The Effect of Supervision and Competence on Discipline and Its Impact on Employee Performance

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ABSTRACT: The quality of public services is determined by how optimal the performance of employees in the agency is. There are several factors that can affect employee performance, including supervision, competence and discipline. The objectives of this study are: to test the effect of supervision, competence on discipline; to test the effect of supervision, competence and discipline on employee performance; to test the effect of supervision and competence on employee performance through discipline. The population of the study was 75 employees of the Mojokerto Regency Education Office, East Java, Indonesia who had the status of state civil servants (ASN). The determination of the number of samples used the saturated sampling method, so that all members of the population were determined to be samples. Data collection used questionnaires that were distributed directly to respondents. The data analysis technique used path analysis. The results of the study concluded that as independent variables, it was proven that competence and work discipline had a positive and significant effect on employee performance. However, supervision did not have a significant effect on employee performance. When competence increases accompanied by high work discipline, employee performance also increases. The existence of work discipline as a mediating variable for the influence of supervision on performance is not significant, but when it acts as a mediating variable, the influence of competence on employee performance is proven to be positive and significant. Therefore, if the management at the Education Office of Mojokerto Regency, East Java, Indonesia tries to improve employee work discipline, it can be done by increasing supervision and competence. Meanwhile, to improve employee performance, it can be done by increasing competence, accompanied by strengthening employee work discipline.

KEYWORDS: Supervision, Competence, Work discipline, Employee performance.

I. INTRODUCTION

Human resources are an important asset for the success of an organization. Well-performing human resources ensure that the organization's vision, mission, and strategic goals are achieved (Dessler, 2020). Every individual who contributes optimally will have a positive impact on the overall performance of the organization. Employee performance depends on various factors, including supervision, competence, and level of work discipline (Mathis & Jackson, 2011; Dessler, 2020). In the context of a modern organization, effective supervision and adequate competence are key elements to ensure that each individual works in accordance with the goals and standards that have been set.

Supervision plays an important role in providing direction, guidance, and evaluation of employee task implementation. Good supervision not only ensures compliance with organizational rules but also increases work motivation and productivity. However, in many cases, the lack of effective supervision is often the main cause of low employee work discipline, which ultimately has a negative impact on overall organizational performance (Armstrong, 2016).

In addition, employee competence, which includes knowledge, skills, and work attitudes, is also a determining factor in maintaining discipline and improving performance. Mathis & Jackson (2011) stated that employees with high competence tend to be more able to complete tasks on time, work efficiently, and comply with organizational regulations. Conversely, low competence is often an obstacle in achieving organizational targets, and can even trigger disciplinary violations. Boyatzis' article (2008) proves that competence has a direct correlation with individual and organizational performance. Good competence allows someone to face challenges more effectively, which in turn improves work results.

Furthermore, employee performance is also influenced by the work discipline applied in the organization. This is because work discipline is the foundation that supports the effectiveness and efficiency of the organization. A good level of discipline allows for the creation of an orderly and productive work environment. Conversely, low levels of discipline can lead to decreased productivity, increased internal conflict, and failure to achieve organizational goals.

In the context of government bureaucracy tasked with serving the community, state civil servants (ASN) are required not only to work according to procedures, but also to demonstrate optimal work behavior. Optimal performance for state civil servants is very

important because it directly affects the quality of public services, administrative efficiency, and the achievement of state development goals (Sinambela, 2012; Law No. 5 of 2014). In addition, in the modern era, bureaucracy must be adaptive, responsive, and proactive. Civil servants who work optimally can accelerate the implementation of bureaucratic reform, including the digitalization of public services and the reduction of corrupt practices.

The relationship between supervision, competence, and work discipline has a significant impact on employee performance. Therefore, research on the influence of supervision and competence on work discipline, as well as its impact on employee performance, is important to provide insight for organizations in managing human resources more effectively. This article aims to discuss the relationship between these factors, while providing recommendations for improving the quality of employee performance through measurable and effective management strategies.

Therefore, it is important to explore the extent to which supervision and competence affect the level of employee work discipline and its impact on overall performance. This research is relevant in an effort to provide recommendations to organizations to develop more effective human resource management strategies, in order to improve employee performance and achieve organizational goals.

The objectives of this study are: to test the influence of supervision, competence on work discipline; to test the influence of supervision, competence and work discipline on employee performance; to test the influence of supervision and competence on employee performance through discipline.

II. LITERATURE REVIEW AND HYPOTHESIS

Supervision

Supervision is one of the management functions that aims to ensure that work implementation is in accordance with predetermined plans, standards, and objectives. According to Terry (2010), supervision is the process of determining what has been achieved, evaluating the results obtained, and correcting deviations. Furthermore, supervision is also considered one of the core functions of management along with planning, organizing, directing, and controlling (Koontz & Weihrich, 2010). Meanwhile, system theory (March & Simon, 1993) suggests that in the context of supervision, organizations are considered as open systems that require feedback to correct the process.

Supervision in organizations refers to the process of ensuring that activities in the organization are running according to predetermined plans and objectives. This supervision is carried out to detect deviations and provide necessary corrections. There are several types of supervision in organizations (Hersey et al., 2008), including preventive supervision based on time; process supervision; and corrective supervision. While based on the perpetrator; there is internal supervision and external supervision

The purpose of supervision in an organization is to help ensure that all activities and efforts made in the organization are focused on achieving the goals that have been set. In addition, it helps ensure that organizational resources, such as time, energy, and funds, are used efficiently and effectively. Through supervision, deviations from standards or procedures can be detected early, so that corrective actions can be taken to fix problems before they develop further. In government, Mulgan's study (2003) showed that effective supervision in government bureaucracy increases transparency and public accountability.

Thus, supervision, as one of the management functions, plays an important role in ensuring that each employee carries out their duties according to established standards. Effective supervision not only encourages compliance with the rules, but also provides constructive feedback for improving performance.

Work discipline

Work discipline is one of the important factors in the success of an organization. Discipline refers to an individual's awareness and compliance with the rules, standards, and work procedures that have been set by the organization. Robbins and Judge (2017) define discipline as a control mechanism to ensure that employees work according to the rules and goals of the organization. According to Simamora (2004), work discipline reflects the willingness of employees to respect organizational regulations and behave in accordance with applicable provisions. In this context, discipline is not only related to formal compliance with regulations but also involves personal commitment to work consistently and responsibly.

In a competitive work environment, discipline is a determining factor in achieving success. Disciplined individuals can adapt quickly, overcome challenges, and remain productive even under pressure. Work discipline also helps organizations achieve their goals in a more structured and efficient manner (Kamal, 2020). Without discipline, tasks and projects may be delayed or even fail to complete, which can hinder the achievement of long-term goals.

Work discipline encourages employees to work regularly, on time, and according to standards. This ensures that work is completed efficiently, avoiding delays or waste of resources. Disciplined employees demonstrate high responsibility and dedication, which are usually the main indicators in promotion or career development. In addition, work discipline also makes employees more careful in carrying out tasks and following established procedures. This helps minimize work errors, accidents, or other losses that can occur.

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According to Rivai (2004), work discipline can be measured through the following dimensions: compliance with time rules, compliance with work regulations, and responsibility for tasks. Meanwhile, according to Dessler (2020), work discipline indicators refer to employee behavior and characteristics that indicate compliance with work rules and standards in the organization. Several indicators of work discipline can be seen from: presence (punctuality), compliance with rules, task completion, behavioral consistency, responsibility, disciplinary infractions, engagement and contribution, and professionalism.

Competence

Competence is an important element in determining individual and organizational performance. Competence includes knowledge, skills, and attitudes that are relevant to the job (Le Deist & Winterton, 2005). Academic literature shows that competence not only affects individual effectiveness but also contributes to the achievement of the organization's strategic goals. In addition, competence also includes the abilities, skills, knowledge, and attitudes needed to carry out tasks effectively. The competence possessed by employees is very important because it contributes directly to the success of the organization.

According to Spencer & Spencer (2007), competence is a combination of knowledge, skills, and attitudes possessed by a person that enables the individual to carry out certain tasks effectively. Competence not only includes technical abilities but also involves behavioral aspects, such as motivation, values, and personality that support the implementation of the job. Furthermore, Spencer & Spencer (2007) also introduced the Iceberg Competency Model, which states that competence consists of: visible competence (such as skills and knowledge), which is easier to measure, and hidden competence (such as attitudes, values, and motivation), which is more difficult to identify but greatly affects performance.

Meanwhile, according to Mangkunegara (2017), competence is a basic characteristic of an individual that is related to effective and/or superior work performance in a job or situation. Meanwhile, Mathis and Jackson (2011) stated that competence consists of measurable elements, such as specific skills and interpersonal skills.

Competence consists of several interrelated dimensions, namely knowledge: information or insight possessed by an individual related to his/her field of work; skills: technical or practical abilities needed to carry out certain tasks; and attitude): mindset, behavior, and motivation that influence how individuals face work and challenges in the workplace.

Therefore, organizations need to ensure that their employees have the competencies that are in accordance with the tasks they are assigned through regular training, development, and evaluation. Employees also need to be proactive in improving their own competence to remain relevant to the needs of a dynamic world of work. Competence, especially in creative and analytical thinking, encourages employees to provide innovative ideas that can help the organization grow and compete.

Employee performance

Performance is the achievement of employee work results on tasks assigned to them by their leaders and has a strong relationship with customer satisfaction, economic contribution, and the organization's strategic goals. Performance is multidimensional and has variations in measurement that are adjusted to the complexity of the performance-forming factors (Koopmans et al., 2011). Organizational performance is inseparable from the performance of individual employees, organizations cannot achieve their goals and objectives without first paying attention to the individual performance of employees.

As elements of the state apparatus, public servants and state servants, state civil servants are required to be efficient and effective in increasing the effectiveness of their performance in order to support government performance and development. The completion of work tasks is not measured based on the principle of profit, but is based on the professional ability to complete the workload on time and obtain satisfaction from both parties between employees and the community they serve.

Employee performance refers to the work results achieved by individuals in carrying out their duties based on certain standards or targets. According to Mangkunegara (2017), performance is the work results in terms of quality and quantity achieved by employees in carrying out their duties in accordance with the responsibilities given. Meanwhile, Robbins and Judge (2017) define performance as the level of task achievement that reflects the effectiveness and efficiency of employees.

Employee performance measurement aims to assess the extent to which work targets have been achieved. According to Mathis and Jackson (2011), employee performance can be measured using quantitative assessment methods, namely using indicators that can be measured objectively, such as work volume, task completion time, and cost efficiency; qualitative assessment, namely involving perception-based assessments, such as feedback from superiors or customers.

Relationship between supervision, competence, work discipline and employee performance

The relationship between supervision, competence, and discipline on employee performance is interdependent. Research by Saragih and Pranoto (2020) shows that simultaneously, supervision and work discipline have a significant influence on employee performance. Effective supervision helps employees understand their tasks better and increases productivity. Meanwhile, work discipline also has a positive and significant influence on performance. Employees who have high work discipline tend to be more consistent and meet work targets.

Theoretically, this model is in line with the concept of performance improvement (Dessler, 2020), which emphasizes the importance of holistic human resource management through good supervision, training to improve competence, and the implementation of work discipline. Supervision is one of the management functions that aims to ensure that tasks are carried out according to the established

plan. According to Robbins and Judge (2017), effective supervision includes direct and indirect supervision, which functions as a control tool and motivation for employees.

Akinyele's (2010) study on the impact of different supervisory styles on employee performance in public sector organizations in Nigeria found that supervisory styles significantly affect employee performance, with democratic and participative styles producing the most positive results in terms of job satisfaction and performance. Conversely, autocratic supervision is associated with lower levels of morale and performance. Meanwhile, Supriyadi's (2018) study shows that good supervision can increase employee job satisfaction and productivity, especially if supervision is carried out transparently, fairly, and based on clear performance evaluations. However, supervision that is too tight can cause stress that has a negative impact on performance (Widodo, 2019). Therefore, a participatory supervision approach is needed that provides space for employees to express ideas and input.

Meanwhile, employee competence includes the knowledge, skills, and work attitudes needed to carry out tasks. Spencer and Spencer (2007) stated that competence is a major predictor of individual performance. Research by Wijaya (2020) concluded that employees with high competence are better able to complete tasks efficiently, produce good quality work, and contribute significantly to achieving organizational goals.

On the other hand, lack of competence can be a performance barrier, so organizations need to hold regular training and development programs to improve employee capacity (Hasibuan, 2016). According to research by Sonnentag & Fritz (2015), employees with high levels of specific competence (eg, emotional intelligence, problem-solving skills, and time management) show better resilience in the face of pressure. Competence allows employees to manage stress effectively and maintain performance by adapting to challenges or finding efficient coping mechanisms. Furthermore, employee performance is also influenced by work discipline. Work discipline is one of the key elements in driving improved employee performance (Robbins & Judge, 2017). Organizations that successfully implement discipline effectively tend to have productive, skilled, and highperforming employees. Therefore, a strategic approach is needed to build and maintain work discipline in an organization that reflects employee compliance with applicable rules and policies. Research by Sutrisno (2016) shows that work discipline has a significant influence on employee performance. Employees with high levels of discipline tend to show better productivity, efficiency, and work quality. Furthermore, it is explained that factors such as compliance with work rules, punctual attendance, and completion of tasks according to deadlines are the main indicators of discipline that contribute to improved performance. Siregar's study (2021) also shows that employees who have high discipline tend to be more productive, punctual, and have low absenteeism rates.

Based on the literature review explained above, the following hypotheses can be formulated.

H1: Supervision affects employee work discipline

H2: Competence affects employee work discipline

H3: Supervision affects   employee performance.

H4: Competence affects employee performance

H5: Discipline affects employee performance

H6: Supervision affects employee performance through work discipline

H7: Competence affects employee performance through work discipline

III. RESEARCH METHODS

The population of this study was 75 civil servants at the Education Office of Mojokerto Regency, East Java, Indonesia. Meanwhile, the determination of the number of samples used a saturated sampling technique, namely all populations were taken as samples. The basis for determining the saturated sampling technique is Arikunto's opinion (2019) that if the number of subjects (population) is less than 100, it is better to take all of them as samples so that the study is included in population research.

Before the questionnaire was distributed to respondents, a research instrument test was first carried out, because the instruments used in the study must have a good level of validity and reliability. Through instrument testing, researchers can ensure that the research results are reliable, accurate, and reliable. The instrument test was carried out with a validity test and a reliability test.

The validity test of the research instrument used the Pearson Correlation technique, namely by correlating the score of each item with the total score. If the correlation between the score of each question item and the total score has a significant level <0.05, then the question item is declared valid and vice versa (Ghozali 2011:50). Meanwhile, the reliability test states that the questionnaire is declared reliable if the measurement results on the same object will produce the same data. The reliability of the instrument is measured using Cronbach's Alpha with the provision that the instrument is declared reliable if the Cronbach's alpha value is > 0.7.

Furthermore, to obtain relevant and valid data, the data collection method uses a research instrument in the form of a questionnaire distributed to respondents. The measurement of the research instrument uses a Likert scale, namely a psychometric scale commonly used in survey research. Variations in answers for 4 research variables, namely: supervision, competence, discipline and employee performance include: strongly agree, agree, neutral, disagree, and strongly disagree.

The data analysis technique uses path analysis to test the magnitude of the contribution indicated by the path coefficient in each path diagram of the causal relationship between variables X1, X2 to Y and their impact on Z. (Riduwan & Kuncoro, 2008).

Meanwhile, the mediation hypothesis test is carried out with a procedure developed by Sobel (1982) and is known as the Sobel Test (Kline, 2015). This Sobel test is conducted by testing the strength of the indirect influence of the independent variable (X) on the dependent variable (Z) through the intervening variable (Y). The indirect influence is obtained by multiplying the path coefficients of each relationship.

IV. RESULTS AND DISCUSSION
Results Validity Test

The validity test is used to measure the validity of a questionnaire. A questionnaire is said to be valid if the questions on the questionnaire are able to reveal something that will be measured by the questionnaire (Ghozali, 2013). To determine the validity of the research instrument, it is seen from the magnitude of the 2-tailed sig value <0.05. The results of the validity test can be seen in the following table.

Table 1. Validity Test Results

Variables	Indicator	Pearson Correlation	Sig. (2-tailed)	Decision
Supervision (X1)	X1.1	0.296	0.011	Valid
	X1.2	0.405**	0.000	Valid
	X1.3	0.465**	0.000	Valid
	X1.4	0.284*	0.013	Valid
	X1.5	0.457**	0.000	Valid
	X1.6	0.651**	0.000	Valid
	X1.7	0.760**	0.000	Valid
	X1.8	0.719**	0.000	Valid
	X1.9	0.689**	0.000	Valid
	X1.10	0.698**	0.000	Valid
	X1.11	0.609**	0.000	Valid
	X1.12	0.637**	0.000	Valid
	X1.13	0.771**	0.000	Valid
	X1.14	0.362**	0.001	Valid
Competence (X2)	X2.1	0.758**	0.000	Valid
	X2.2	0.773**	0.000	Valid
	X2.3	0.873**	0.000	Valid
	X2.4	0.825**	0.000	Valid
	X2.5	0.748**	0.000	Valid
	X2.6	0.807**	0.000	Valid
Work discipline (Y)	Y.1	0.585**	0.000	Valid
	Y.2	0.687**	0.000	Valid
	Y.3	0.626**	0.000	Valid
	Y.4	0.688**	0.000	Valid
	Y.5	0.661**	0.000	Valid
	Y.6	0.620**	0.000	Valid
	Y.7	0.727**	0.000	Valid
Employee performance (Z)	Z.1	0.761**	0.000	Valid
	Z.2	0.758**	0.000	Valid
	Z.3	0.672**	0.000	Valid
	Z.4	0.640**	0.003	Valid
	Z.5	0.693**	0.000	Valid
Variables	**Indicator**	**Pearson Correlation**	**Sig. (2-tailed)**	**Decision**
	Z.6	0.471**	0.000	Valid
	Z.7	0.452**	0.000	Valid
	Z.8	0.425**	0.000	Valid
	Z.9	0.401**	0.000	Valid
	Z.10	0.502**	0.000	Valid

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Based on table 1, it is known that the results of the validity test for each variable with a total of 36 question items, indicate that all question items are declared valid, because they have a Sig. (2-tailed) value < 0.05.

Reliability Test

Meanwhile, the reliability test shows that a questionnaire is said to be reliable with the Cronbach Alpha statistical test. If the Alpha coefficient result is > 0.6, the questionnaire is reliable. The results of the reliability test can be seen in the following table.

Table 2. Reliability Test Results

No	Variables	Crombach Alpha	Decision
1	Supervision (X1)	0.837	Realiabel
2	Competence (X2)	0.884	Realiabel
3	Discipline (Y)	0.765	Realiabel
4	Employee performance (Z)	0.793	Realiabel

Based on table 2, it is known that the results of the reliability test of each research variable have a Crombach Alpha value > 0.6; so it can be concluded that all question items in the variables above are declared reliable.

HYPOTHESIS TESTING

Hypothesis testing is used to determine direct and indirect influences. The results of the significance test of the statistical analysis parameters of direct influence are used to test hypotheses 1 to 7. The results of the statistical test are as follows.

Table 3. Direct Effect Estimation Results

Hypothesis	Coefficient	Sig.	Decision
H1	0.339	0.002	Accepted
H2	0.406	0.000	Accepted
H3	0.010	0.929	Rejected
H4	0.230	0.047	Accepted
H5	0.486	0.000	Accepted
H6	0.003	0.009	Rejected
H7	0.093	0.023	Accepted

DISCUSSION

The results of hypothesis 1 testing in table 3 show that supervision has a positive and significant effect on employee work discipline, as evidenced by a coefficient value of 0.339 and a significance value of 0.002 <0.05. This means that if supervision is carried out optimally, employee work discipline will also increase. Supervision ensures that employees follow established rules and procedures. Through consistent supervision, employees tend to be more obedient because they feel supervised and are aware of the consequences of violating the rules. Furthermore, supervision also allows organizations to immediately detect deviations in the implementation of tasks or disciplinary violations. Thus, corrective action can be taken immediately to maintain employee discipline. This explanation is in accordance with the opinions of Luthans (2011) and Ivancevich et al. (2018) that supervision functions to improve work discipline through control of employee behavior. Akinyele's (2010) research also found that in public sector organizations in Nigeria, supervisory style significantly affects employee performance, with democratic and participatory styles producing the most positive results in terms of job satisfaction and performance. Conversely, autocratic supervision is associated with lower levels of morale and performance.

The results of hypothesis 2 testing in table 3 also show that competence has a positive and significant effect on employee work discipline, as evidenced by a coefficient value of 0.406 and a significance value of 0.000 <0.05. This means that if employees have good competence, their work discipline will also increase. Employees with high competence understand their duties and responsibilities well. They know what is expected, how to do it, and why it is important, so they tend to be more disciplined in carrying out their duties. Competent employees also feel more confident in completing their work. This selfconfidence increases their motivation to continue working well and comply with work regulations. Armstrong (2014) explains that competence is very important in shaping employee work behavior, including discipline. Boyatzis's research (2008) also shows that employee competence supports efficiency, discipline, and work success.

Furthermore, the results of hypothesis test 3 show that supervision has a positive but insignificant effect on employee performance, as evidenced by a coefficient value of 0.010 and a significance value of 0.929 > 0.05. This means that supervision does not have much effect on employee performance. Employee performance is more influenced by intrinsic motivation, such as a sense of responsibility, a desire to develop, or an interest in work. If employees are not intrinsically motivated, strict supervision

will only have a temporary effect or even make them feel stressed. Furthermore, supervision that is too strict can make employees feel untrusted and lose their freedom to work. This can reduce work enthusiasm, creativity, and initiative, so that their performance actually decreases. Robbins & Judge (2017) explain how supervision is not always the main determining factor in employee performance.

The results of hypothesis test 4 show that competence has a positive and significant effect on employee performance, as evidenced by a coefficient value of 0.230 and a significance value of $0.047 < 0.05$. This means that if employees have high competence, employee performance will also increase. Competence includes technical skills, analytical abilities, and individual capacity to face job challenges. When employees have the appropriate competencies, they can complete tasks quickly, accurately, and efficiently. Competent employees tend to understand their tasks well, minimize errors, and increase productivity. Competence allows employees to utilize resources optimally and deliver better results. In this case, Spencer (2007) stated that by developing the right competencies, individuals are not only able to achieve better performance, but also make significant contributions to achieving organizational goals. Boyatzis (2008) also emphasized that competency not only functions as a tool to improve individual performance, but also plays an important role in the overall success of the organization in the 21st century. The combination of cognitive, emotional, and social competencies, individuals can become more adaptive, innovative, and productive in facing the complexities of the modern work world.

The results of hypothesis 5 testing in table 3 show that work discipline has a positive and significant effect on employee performance, as evidenced by a coefficient value of 0.486 and a significance value of $0.00 < 0.05$. This means that if employees have high discipline, employee performance will also increase. Discipline helps employees maintain focus on organizational goals. Disciplined employees are usually more aware of their responsibilities and strive to contribute maximally to achieving the targets that have been set. Disciplined employees work regularly and consistently. This consistency creates reliability in carrying out tasks and responsibilities, which has a positive impact on the quality and quantity of work output. In this case, Robbins & Judge (2017) discuss the importance of work behavior, including discipline, in improving individual and organizational performance. Luthans (2011) also emphasized that work discipline is an important element in organizational behavior that can significantly affect employee performance.

The results of hypothesis 6 testing in table 3 show that supervision has not been proven to have a significant effect on employee performance through work discipline, as evidenced by a coefficient value of 0.003 and a significance value of $0.9005 > 0.05$. In this context, work discipline as a mediating variable does not play an optimal role. If supervision is not carried out consistently, structured, or fairly, its effect on work discipline can be weak. Supervision that is only a formality or does not provide constructive feedback will not motivate employees to improve work discipline. If employees do not understand the purpose of supervision as an effort to help them improve performance, they may see supervision as mere pressure or control, which can actually reduce motivation and work discipline.

Robbins & Judge (2017) explained that individual performance is influenced by various factors, including motivation, ability, personality, perception, and work environment. Even if supervision is successful in improving work discipline, other factors may have a greater impact on performance, so that the effect of supervision through work discipline is insignificant. Furthermore, it is also explained that some individuals have a high level of self-discipline or a preference for autonomy in working. In such a situation, external supervision may not be very relevant because employees are already motivated to work well without close supervision. Research by Sari & Kurniawan (2019) shows that supervision does not always have a significant effect on performance through work discipline.

Thus, the effectiveness of supervision on employee performance through work discipline depends on how supervision is carried out, the organizational context, and the characteristics of individual employees. To make supervision more impactful, organizations need to ensure that supervision is supportive, constructive, and integrated with employee development strategies.

Meanwhile, the results of hypothesis 7 test show that competence has a significant effect on employee performance through work discipline, as evidenced by a coefficient value of 0.093 and a significance value of $0.0231 < 0.05$. In this context, work discipline as a mediating variable plays an optimal role. High competence will be more effective in improving performance if employees also have good work discipline. For example, an employee who has extraordinary technical skills but is not disciplined will have less than optimal performance. Conversely, work discipline ensures that employee competence is applied consistently to achieve organizational goals. In this case, Robbins & Judge (2017) and Dessler (2020) are of the view that the relationship between individual variables such as competence and performance can be moderated or mediated by other variables, such as attitudes and behavior.

Work discipline can be understood as a mediator in this relationship, because competence alone is not enough without discipline to ensure the application of abilities consistently and in accordance with organizational rules. From the perspective of Robbins and Judge (2017), competence provides a technical foundation for performance, but its effective application requires work discipline. Discipline ensures that employees work regularly, obey rules, and remain focused on achieving goals, thereby strengthening the relationship between employee competence and performance.

V. CONCLUSION

Employee performance is an important factor for improving the quality of public services. Improving employee performance can be caused by various variables including supervision, competence, and work discipline. As independent variables, it is proven that competence and work discipline have a positive and significant effect on employee performance. However, supervision does not have a significant effect on employee performance. When employee competence increases followed by good work discipline, employee performance also increases.

The existence of work discipline as a mediating variable, the influence of supervision on performance is not significant, but when it acts as a mediating variable, the influence of competence on employee performance is proven to be positive and significant. For this reason, if the management at the Education Office of Mojokerto Regency, East Java, Indonesia tries to improve employee work discipline, it can be done by increasing supervision and competence. Meanwhile, to improve employee performance, it can be done by increasing competence, accompanied by strengthening employee work discipline.

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