ryan & Deci, 2020; Cerasoli et al., 2022). Work discipline strengthens time management skills and performance consistency, and is closely linked to task efficiency and reduced stress (Luthans, 2011; Peeters et al., 2019).

Environmental factors also play a significant role. A comfortable workspace, positive social relationships, and supportive facilities impact concentration and work efficiency (Vischer, 2008; Dul & Ceylan, 2020). A transformational leadership style can encourage higher engagement and commitment, compared to a transactional approach that tends to be short-term (Yukl, 2019; Bass & Avolio, 1994). Meanwhile, an open and collaborative organizational culture allows for initiative and innovation (Schein, 2017; Edmondson & Lei, 2014).

Technology accelerates work processes and reduces errors, but its effectiveness depends on employee readiness and training support (Davenport & Ronanki, 2018; Mettler & Pinto, 2018). Stress management and work-life balance are also determining factors. Flexible policies and mental support have been shown to increase employee resilience and creativity (Bakker & Demerouti, 2017; Sonnentag et al., 2017). Continuous development is a crucial foundation for maintaining organizational competitiveness. Training, mentoring, and career programs strengthen employee adaptability to change (Aguinis & Kraiger, 2009; Noe et al., 2020). An effective performance management strategy must consider all of these aspects in an integrated manner to create a work environment that supports optimal and sustainable performance.

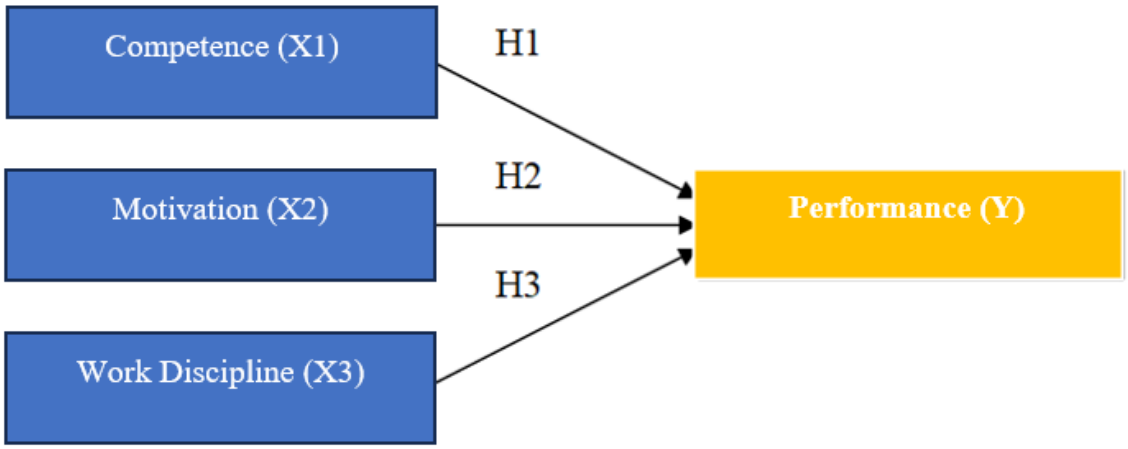

Figure 1. Research Framework

5. Hypothesis

The development of hypotheses in this study is grounded in the conceptual framework previously outlined, which highlights the interrelationship between competence, motivation, and work discipline as predictors of employee performance. The primary objective of formulating these hypotheses is to test the individual effects of each independent variable on the dependent variable, as well as their combined influence.

a. Hypothesis 1 (H1): There is a positive and significant relationship between competence and employee performance. This hypothesis posits that higher levels of competence—including knowledge, skills, and work attitude—correlate with improved performance outcomes.
b. Hypothesis 2 (H2): There is a positive and significant relationship between motivation and employee performance. This hypothesis examines the extent to

which motivation, both intrinsic and extrinsic, drives employees to perform optimally and meet organizational objectives.

c. Hypothesis 3 (H3): There is a positive and significant relationship between work discipline and employee performance. This hypothesis focuses on the role of adherence to rules, punctuality, and accountability in contributing to effective job performance.
d. Hypothesis 4 (H4): Competence, motivation, and work discipline simultaneously exert a positive and significant influence on employee performance. This hypothesis underscores the importance of these three variables acting collectively in explaining variations in performance, assuming that their interaction produces a stronger effect than when assessed individually.

Testing these four hypotheses is expected to provide a comprehensive understanding of the determinants of employee performance, serving as a foundation for more effective managerial policies in human resource management.

C. METHOD

This study uses a quantitative approach with a survey method. The objective is to examine the influence of competence, work motivation, and work discipline on the performance of employees at the Tobelo Class I Port Management Unit (KUPP). Primary data was obtained through a closed-ended questionnaire, compiled based on indicators for each variable that have been validated theoretically and empirically. The instrument adopted a five-level Likert scale with a value range from 1 (strongly disagree) to 5 (strongly agree). Secondary data were collected from internal agency documents, including organizational structures, performance evaluation reports, and personnel data. Other supporting references came from scientific literature, academic publications, and the Ministry of Transportation's annual report. The combination of both types of data was used to strengthen contextual understanding and increase the validity of the analysis results.

The population included all 55 active employees at KUPP Class I Tobelo, consisting of 29 civil servants and 26 non-civil servants. Given the small population size, a saturated sampling technique was applied so that all members of the population became respondents.

Table 3. Population and Research Sample Size

No	Employee Status	Amount
1	Civil Servant	29
2	Non-Civil Servant	26
Total		**55**

Data collection was conducted from June to August 2024. The main instrument was a closed-ended questionnaire to measure four variables: competency, work motivation, work discipline, and employee performance. The instrument underwent content validity testing (by experts) and statistical construct validity. Reliability testing was conducted using the Cronbach's Alpha coefficient, with a value of ≥ 0.70 as an indicator of reliability.

Construct validity was tested using Pearson Product Moment correlation. Items were considered valid if the correlation value was >0.30. Reliability testing was

conducted using Cronbach's Alpha. An alpha value ≥ 0.70 indicates the instrument is reliable.

The analysis is carried out in stages:

1. Descriptive Analysis: Calculates the mean, standard deviation, minimum, and maximum values for each variable.
2. Classical Assumption Test: Includes tests for normality (Kolmogorov-Smirnov), multicollinearity (Tolerance and VIF), heteroscedasticity (Glejser), and autocorrelation (Durbin-Watson).
3. Multiple Linear Regression Analysis: Used to measure the simultaneous and partial effects of three independent variables on performance. Equation Model:
   $Y=\beta0+\beta1X1+\beta2X2+\beta3X3+\epsilon$
   Where:
   YYY = employee performance
   X1X_1X1 = competence
   X2X_2X2 = work motivation
   X3X_3X3 = work discipline
4. t-test and F-test: Used to assess the significance of partial and simultaneous effects.
5. Coefficient of Determination (R^2): Describes the proportion of performance variation explained by the three independent variables.

D. RESULT AND DISCUSSION

1. Descriptive Statistical Test

The description of the research results is the response of respondents who filled out the questionnaire regarding "The Influence of Competence, Motivation and Work Discipline on the Performance of Employees at the Class I Tobelo Port Management Unit Office". The tendency of respondents' answers to each research variable will be seen. The tendency of respondents' answers can be seen from the form of descriptive statistics for each variable.

Table 4. Descriptive Statistical Test Results

Variable	Highest Scoring Item (Mean)	Lowest Scoring Item (Mean)	Overall Mean	Category
Competence (X_1)	X1.6 – Effective communication skills (3.80)	X1.10 – Adaptation to new technology (3.51)	**3.69**	High
Motivation (X_2)	X2.5 – Career development opportunities (3.93)	X2.2 – Incentive effectiveness (3.16)	**3.70**	High
Discipline (X_3)	X3.10 – Commitment to organizational standards (3.93)	X3.7 – Compliance with safety procedures (3.09)	**3.68**	High
Employee Performance (Y)	Y2 – Work quality (3.82)	Y9 – Ability to minimize errors (3.56)	**3.69**	High

Source: Data Proceed

The descriptive statistical results presented in Table 4 indicate that all key variables in this study scored within the high category. This reflects employees' generally positive perceptions regarding their competencies, work motivation, discipline, and overall performance at the UPP Class I Tobelo Office.

Work motivation recorded the highest mean score at 3.70, suggesting that motivational factors are the most prominent among respondents. The highest

indicator score was found in career development opportunities (3.93), affirming that the availability of upward career paths serves as a strong incentive. Conversely, the lowest score was for the effectiveness of incentives (3.16), indicating a potential need to reassess the current financial and non-financial reward systems.

The competency variable had a mean score of 3.69, with the highest ratings for effective communication and teamwork skills (both at 3.80). This implies that employees' social competencies are well established. However, the lowest score was observed in the ability to adapt to new technologies (3.51), highlighting a gap that may hinder operational efficiency, particularly in the context of port service digitalization.

Work discipline averaged 3.68, also falling into the high category. Commitment to organizational values and standards emerged as the most prominent indicator (3.93), suggesting strong institutional value internalization. On the other hand, compliance with safety procedures received the lowest score (3.09), raising concerns given the high-risk nature of port operations.

Employee performance scored an average of 3.69, with work quality as the highest-rated indicator (3.82), reflecting satisfactory output. However, the ability to minimize errors (3.56) remains an area for improvement, potentially through training or more adaptive supervision.

The consistently high scores across the four variables support the assumption that competence, motivation, and discipline jointly contribute to optimal performance. Employees' positive perceptions of these dimensions offer a solid foundation for strengthening human resource policies. Specifically, these findings suggest that:

a. Investments in technology training and incentive systems are necessary to close existing gaps.
b. Workplace safety protocols should be further emphasized in disciplinary programs.
c. Career development pathways must be systematically integrated as part of employee retention strategies.

These insights provide a relevant basis for designing more strategic managerial interventions in the future.

2. Validity Test

Validity testing is used to assess the extent to which an instrument, such as a questionnaire, measures what it is supposed to measure. The higher the validity of a measuring instrument, the more accurate the measurement results are for the characteristics being measured. Accuracy, in this context, refers to the instrument's ability to provide accurate and precise data. Conversely, if the measurement results do not reflect the object being measured, the instrument has low validity.

Validity testing was conducted through construct validity, using the Pearson Product Moment correlation method and the SPSS program. The trial was conducted on 55 respondents. Based on this number, the critical r-value used was 0.260 with a significance level of 5%. A questionnaire item is declared valid if the calculated r-value is greater than 0.260. If the calculated r-value is less than or equal to 0.260, then the item does not meet the validity criteria.

Table 5. Validity Test Results Table

Variable	Number of Indicators	Range of r-value	r-table	Sig.	Description
Competence (X1)	10	0.608 – 0.840	0.260	0.000	Valid
Motivation (X2)	10	0.669 – 0.886	0.260	0.000	Valid
Work Discipline (X3)	10	0.598 – 0.825	0.260	0.000	Valid
Employee Performance (Y)	10	0.681 – 0.791	0.260	0.000	Valid

Source: data proceed

Based on the validity test results listed in Table 2, all statement items in the questionnaire showed correlation values (r-count) exceeding the r-table value of 0.260. These results indicate that each statement item in the instrument used to measure the variables of Competence, Motivation, Work Discipline, and Performance met the validity criteria. All items were declared valid because they were able to accurately represent the constructs being measured, the instrument used was deemed adequate and could be used in subsequent data analysis processes.

3. Reliability Test

Reliability testing is a method for measuring the consistency of an instrument, in this case a questionnaire, which consists of a number of statements as indicators of a variable or construct. A questionnaire is said to be reliable if the answers given by respondents to equivalent statements are consistent or stable over a certain period of time. According to Ghozali (2018), instrument reliability can be determined through the Cronbach's Alpha value, where a variable is said to be reliable if it has an alpha value greater than 0.60. A Cronbach's Alpha value less than 0.60 indicates inconsistencies in respondents' answers to the items in the questionnaire. In such conditions, it is recommended to review items with low or negative correlations, and if necessary, remove unreliable items to increase the alpha value and make the instrument more consistent.

Table 6. Reliability Test Results of Research Variables

Variable	Cronbach's Alpha	Standard Value	Description
Competence (X1)	0.898	0.60	Reliable
Motivation (X2)	0.946	0.60	Reliable
Work Discipline (X3)	0.906	0.60	Reliable
Performance (Y)	0.907	0.60	Reliable

Source: Processed data (2024)

Based on the reliability test results presented in Table 4.10, all variables—Competence, Motivation, Work Discipline, and Performance—had Cronbach's Alpha coefficient values greater than 0.60, this indicates that the instrument used in this study has an adequate level of internal consistency, and all items in the questionnaire were found to be reliable and can be used for further analysis.

4. Normality Test

The normality test aims to determine whether the data in the regression model, both independent and dependent variables, have a normal distribution. Normal distribution is one of the basic assumptions in linear regression analysis, as a good regression model requires that the residuals or errors are approximately normally distributed. The normality test in this study was conducted using the SPSS program

using the Kolmogorov-Smirnov (K-S) method. The test results are presented in the following table:

Table 7. Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		55
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	2.64526501
Most Extreme Differences	Absolute	.160
	Positive	.160
	Negative	-.141
Test Statistic		.160
Asymp. Sig. (2-tailed)		.110[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Source: Processed data (2024)

Based on the results of the Kolmogorov-Smirnov test in the table above, the Asymp. Sig. (2-tailed) value is 0.110, which is greater than the significance value of 0.05. This value indicates that the data does not experience significant deviations from the normal distribution. The data in the regression model can be said to meet the assumption of normality and can be used for valid regression analysis. According to Ghozali (2018), a regression model can be said to be normally distributed if the points on the Normal Probability Plot (P-P Plot) graph tend to follow the diagonal line, this pattern indicates that the distribution of residual data approaches a normal distribution.

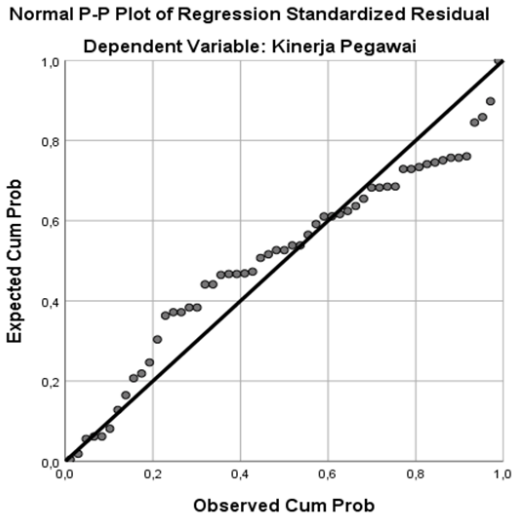

Figure 2. P-plot Normality Test

Based on the results of the P-P Plot graph in Figure 2, it can be seen that the data points are spread symmetrically and follow the direction of the diagonal line, so it can be concluded that the residuals in this model are normally distributed..

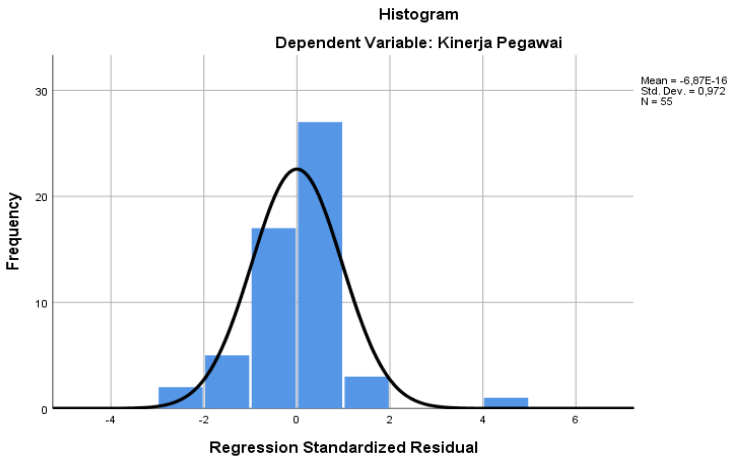

Figure 3. Histogram Normality Test

The histogram in Figure 3 shows a bell-shaped curve pattern that resembles a normal distribution. The peak of the distribution is in the center, and the distribution is symmetrical on both sides. This pattern confirms the finding that the residual data meets the assumption of normality.

5. Multicollinearity Test

A multicollinearity test is conducted to determine whether there is a correlative relationship between independent variables in a regression model. A good regression model should not show a high correlation between independent variables, as multicollinearity can distort regression parameter estimates and reduce the validity of the results. According to Ghozali (2011), if independent variables are uncorrelated or have a correlation close to zero, then these variables are said to be orthogonal. This condition indicates that there is no multicollinearity.

Table 8. Multicollinearity Test Results

Variable	Tolerance	VIF	Description
Competence (X1)	0.644	1.554	No Multicollinearity
Motivation (X2)	0.187	5.350	No Multicollinearity
Work Discipline (X3)	0.184	5.445	No Multicollinearity

Source: Processed data (2024)

The results of the multicollinearity test are shown in Table 4.12. Based on the table, all independent variables have a Tolerance value above 0.10, indicating that there is no correlation between the independent variables exceeding 95%. Furthermore, the Variance Inflation Factor (VIF) value for each variable is also below 10, indicating that there is no multicollinearity in the regression model. Based on these results, it can be concluded that all independent variables in this regression model are free from multicollinearity problems, making the model suitable for further analysis.

6. Heteroscedasticity Test

The heteroscedasticity test is conducted to determine whether the regression model exhibits unequal residual variances between observations. If the residual variance is constant, this condition is called homoscedasticity, whereas if the variances vary, heteroscedasticity occurs. The presence of heteroscedasticity can cause regression estimation results to be inefficient and less reliable. According to Ghozali

(2018), a regression model is declared free of heteroscedasticity if the pattern on the scatterplot graph does not show a specific shape, such as a wavy, narrowing, or widening pattern, and the residual points are randomly distributed above and below the zero line on the Y-axis.

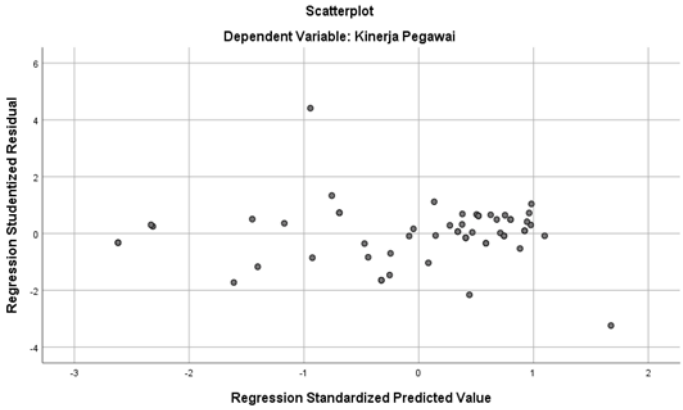

Figure 4. Homoscedasticity Test

Based on the test results displayed in Figure 4, the residual points appear to be randomly distributed above and below zero on the Y-axis without forming a specific pattern. This distribution pattern indicates that the regression model does not indicate any symptoms of heteroscedasticity and has met the assumption of homoscedasticity.

7. Multiple Regression Analysis

All classical assumption tests have been conducted, and the results indicate that the regression model meets the feasibility requirements, namely, there are no violations of the assumptions of normality, multicollinearity, or heteroscedasticity. With these assumptions met, the next step is to evaluate and interpret the multiple regression model used in this study. This multiple regression model is designed to test the influence of the independent variables, namely Competence (X_1), Motivation (X_2), and Work Discipline (X_3), on the dependent variable, Employee Performance (Y). The goal is to determine the extent to which each independent variable contributes to changes in the value of the dependent variable.

The testing process was conducted using SPSS version 25.0. The analysis results are presented through three main outputs: Model Summary, ANOVA (F test), and Coefficients (t test):

a. Coefficient of Determination Test

Based on the Model Summary output in Table 8, the adjusted coefficient of determination (Adjusted R Square) is 0.911. This value indicates that 91.1% of the dependent variable, namely Employee Performance, can be explained by the independent variables in the model, namely Competence (X_1), Motivation (X_2), and Work Discipline (X_3). This figure reflects a very strong relationship between the three independent variables and employee performance. Meanwhile, the remaining 8.9% is explained by other factors outside the regression model used in this study, such as organizational commitment, work environment, leadership, or other personal aspects that are not directly analyzed.

Table 9. Results of the Determination Coefficient Test

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.954[a]	.911	.906	2.722

a. Predictors: (Constant), Work Discipline, Competence, Competence
b. Dependent Variable: Employee Performance

Source: Processed data (2024)

b. T-Test

The regression model used in this study has met all classical assumptions and is therefore considered suitable for further analysis. The next step is to test whether the variables of Competence, Motivation, and Work Discipline significantly influence Employee Performance. The results of data processing through multiple regression analysis using SPSS version 25 are presented in tabular form, including the Model Summary output, ANOVA (F-test), and Coefficients (t-test).

Table 10. t-Test Result

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-1.508	2.020		-.746	.459		
	Competence	.751	.060	.651	12.494	.000	.644	1.554
	Competence	.604	.085	.685	7.077	.000	.187	5.350
	Work Discipline	-.314	.105	-.291	-2.984	.004	.184	5.445

a. Dependent Variable: Employee Performance

Source: Processed data (2023)

Based on Table 10, the multiple linear regression equation model is obtained as follows:

$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + e$

$Y = –1{,}508 + 0{,}751X_1 + 0{,}604X_2 – 0{,}314X_3$

Information:

Y = Employee Performance
X_1 = Competence
X_2 = Motivation
X_3 = Work Discipline
e = Error (residual)

This equation shows the partial relationship between the independent and dependent variables. The following is an explanation of each component:

1). Constant (a = –1.508)

This implies that if all independent variables are held at zero, the predicted employee performance score would be –1.508. In other words, employee performance would be negative in the absence of contributions from the three independent variables. This finding highlights that competence, motivation, and work discipline are essential prerequisites for effective performance. It underscores that without these factors, optimal performance cannot be achieved. Gomes (2003:130) affirms that performance is highly dependent on ability, willingness, and the opportunities provided. Similarly, Mangkunegara (2015:67) argues that performance is the result of the interaction between motivation and

capability. The negative constant value reinforces the critical role of these three variables in shaping organizational performance.

2). Competency Coefficient (b_1 = 0.751)
This coefficient indicates that a one-unit increase in competency is associated with a 0.751 increase in performance, assuming other variables remain constant. This confirms that competency has a strong positive influence on performance. According to Spencer & Spencer (1993), competency refers to the underlying characteristics of an individual that are directly related to superior work performance. High competency reflects both the technical and mental preparedness of employees to carry out tasks efficiently.

3). Motivation Coefficient (b_2 = 0.604)
This means that a one-unit increase in motivation leads to a 0.604 increase in performance. It suggests that employees with higher levels of motivation—both intrinsic and extrinsic—tend to perform better. Herzberg's Two-Factor Theory posits that motivators such as recognition and achievement play a significant role in shaping job satisfaction and productivity. Robbins & Judge (2019) also highlight that motivation is an internal force that drives individuals to act purposefully toward achieving organizational goals.

4). Work Discipline Coefficient (b_3 = –0.314)
The negative coefficient indicates that an increase in work discipline is associated with a 0.314 decrease in performance. This suggests that, in certain organizational contexts, rigid or authoritarian disciplinary practices that are misaligned with actual working conditions may lead to psychological stress among employees. Johnson et al. (2017) found that overly strict supervision systems can reduce employee engagement in decision-making processes. This underscores the need for a participatory, fair, and adaptive disciplinary approach that aligns with the dynamics of the workplace.

8. Partial t-Test Analysis

The partial test aims to assess the individual effect of each independent variable on the dependent variable. The t-test results from SPSS are presented in Table 11.

a. Hypothesis 1: The Effect of Competence on Performance
The t-value is 12.494, while the t-table value is 2.004. Since t-calculated > t-table and the significance value (p = 0.000) is less than 0.05, H_1 is accepted and H_0 is rejected. This indicates that competence has a positive and statistically significant partial effect on employee performance.

b. Hypothesis 2: The Effect of Motivation on Performance
The t-value is 7.077, with a corresponding p-value of 0.000 < 0.05. Since t-calculated > t-table, H_2 is accepted. Thus, motivation is proven to have a positive and significant partial effect on employee performance.

c. Hypothesis 3: The Effect of Work Discipline on Performance
According to the t-test results in Table 4.14, the t-value is –2.984 with a significance level of 0.004, while the t-table value is 2.004. Since |t-

calculated | > t-table and p < 0.05, it can be concluded that work discipline has a negative and significant effect on employee performance. The negative relationship suggests that excessively rigid or inflexible discipline may decrease workplace comfort, limit creativity, and induce psychological stress, thereby reducing performance.

d. F-Test (Simultaneous Test)

The F-test is used to examine whether the independent variables—Competence (X_1), Motivation (X_2), and Work Discipline (X_3)—collectively influence the dependent variable, Employee Performance (Y). This test evaluates the overall significance of the regression model. According to Ghozali (2018), the model is considered statistically significant if the F-value exceeds the critical F-table value and the p-value is less than 0.05:

Table 11. ANOVA Table (Simultaneous Test)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3856.975	3	1285.658	173.526	.000[b]
	Residual	377.861	51	7.409		
	Total	4234.836	54			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Work Discipline, Competence, Motivation

Source: Data Proceed (2024)

Based on Table 11, the calculated F-value is 173.526, while the F-table value at a significance level of 0.05 and df (3; 51) is 2.77. Since the calculated F-value is greater than the F-table value (173.526 > 2.77) and the significance value is 0.000 < 0.05, it can be concluded that H_4 is accepted. This means that Competence, Motivation, and Work Discipline simultaneously have a significant effect on Employee Performance.

e. Beta Test (Dominant Variable)

The analysis results show that the Competence variable (X_1) is the most dominant variable influencing Employee Performance. This is indicated by the beta coefficient (β) value of 0.751, which is the highest value compared to other variables, and the significance value (p-value) of 0.000, which is less than 0.05. The largest beta value indicates that changes in the Competence variable have a greater impact on changes in Employee Performance compared to the Motivation and Work Discipline variables.

The regression results indicate that competence exerts the most dominant influence on employee performance, with the highest regression coefficient (β = 0.751, p < 0.05). This suggests that higher levels of technical ability, procedural knowledge, and professional attitudes are closely associated with improved performance outcomes. These findings are consistent with the Human Resource Management (HRM) approach, which emphasizes competence as the foundation of productivity and work effectiveness—particularly in port environments that demand accuracy, speed, and cross-functional coordination in both physical and digital service lines.

Motivation also demonstrated a significant effect on performance (β = 0.604, p < 0.05), indicating that work drive—whether stemming from intrinsic needs or external reward systems—can enhance employee dedication, engagement, and operational efficiency. This aligns with Herzberg's Two-Factor Theory and is

supported by previous research in the public service sector. Employees who feel recognized and perceive opportunities for personal development are more likely to exhibit optimal performance and a strong commitment to their organization.

Work discipline showed a negative relationship with performance ($\beta = -0.314$, $p < 0.05$), this finding suggests that overly rigid and rule-centric disciplinary practices, when applied without considering operational flexibility, may induce psychological strain and reduce work effectiveness. Such dynamics are observable in port administrative and operational practices, where service systems like Inaportnet demand flexibility, yet are often constrained by conventional supervision approaches, this result supports the view that disciplinary systems should be context-sensitive and responsive to the evolving nature of work, rather than rigidly enforced in a top-down manner.

The three independent variables—competence, motivation, and discipline—were found to have a significant simultaneous effect on employee performance ($F = 173.526$; $p < 0.05$), with an Adjusted R^2 of 0.911. This indicates that 91.1% of the variation in performance can be explained by these three factors. This reflects the operational reality at the Tobelo Class I Port Authority Office, where effective performance hinges on the integration of technical capabilities, motivational drive, and adaptive behavioral management in handling the complexities of maritime and port services. Therefore, performance improvement strategies should focus on strengthening employee competencies through continuous training, establishing relevant motivational systems, and implementing flexible, context-aware disciplinary mechanisms.

The findings reinforce previous studies emphasizing the significance of competence and motivation in improving employee performance, particularly in public sector settings. The dominant influence of competence aligns with the results reported by Andriani et al. (2020), who concluded that knowledge, skills, and professional attitude constitute the primary foundation of productivity and efficiency. This is further corroborated by HRM theory, which posits that employee performance is largely determined by individual capacity to execute tasks effectively while adapting to organizational dynamics.

Motivation was also confirmed to significantly enhance performance, in support of Herzberg's theory. Studies by Baard et al. (2021) emphasized that motivators such as recognition, achievement, and goal clarity foster employee engagement and productivity. In high-demand, fast-paced environments like port operations, motivational drivers serve as critical pillars for workforce endurance and commitment.

The negative effect of work discipline on performance deviates from the majority of earlier findings, such as those by Abkherz eta l. (2018) and Auginis & Glavas (2019), who argued that discipline supports compliance and enhances work outcomes. Nonetheless, this finding aligns with modern organizational behavior perspectives that stress the importance of managerial flexibility. Research by Andrani & Wahyudi (2022) suggests that overly strict disciplinary systems, when disconnected from employee psychological well-being, can result in stress and lower productivity. Arulajah et al. (2020) also assert that discipline is only effective when accompanied by two-way communication and transparent reward mechanisms.

This study not only reaffirms the relevance of HRM and motivation theories in explaining performance within public organizations but also contributes novel insights by highlighting the need for a more humanistic approach to discipline. The main implication is the necessity to design personnel management systems that balance procedural demands with psychological well-being, so as not to impede the overall performance of the organization.

E. CONCLUSION

Based on the analysis and discussion, it can be concluded that employee performance at the Tobelo Class I Port Management Unit Office is significantly influenced by competence and work motivation, but not by work discipline, which actually shows a negative influence. High competence, including knowledge, skills, and work attitudes, plays a crucial role in driving effective task implementation and increasing productivity. Motivation, both intrinsic and extrinsic, has been shown to be a key driver in increasing employee enthusiasm and dedication to achieving organizational goals. Findings regarding the negative impact of work discipline indicate that an overly rigid approach to rules without considering flexibility and work-life balance can hinder performance. Human resource management strategies need to be designed in a more adaptive and balanced manner, emphasizing competency development, maintaining work motivation, and implementing contextual and humanistic discipline.

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