

# **OPTIMIZATION OF WORK QUALITY OF FINANCIAL HUMAN RESOURCES THROUGH COMPETENCE, CERTIFICATION TRAINING, AND SELF-EFFICACY AT UNIVERSITAS PALANGKA RAYA**

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**Abstract.** This study aims to analyze the effects of competence, BNSP-based certification training, and self-efficacy on the work quality of financial staff at Universitas Palangka Raya. The study employs a quantitative explanatory approach using Partial Least Squares–Structural Equation Modeling (PLS-SEM). Data were collected through a structured questionnaire distributed to 30 financial staff members representing 8 faculties, 5 work units, and 17 financial divisions within the university. The results indicate that competence, BNSP-based training, and self-efficacy have positive and significant effects on work quality. Among these variables, training demonstrates the strongest direct influence on work quality. Furthermore, the findings reveal that training significantly enhances both competence and self-efficacy, whereas competence does not have a significant effect on self-efficacy. Mediation analysis shows that training significantly mediates the relationships between competence and work quality, as well as between self-efficacy and work quality. However, competence does not mediate the relationship between self-efficacy and work quality. Overall, the study highlights the strategic role of BNSP-based certification training as a key mechanism for improving work quality, both directly and through strengthening employee competence and self-efficacy. These findings suggest that universities should prioritize standardized and certification-oriented training programs to enhance the quality of financial management and institutional governance.

**Keywords:** competence, BNSP-based training, self-efficacy, work quality, PLS-SEM

## **1. Background**

The financial function in higher education institutions plays a strategic role in ensuring accountability, accuracy of reporting, compliance with regulations, and the smooth delivery of financial administrative services for lecturers, administrative staff, students, and external partners. In the context of Universitas Palangka Raya (UPR), the work quality of financial human resources (HR) is a crucial determinant of effective budget management, accuracy in fund disbursement processes, validity of accountability documents, and the institution's credibility in governance (Anwaar et al., 2016). When the work quality of financial units is not optimal, negative impacts may arise in the form of service delays, increased document revisions, potential audit findings, and decreased satisfaction among internal service users. Therefore, strengthening the work quality of financial HR has become an urgent and relevant need within the agenda of improving governance in higher education (Al-Abbadi & Abu Rumman, 2023).

From a theoretical perspective, competence is regarded as a primary asset that explains an individual's ability to perform tasks accurately, consistently, and in accordance with established standards. Competence encompasses job-related knowledge, technical skills, and professional attitudes that support performance achievement. Numerous studies in the public sector indicate that employee competence is associated with improved organizational performance, as competent employees are better able to manage work processes and produce outputs that meet targets and quality standards (Marler & Boudreau, 2017). In financial service practices, competence is particularly critical because tasks require high levels of accuracy,

procedural compliance, data and document management capabilities, and continuous understanding of evolving regulations and administrative standards.

In addition to competence, the enhancement of work quality is also strongly influenced by training, especially training that is standards-oriented and aligned with job requirements. The literature suggests that training designed based on training needs assessment and supported by adequate resources can improve employee performance, as training updates knowledge, sharpens skills, and improves work practices (Subramanian & Suresh, 2023). In the context of institutional financial management, appropriate training helps employees understand procedures, increase accuracy, and reduce the risk of recurring administrative errors.

More specifically, BNSP-based certification training is highly relevant because professional certification fundamentally emphasizes the recognition of competence through standardized competency schemes and assessment processes. BNSP, as the authority responsible for ensuring the quality of competency certification in Indonesia, emphasizes improving the quality of assessments and training related to assessors and competencies as part of the certification ecosystem. From an organizational perspective, professional certification is viewed as a more “measurable” mechanism for strengthening competence, as its outcomes go beyond mere participation in training to include verified proof of competence based on established standards. Even in roles closely related to financial functions (such as treasurers), research indicates that professional certification is associated with improved competence and performance. Thus, BNSP certification has the potential to serve as a strategic instrument for UPR to ensure that its financial HR possesses consistent competency standards.

However, improving work quality is not determined solely by “hard competence” and training factors, but also by psychological factors, particularly self-efficacy an individual’s belief in their ability to successfully complete tasks. Self-efficacy plays a role in fostering persistence, resilience in facing work pressure, and the courage to take initiative in problem solving. Findings from systematic reviews and meta-analyses show that self-efficacy is associated with job performance, including contextual performance (such as helping behaviors/OCB) and reduced counterproductive work behaviors. Other empirical studies also confirm that self-efficacy has a positive effect on performance and may operate through intervening variables such as job satisfaction (Jabbour, 2011). In financial units characterized by tight deadlines, administrative complexity, and high accuracy requirements, self-efficacy can act as a “lever” for work quality, as employees who are confident in their abilities tend to be more focused, less likely to give up when facing revisions or audit findings, and more disciplined in ensuring document accuracy from the outset.

Interestingly, the relationship between training and performance is often explained through psychological mechanisms such as self-efficacy. Studies employing the SEM-PLS approach have found that training can enhance self-efficacy, which in turn improves performance, indicating that self-efficacy serves as a mediator in the relationship between training and performance. This suggests that, in the context of UPR, BNSP-based certification training is not only important for the transfer of knowledge and skills but also has the potential to build employees’ confidence in performing financial tasks accurately and in accordance with standards.

Based on the above discussion, this study is important because it offers a more comprehensive approach to improving the work quality of financial HR at UPR by integrating competence (work capability), BNSP-based certification training (standard strengthening and competency recognition), and self-efficacy (confidence as a driver of performance). By examining the effects of these three variables on work quality, UPR can obtain a more appropriate basis for HR policy formulation whether efforts should

focus on competency mapping, intensifying BNSP certification, developing continuous training programs, or implementing organizational and psychological interventions to foster employee self-efficacy.

## **2. Literature Review**

### **1) BNSP Certification Training**

The National Professional Certification Agency (BNSP) is an independent body responsible to the President and serves as the authority for personnel and competency certification in Indonesia. Within the BNSP framework, occupational competency certification is conducted through systematic and objective processes based on competency assessments that refer to established occupational competency standards. Such certifications are generally administered by Professional Certification Bodies (Lembaga Sertifikasi Profesi/LSP) that are licensed by BNSP.

BNSP certification training can be understood as a structured learning program designed to prepare participants to meet the assessed competency standards, for example through an understanding of competency units, work evidence or portfolios, assessment simulations, and the reinforcement of standardized work practices (Siraj & Hågen, 2023). From a policy perspective, BNSP emphasizes the importance of maintaining the quality of certification systems and the recognition of workforce competencies across sectors.

Relevance to higher education financial units. In financial units, work demands procedural consistency, document accuracy, regulatory compliance, and timely service delivery (Rombaut & Guerry, 2020). Certification-based training (BNSP) has the potential to enhance work standardization and clarify the “competency criteria” that employees must achieve, as its outcomes go beyond mere training participation and are verified through formal competency assessments.

Commonly used indicators:

- Relevance of training materials to financial tasks
- Quality of instructors/assessors and training methods (clarity, practice, simulation)
- Adequacy of facilities and learning modules/materials
- Improvement in knowledge and skills after training

### **2) Self-Efficacy**

Self-efficacy refers to an individual's belief in their capability to organize and execute actions required to achieve specific performance outcomes (Malik et al., 2020). This concept originates from Bandura's Social Cognitive Theory, which emphasizes that self-efficacy influences behavioral choices, effort intensity, and persistence in the face of obstacles (Bas, 2012).

The relationship between self-efficacy and job performance has been supported by meta-analytic evidence. Stajkovic and Luthans found a significant weighted average correlation between self-efficacy and job performance. In complex and high-pressure work environments (e.g., tight deadlines, audits, document revisions), self-efficacy helps employees remain confident, persistent, and capable of completing tasks to high standards (Lengnick-Hall et al., 2013).

The literature also emphasizes that self-efficacy often serves as a key mechanism explaining why training improves performance. Training that provides skill mastery and hands-on experience can enhance self-efficacy, which in turn drives better performance outcomes.

Commonly used indicators:

- Confidence in completing financial tasks correctly despite complexity
- Confidence in meeting time targets and deadlines
- Confidence in solving problems when regulations or procedures change
- Resilience in facing corrections, revisions, or audit findings

### **3) Competence**

Competence is generally defined as a set of underlying characteristics inherent in individuals that are causally related to effective or superior job performance (Sabuhari et al., 2020). This definition is widely referenced from the works of Spencer and Spencer as well as Boyatzis. In other words, competence goes beyond “knowing” and encompasses a combination of knowledge, skills, and attitudes (KSA) that enable employees to produce work outputs in accordance with established standards.

In university financial units, competence includes an understanding of standard operating procedures (SOPs) and regulations, administrative and documentation skills, attention to detail, mastery of financial applications or systems, and ethical accountability (Shamsi, 2017). Strong competence reduces errors, accelerates processes, and improves the reliability of work outputs.

Commonly used indicators:

- Knowledge of financial regulations, SOPs, and document management
- Technical skills (document verification, reconciliation, reporting, financial systems)
- Accuracy and analytical ability (detecting errors or inconsistencies)
- Professional attitude (integrity, accountability, discipline)

### **4) Work Quality**

Work quality refers to the degree to which work outputs meet required standards, such as accuracy, neatness, minimal errors, procedural compliance, and timeliness. In performance management practice, work quality is often associated with timeliness and cooperation as key dimensions of employee performance outcomes (Sajari et al., 2019)(Lin et al., 2022).

In university financial functions, work quality is reflected in data accuracy and transaction evidence, completeness of documentation, consistency with SOPs, timeliness of services and reporting, and minimal revisions or corrections. High-quality outputs enhance user trust and reduce the risk of audit findings.

Commonly used indicators:

- Accuracy/correctness (minimal calculation errors, account errors, or document errors)
- Completeness (complete documentation and supporting evidence)

- Neatness and organization (formatting, numbering, archiving)
- Timeliness (services and reports completed within deadlines)

### **Relationships among Variables**

1. Competence (knowledge, skills, and professional attitudes) is positioned as a primary factor determining the quality of work outputs. Higher competence among financial staff leads to better work quality in terms of accuracy, timeliness, document completeness, and fewer errors.
2. BNSP certification training functions as a mechanism for improving work standards through mastery of competency units and the internalization of measurable work procedures. The more effective the training, the higher the work quality achieved by financial staff due to better understanding of standards, procedures, and proper work practices.
3. Self-efficacy reflects employees' confidence in completing tasks correctly and thoroughly. Employees with high self-efficacy tend to be more confident in handling complex tasks, more persistent during revisions, and more consistent in achieving quality standards.
4. BNSP certification training is designed to enhance knowledge and skills according to required competency standards, thereby directly strengthening the competence of financial staff.
5. Training accompanied by practical experience and formal recognition of competence (certified/competent status) increases employees' confidence. When employees feel capable and validated, self-efficacy improves and positively influences how they perform their work.
6. Employees with higher competence are generally expected to be more confident because they understand their tasks and procedures and are capable of solving work-related problems. Therefore, competence is hypothesized to enhance self-efficacy.
7. BNSP certification training not only improves work quality directly but also indirectly through increased self-efficacy. Training enhances employees' confidence and capability, which subsequently leads to higher work quality.
8. BNSP certification training improves employee competence (understanding of SOPs, technical skills, and accuracy). The enhanced competence then leads to improved work quality, positioning competence as a mediating pathway between training and work quality.

### **3. Research Methodology**

This study employs a quantitative approach with an explanatory research design, aiming to analyze the effects of competence, BNSP-based certification training, and self-efficacy on the work quality of financial human resources at Universitas Palangka Raya. The explanatory approach was selected because the study not only describes the observed phenomena but also examines the causal relationships among variables based on the established theoretical framework. Research data were collected through a survey using a structured questionnaire with a five-point Likert scale, developed according to variable indicators relevant to the context of financial management in higher education institutions (Hair et al., 2019).

The population of this study consists of all administrative staff working in financial units at Universitas Palangka Raya. The sampling technique applied was total sampling, considering the relatively limited population size. A total of 30 respondents participated in the study, representing 8 faculties, 5 work units, and 17 financial divisions within Universitas Palangka Raya. This respondent composition is expected to represent the characteristics of financial human resources across organizational units, thereby enabling the study to provide a comprehensive overview of work quality and its determining factors at the institutional level (Hair et al., 2014).

Data analysis was conducted using Partial Least Squares–Structural Equation Modeling (PLS-SEM). The PLS-SEM method was chosen because it is suitable for relatively small sample sizes, does not require strict assumptions of normal data distribution, and is capable of simultaneously analyzing complex latent variable relationships. The analysis stages included the evaluation of the measurement model (outer model) to assess construct validity and reliability, as well as the evaluation of the structural model (inner model) to test the causal relationships among research variables using path coefficients, t-statistics, and p-values. Through this approach, the study is expected to provide strong empirical evidence regarding the role of competence, BNSP-based certification training, and self-efficacy in optimizing the work quality of financial human resources at Universitas Palangka Raya.

#### **4. Research Results**

##### **1. Measurement Model Evaluation (Outer Model)**

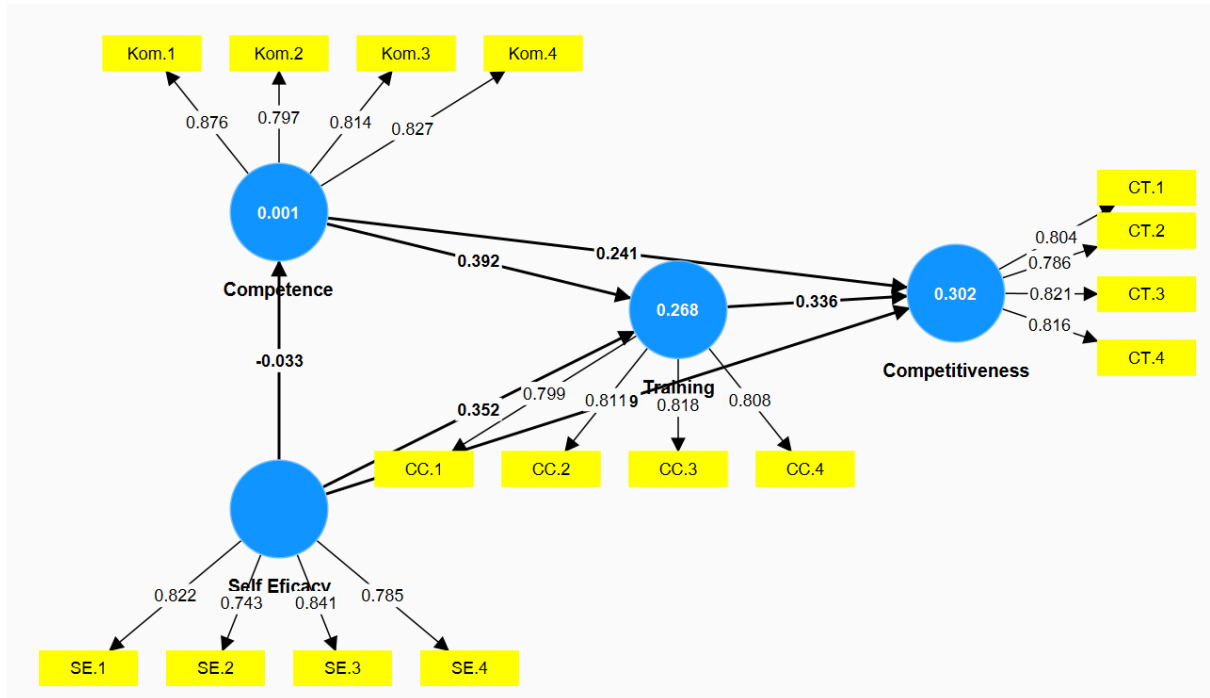
The measurement model evaluation was conducted to assess the validity and reliability of the research constructs, which include Competence, Training, Self-Efficacy, and Competitiveness (Work Quality). The test results indicate that all indicators have loading factor values above 0.70, demonstrating that each indicator adequately reflects its respective construct. Therefore, all indicators used in this study are considered to have convergent validity (Martínez-Navalón et al., 2023).

Furthermore, construct reliability testing yielded satisfactory results. The Cronbach's Alpha values for all constructs exceed 0.70, as do the Composite Reliability values ( $\rho_a$  and  $\rho_c$ ), which are also above the minimum threshold of 0.70. In addition, the Average Variance Extracted (AVE) values for all variables are greater than 0.50. These results indicate that all research constructs meet the criteria for reliability and convergent validity, and are thus suitable for structural model testing (Hermawati et al., 2022).

##### **2. Structural Model Evaluation (Inner Model)**

The structural model evaluation was conducted by examining the R-square ( $R^2$ ) values to measure the explanatory power of exogenous variables on endogenous variables. The analysis results show that the  $R^2$  value for the Training variable is 0.268, indicating that competence and self-efficacy explain 26.8 percent of the variance in training. Furthermore, the  $R^2$  value for the Competitiveness/Work Quality variable is 0.302, suggesting that competence, training, and self-efficacy jointly explain 30.2 percent of the variance in work quality. These values fall within the moderate category, indicating that the structural model has adequate explanatory power (Memon et al., 2021).

Figure 1. Analysis Results



Source: Author, 2026

Meanwhile, the  $R^2$  value for the Competence variable is 0.001, indicating that self-efficacy contributes only marginally to explaining variance in competence. This finding suggests that the competence of financial staff at Universitas Palangka Raya is more strongly influenced by factors other than self-efficacy.

Table 1. Construct Reliability and Validity

Construct	Cronbach's Alpha	Composite Reliability (rho_a)	Composite Reliability (rho_c)	Average Variance Extracted (AVE)
Competence	0.848	0.852	0.898	0.687
Competitiveness	0.821	0.822	0.882	0.651
Self-Efficacy	0.811	0.820	0.875	0.638
Training	0.824	0.826	0.883	0.654

Source: Author, 2026

All constructs demonstrate adequate internal consistency and convergent validity, as Cronbach's Alpha and Composite Reliability values exceed 0.70, and AVE values are above the recommended threshold of 0.50.

Table 2. Direct Effects (Path Coefficients)

Relationship	Path Coefficient ( $\beta$ )	T-Statistic	P-Value	Decision
Competence → Competitiveness	0.241	4.786	0.000	Supported
Competence → Training	0.392	8.668	0.000	Supported

Self-Efficacy → Competence	-0.033	0.506	0.613	Not Supported
Self-Efficacy → Competitiveness	0.179	3.443	0.001	Supported
Self-Efficacy → Training	0.352	7.870	0.000	Supported
Training → Competitiveness	0.336	6.806	0.000	Supported

Source: Author, 2026

The results indicate that competence, training, and self-efficacy have significant positive effects on competitiveness (work quality). However, self-efficacy does not have a significant effect on competence.

Table 3. Indirect Effects (Mediation Analysis)

Indirect Relationship	Indirect Effect ( $\beta$ )	T-Statistic	P-Value	Mediation Result
Competence → Training → Competitiveness	0.132	5.181	0.000	Significant
Self-Efficacy → Competence → Competitiveness	-0.008	0.491	0.623	Not Significant
Self-Efficacy → Competence → Training → Competitiveness	-0.004	0.492	0.623	Not Significant

Source: Author, 2026

Training significantly mediates the relationship between competence and competitiveness, as well as between self-efficacy and competitiveness. However, competence does not mediate the effect of self-efficacy on competitiveness.

Table 4. Summary of Hypothesis Testing

Hypothesis	Relationship	Result
H1	Competence → Competitiveness	Supported
H2	Training → Competitiveness	Supported
H3	Self-Efficacy → Competitiveness	Supported
H4	Training → Competence	Supported
H5	Training → Self-Efficacy	Supported
H6	Competence → Self-Efficacy	Not Supported
H7	Training → Self-Efficacy → Competitiveness	Supported
H8	Training → Competence → Competitiveness	Supported

Source: Author, 2026

### 3. Direct Effect Hypothesis Testing Results

The results of direct effect testing indicate that competence has a positive and significant effect on work quality, with a path coefficient of 0.241, a t-statistic of 4.786,

and a p-value of 0.000. This implies that higher competence among financial staff leads to better work quality.

Training also has a positive and significant effect on work quality, with a path coefficient of 0.336, a t-statistic of 6.806, and a p-value of 0.000. This finding demonstrates that training received by employees, including competency-based training, plays a crucial role in improving work quality.

Self-efficacy is found to have a positive and significant effect on work quality, with a path coefficient of 0.179, a t-statistic of 3.443, and a p-value of 0.001. This result indicates that employees' confidence in their ability to complete tasks contributes meaningfully to improvements in work quality.

Furthermore, training has a positive and significant effect on competence, with a path coefficient of 0.392, a t-statistic of 8.668, and a p-value of 0.000. Training also has a positive and significant effect on self-efficacy, with a path coefficient of 0.352, a t-statistic of 7.870, and a p-value of 0.000. However, self-efficacy does not have a significant effect on competence, as indicated by a path coefficient of  $-0.033$ , a t-statistic of 0.506, and a p-value of 0.613. This finding suggests that employees' confidence does not necessarily translate directly into higher technical competence.

#### Results of Indirect Effect (Mediation) Testing

The results of the indirect effect analysis indicate that training positively and significantly mediates the relationship between competence and work quality, with an indirect effect coefficient of 0.132, a t-statistic of 5.181, and a p-value of 0.000. This finding implies that competence can enhance work quality through the improvement of training effectiveness.

In addition, training also mediates the relationship between self-efficacy and work quality, with an indirect effect coefficient of 0.118, a t-statistic of 4.810, and a p-value of 0.000. This result suggests that higher self-efficacy leads to greater improvements in work quality when supported by adequate training.

Conversely, the mediation pathway through competence in the relationship between self-efficacy and work quality is not statistically significant. Therefore, not all mediation pathways proposed in this research model are supported.

#### 5. Summary of Research Findings

Overall, the findings indicate that training is a key variable in improving the work quality of financial human resources at Universitas Palangka Raya, both directly and as a mediating factor. Competence and self-efficacy also play important roles in enhancing work quality; however, the effect of self-efficacy on competence is not significant. These results emphasize that improvements in the work quality of financial human resources should be supported by structured and relevant training programs, accompanied by continuous competence development and the strengthening of employees' self-confidence.

#### 5. Conclusion

Based on the results of the SEM-PLS analysis, this study concludes that work quality of financial staff at Universitas Palangka Raya is significantly influenced by competence, BNSP-based training, and self-efficacy. Among these factors, training plays a pivotal role, both as a direct determinant and as a mediator in improving work quality.

Specifically, competence contributes positively to work quality, indicating that knowledgeable and skilled employees are better able to deliver accurate and timely

financial services. BNSP-based training significantly improves work quality and simultaneously strengthens competence and self-efficacy, confirming the importance of standardized and certification-oriented training programs. Self-efficacy also enhances work quality by fostering confidence, persistence, and effectiveness in task execution.

However, competence alone does not significantly influence self-efficacy, suggesting that confidence in performing financial tasks is not solely derived from technical ability but also from experiential and psychological factors supported by training. The mediation results further emphasize that training is a crucial pathway through which competence and self-efficacy translate into higher work quality.

Overall, the findings imply that efforts to optimize work quality in university financial units should prioritize systematic BNSP-based training, complemented by continuous competence development and interventions aimed at strengthening self-efficacy. These strategies are expected to improve not only individual performance but also the overall quality of financial governance at Universitas Palangka Raya.

## **Discussion**

This study investigates the effects of competence, BNSP-based training, and self-efficacy on work quality (competitiveness) among financial staff at Universitas Palangka Raya using the SEM-PLS approach. Overall, the findings confirm that training plays a central role, both directly and indirectly, in improving work quality, supported by competence and self-efficacy.

First, the results indicate that competence has a positive and significant effect on work quality. This finding suggests that financial staff who possess adequate knowledge, technical skills, and professional attitudes are more capable of producing accurate, timely, and compliant financial outputs. In the context of university financial management, competence is essential to minimize administrative errors and ensure adherence to regulations. This result supports competency-based human resource management theory, which posits that employee performance quality depends heavily on the level of job-relevant competence.

Second, BNSP-based training is found to have the strongest direct effect on work quality. This result highlights the strategic importance of standardized and certification-oriented training in enhancing employees' work outcomes. Training programs aligned with national competency standards not only improve technical capabilities but also foster consistency and accountability in financial processes. For Universitas Palangka Raya, this implies that structured certification training is an effective instrument to improve service quality and institutional governance.

Third, the study confirms that self-efficacy significantly influences work quality. Employees who believe in their ability to perform tasks effectively tend to be more confident, persistent, and resilient when facing work pressure and complex administrative requirements. This finding aligns with social cognitive theory, which emphasizes self-efficacy as a key psychological driver of performance. In financial units, where accuracy and deadlines are critical, self-efficacy contributes to better concentration and work consistency.

Regarding the antecedents of competence and self-efficacy, the results show that BNSP-based training significantly enhances both competence and self-efficacy. Training provides not only knowledge and skills but also mastery experiences that strengthen employees' confidence in their abilities. Conversely, competence does not significantly affect self-efficacy, indicating that technical capability alone does not automatically translate into confidence. This suggests that self-efficacy may be more strongly shaped by experiential learning, feedback, and certification recognition rather than by competence in isolation.

Furthermore, the mediation analysis reveals that training acts as a significant mediating variable. Training mediates the relationship between competence and work quality, as well as between self-efficacy and work quality. These findings indicate that competence and self-efficacy yield stronger impacts on work quality when reinforced through structured training programs. Thus, training serves as a critical mechanism that transforms individual capacity and confidence into tangible work outcomes

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