

The influence of the e-performance appraisal system, education and competence on employee performance through spiritual motivation in the regional office of the Ministry of Religion Riau Islands Province

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Abstract:

Purpose: This study aimed to analyze the influence of the e-performance assessment system, education, and competence on employee performance, as well as the mediating role of spiritual motivation at the Regional Office of the Ministry of Religion of the Riau Islands Province.

Research Methodology: The study involved 104 respondents comprising State Civil Apparatus (PNS and PPPK). Data were collected through surveys and analyzed using the Structural Equation Modeling (SEM) approach with SmartPLS 3.0.

Results: The findings show that the e-performance assessment system significantly improves employee performance, whereas education and competence do not. Spiritual motivation has a strong positive impact on performance. Furthermore, the e-performance system, education, and competence significantly influenced spiritual motivation. Mediation analysis indicates that spiritual motivation mediates the relationship between the e-performance system and competence with employee performance, while the mediation of education is positive but insignificant.

Conclusions: The e-performance system and competence are key drivers of employee performance when reinforced by spiritual motivation, underscoring the importance of psychological and spiritual factors in public-sector performance.

Limitations: This study was limited to one regional office and a relatively small sample size, which may affect the generalizability of the findings.

Contribution: This research enriches the public sector performance management literature by integrating spiritual motivation as a mediating factor. This study provides insights for policymakers to design e-performance systems that not only strengthen competence but also foster spirituality, thereby enhancing sustainable employee performance.

Keywords: *Competence, Education, Employee Performance, e-Performance Assessment System, Spiritual Motivation*

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1. Introduction

Human resources (HR) play an important role in determining success when companies and organizations face the challenges of globalization (Lina, 2018). These challenges include the increasingly broad global market, the competitiveness of human resources in the global market, and the preparation of human resources for tasks in an organization. HR management has four operational functions, one of which is to assess and develop human resources and one of which is to assess employee performance. Currently, HR management has changed from a stand-alone specialized function to a function that is integrated with all other functions in the organization to jointly achieve predetermined goals and has a very strategic planning function in the organization; in other words, the old HR function has become more strategic. Human resources are the only resources that have feelings, desires, skills, knowledge, drive, power, and work. All these HR potentials affect an organization's efforts to achieve its goals. An organization's success is significantly influenced by employee performance. Companies and organizations always try to improve employee performance with the hope that their goals will be achieved (Rotea et al., 2023).

One way that Companies/organizations can improve their employees' performance through education, training, providing appropriate compensation, placing employees according to their competencies, providing motivation, and creating a conducive work environment (Katidjan, Pawirosumarto, & Yuliani, 2018). Organizations can increase employee motivation by conducting performance assessments and providing fair and appropriate compensations. Bureaucratic reform is required to improve the performance of state civil servants and employees' work motivation. The presence of an e-performance policy is due to the existence of employees who work or carry out tasks that are not in accordance with their duties and functions, as well as an imbalance in the workload of each employee (Ismiyarto, Suwitri, Warella, & Sundarso, 2015). Thus, with the implementation of e-Performance, the personnel system can determine the supervision of ASN work activities, which then directly determines the performance allowance of each apparatus. This means that each apparatus can earn a different income monthly. The calculation was based on the performance level of each apparatus in carrying out its duties. In addition to influencing performance, e-performance assessment also affects employee work motivation, as a previous study proved that the implementation of e-performance has a positive and significant effect on motivation. This means that the better the implementation of e-performance, recording targets, and work realization electronically, and the integrity of presence, quantity, and quality of work, the more employee motivation will increase in optimizing the performance given.

Competence is a basic characteristic of a person that allows them to achieve superior performance at work. Competence is defined as a person's ability to produce satisfactory results in the workplace, including the ability to transfer and apply skills, knowledge, experience, and attitudes to provide maximum work results (Kurbani, Novalia, & Nuarly, 2023). The problem that occurs is that, so far, the lack of competence possessed by each employee is related to the ability, knowledge, and experience in the field of communication and informatics, which causes the performance of the State Civil Apparatus (ASN) at the Regional Office of the Ministry of Religion of the Riau Islands Province to be less than optimal. Therefore, the Regional Office of the Ministry of Religion of the Riau Islands Province aims to improve its employees' performance with a system that is connected to web-based technology called electronic performance. Based on the description above, the purpose of this study is to obtain data and information related to e-performance, Education, Competence, Employee Performance and Spiritual Motivation assessment system at the Regional Office of the Ministry of Religion of the Riau Islands Province, which is used as analysis material to determine the extent of its influence on Employee Performance (Kurbani et al., 2023).

2. Literature Review

2.1 Theoretical Framework

The existence of Civil Servants (PNS) as the front guard in all government activities can serve the community and be the driving force of the government process. In the current era of globalization, most government agencies have carried out work processes online. The presence of applications that can be easily accessed by the entire community makes government services faster. The implementation of

electronic systems in a bureaucracy based on public policy aims to bring order and quality to bureaucratic reform, for example, the implementation of the E-Government, E-Budgeting, E-KTP, and E-Kinerja systems. This system aims to provide convenience in accessing information and conducting administrative registrations. The Regional Office of the Ministry of Religion of the Riau Islands Province is making efforts to observe the performance measures of PNS that have been issued in Law (PP) Number 46 of 2011 concerning the Assessment of Civil Servant Work Performance, which was amended by PP Number 30 of 2019 concerning the Assessment of Civil Servant Performance. PP strictly regulates the standards and sections used as references in the evaluation of government employees' performance. Human resources (HR) play an important role in determining the success of companies facing the challenges of globalization. These challenges include an increasingly broad global market, the competitiveness of human resources in the global market, and the preparation of human resources for organizational tasks. Human Resource Management has four operational functions: assessing and developing human resources and assessing employee performance (Daly, 2015).

The general objective of human resource management is to optimize utility, namely, the productivity of all workers in an organization. In this context, productivity is defined as the ratio of a company's output (goods and services) to its input (human, capital, materials, and energy). The specific objective of a human resource department is to assist line managers or other functional managers in managing workers more effectively. According to Siswanto (Sandy, 2017), performance is achieved by a person carrying out the tasks and work assigned to him. The difficulty in measuring the performance of public service organizations arises partly because the goals and missions of the organization are often not only very vague and multidimensional (Ahmad, 2014). Therefore, the Regional Office of the Ministry of Religion of the Riau Islands Province aims to improve its employees' performance with a system connected to a more sophisticated technology called electronic performance. According to (Komara Eka Putri & Basri, 2014), E-Kinerja is a web-based application that analyzes the job needs, workload, and workload of organizational or work units as the basis for calculating work performance and providing incentives. The results of the study (Komara Eka Putri & Basri, 2014) also explained that the implementation of E-Kinerja has a significant effect on employee performance.

2.2 e-Performance Assessment System

In its efforts to modernize the civil servant (PNS) management system, BKN introduced an assessment system using e-performance as a strategic solution. The e-performance assessment system is a web-based application that assesses and measures employee performance and can also be used as a reference for measuring work performance. The implementation of the e-performance assessment system is one of the supporting instruments for measuring workload and job effectiveness and as a basis for calculating incentives or work allowances. This program can provide leaders with quick and accurate information regarding the effectiveness and efficiency of positions and work units, work performance, positions and work units, number of employee needs and standard working time norms (Tahir, 2021). Previously, employee performance measurements were conducted using DP3 (the Job Implementation Assessment List), and the assessment of PNS work performance with DP3 was no longer relevant. The government found a solution to this problem by issuing Government Regulation Number 46 of 2011 concerning Civil Servant Performance Assessment, which came into effect on January 1, 2014, and was replaced by PP Number 30 of 2019 concerning Civil Servant Performance Assessment. Current employee assessments have changed from the previous use of DP3 to the SKP. The e-performance assessment system is an example of the application of human resource accounting theories summarized in a web-based application. With the introduction of the e-performance assessment system, employees will be more motivated to work better, and those who were previously undisciplined will be able to work harder and be highly dedicated. The implementation of an e-performance assessment system requires facilities and infrastructure that can support it. In addition, a system is needed to support the implementation of e-performance and quality human resources with the skills and abilities to support it.

2.3 Education

Education is a learning process through systematic processes and procedures that are well-organized and managerial and last for a relatively long time. Education functions as a driver and spurs the potential of human resource capabilities to improve performance. The role of education in improving the quality of human resources is very important, considering that education is a way out of the problems faced by the stagnation of a person's knowledge and skills in their field of work. A person becomes aware of their work, finds solutions to problems faced, and is able to control their feelings when facing people who are angry with them, all of which contribute to the role of education.

Education is a process, technique, and method of teaching and learning with the intention of transferring knowledge from one person to another through systematic and organized procedures that last for a relatively long period of time. Education is a continuous process that cannot be separated from the organizational system. The presence of new employees and those who will occupy new positions encourages the personnel department to organize education and training programs. In an organization, teaching, demands, and leadership are needed to prepare quality employees regarding morals and intelligence. Morals and intelligence are better if accompanied by a good level of education. If employee education is good, they can develop their potential both in completing a job and in managing available resources to realize community welfare.

2.4 Competence

The concept of competence has become popular and interesting, both as a study and as an application in human resource management. The concept of competence is not new to human resource development, which aims to provide performance results according to the goals and objectives of the organization. Competence is a fundamental characteristic that must be possessed by someone who directly influences the performance. Employees' competence must support the implementation of organizational goals. Competence is based on skills and knowledge and is supported by employees' work attitudes to produce excellent performance. Sutrisno (2016) defined competence as an ability based on skills and knowledge supported by work attitudes and their application in carrying out tasks and work in the workplace, which refers to established work requirements. Intellectual competence is the character of attitudes and behavior or the will and intellectual abilities of an individual (can be in the form of knowledge, skills, professional understanding, conceptual understanding, etc.).

Right competence is a factor that greatly determines an organization's achievement if the organization has a strong foundation and is reflected in all processes that occur in the organization. This means that an organization must have strong core competencies in accordance with its core business activities. Core competencies are those that should be possessed by all members of an organization to differentiate the organization from others. Core competencies are the components that shape the mission and culture of an organization. These competencies must be strengthened by the competencies of the departments or sections within the organization. According to Busro ((2018), competence is a characteristic that underlies a person 's effectiveness of individual performance in their work or the basic characteristics of individuals who have a causal relationship or as a cause and effect with the criteria used as a reference, effective, or superior performance in the workplace or in certain situations..

2.5 Performance

Performance is an important aspect of achieving goals. Maximum goal achievement is the result of good team or individual performance, and failure to achieve formulated targets is the result of suboptimal individual or team performance. Etymologically, performance comes from the achievement of word work. The term performance comes from the word job performance or actual performance (work achievement or actual achievement achieved by someone), namely, the work results in terms of quality and quantity achieved by an employee in carrying out their duties in accordance with the responsibilities given to them. According to Sudaryo, Aribowo, and Sofiati (2018), employee performance as a potential possessed by human resources is the strength or ability to produce something that is material or non-material, both of which can be calculated or assessed. Based on the understanding of performance from the opinions above, it can be concluded that performance is a work result achieved by someone carrying out the tasks assigned to him and how much they can contribute

to the organization's goals. Performance also refers to the results achieved by someone, both in terms of quantity and quality, in an organization according to the responsibilities given to him.

Employee performance is formed after employees feel satisfied because their needs are met; in other words, if employee needs have not been met properly, then job satisfaction will not be achieved, and in essence, employee performance will be difficult to form. Every person who works is motivated by different motives. Motives originate first from various basic individual needs, or it can be said that the power that motivates a person to work hard in their work depends on the reciprocal relationship between what is desired or needed from the results of the work and how much confidence the organization will provide satisfaction for their desires as a reward for their efforts.

2.6 Spiritual Motivation

Motivation affects performance, and good motivation leads to good performance. However, this relationship is not causal because the factors that form performance are not only motivation, but there are other factors that also influence it as well. According to Triatna (2016), the manager's job (what to do) is to identify what people need and ensure that the work environment is a means to meet or satisfy those needs. Management motivation is intended only for human resources (generally) and subordinates (particularly). Motivation questions how to direct the power and potential of subordinates to work together productively until they succeed in achieving and realizing specified goals. One important thing a leader must do is provide motivation or encouragement to improve employee performance.

Motivation explains the intensity, direction, and persistence of an individual in achieving their goals. The three important elements of this definition are intensity, direction, and persistence of the stressor. Sudaryo et al. (2018) stated that motivation is a psychological condition within an individual that drives individuals to act, so that there is a conscious change in behavior to achieve goals. Sulistiyani and Rosidah (2018) stated that motivation is a process of providing encouragement to subordinates so that they can work in line with the limitations given to optimally achieve the organizational goals. Based on the explanations above, it is concluded that motivation is the overall driving force among employees that gives rise to work activities that guarantee continuity and provide direction to the activities carried out so that the desired goals are achieved. In work motivation, encouragement is the mental strength to carry out activities to fulfill expectations, and in this case, encouragement is the achievement of goals.

2.7 Hypothesis Development

2.7.1 The Influence of the e-Performance Assessment System on Employee Performance

With the advancement of existing technology, the government can utilize a web-based information system or application to monitor the daily performance of employees. Performance monitoring based on an application or web system is a form of e-government implementation. Technology-based performance assessments can also reduce administrative costs and make assessments more effective. Using this system, the government can monitor employee performance every day, starting from daily absences, recording daily activities, SKP assessments, work behavior assessments, and work performance assessments.

The use of e-performance applications, either directly or indirectly, can affect employee performance. According to Wagle and Gupta (2021), e-performance is an application made specifically to directly monitor and assess employee performance by entering daily work data into the software to obtain approval from superiors. According to Saputri (2019), E-Performance is a web-based application used to analyze positions, workloads, units, and organizational work units, which form the basis for calculating work performance and providing work incentives.

The results of Nurhayati's (2017) research show that the implementation of e-performance has a positive and significant impact on performance. The same results were shown by a study conducted by (Saputri, 2019) which showed that e-performance affected employee performance. The results of the research conducted by Wagle and Gupta (2021) also stated that the implementation of e-performance had a positive and significant effect on work performance.

H1: An e-performance assessment system has a positive and significant impact on employee performance.

2.7.2 The Influence of Education on Employee Performance

Education improves knowledge, theoretical abilities, and skills to identify problems related to activities to achieve goals. To provide good and excellent service to the community, employees must have education that is in accordance with the field of work provided in the office, because a job done by someone who is not in accordance with their field will not be good or successful. With the education of these employees, it is clear that it has a great influence on the performance of these employees. According to the results of research conducted by (Hasmira, Guntur, Wardah, & Seppa, 2024), there is a positive and significant influence between education and employee performance. Another study by La Jere et al. (2024) also showed that education has a statistically significant positive effect on employee performance.

H2: Education has a positive and significant effect on employee performance

2.7.3 The Influence of Competence on Employee Performance

According to Cesilia, Tewal, and Tulung (2018), employee competence greatly determines employee performance in an organization. Employees who lack competence will have a negative impact on performance; conversely, those who have good competence will perform well. Etymologically, the word "competence" is adopted from English, namely "competence" or "competency" which means skill, ability, and authority. Therefore, competence is defined as a combination of the knowledge, skills, and personality attributes of a person to improve performance and contribute to the organization's success. According to Sutrisno and Zuhri (2019), competence is defined as an ability based on skills and knowledge supported by work attitudes and their application in carrying out tasks and work in the workplace, which refers to the established work requirements.

Another study by Indah, Sunarno, and Sarwanto (2018) entitled *The Influence of Competence, Compensation on Performance through Employee Motivation* SIMPro PT. Solusi Inti Multiteknik. The results of empirical research found that compensation has a direct positive effect on performance and that the amount of compensation contributed to performance shows a positive direction (0.287). This shows that 8.24% ($0.287 \times 0.287 \times 100\%$) of the performance can be explained by compensation, whereas the remaining 91.76% is influenced by other factors outside the model. H3: Competence has a significantly positive effect on employee performance.

2.7.4 The Influence of the e-Performance Assessment System on Spiritual Motivation

Gusni, Kraugusteeliana, and Pradnyana (2021) implemented electronic performance (E-performance) on Employee Work Motivation at the Klungkung District Office. Electronic performance (E-Performance) is an Internet- and Android-based application used by the Klungkung Regency Government to facilitate the apparatus in inputting activities and making daily work reports. The creation of this application is expected to spur the apparatus to improve its performance and become a supporter for leaders in making decisions related to employee performance and work units. The results of the study show that the Implementation of E-Performance has been able to motivate employee work enthusiasm at the Klungkung District Office because E-Performance automatically records and assesses the achievement of employee action plans. This certainly impacts the performance assessment of the concerned employees.

H4: An e-performance assessment system has a positive and significant effect on spiritual motivation.

2.7.5 The Influence of Education on Spiritual Motivation

In general, education is defined as the process of learning the knowledge, skills, and habits of a group of people that are passed down from one generation to the next through teaching, training, and research. Education is a conscious and planned effort to create a learning atmosphere and process to develop self-potential. Education can also be interpreted as a conscious and systematic effort to achieve a standard of living or better progress in life.

According to Purwanto (2016), educational goals are planned to be achieved through teaching and learning processes. Educational goals are ideal, whereas learning outcomes are more practical. Learning outcomes are the realization of achieving educational goals; therefore, the learning outcomes measured are highly dependent on educational goals. Based on previous research by Mohamad and Said (2011) and the results of research through a questionnaire on variable X (Character Education) and variable Y (Student Learning Motivation), in this study, the author concluded that the data analysis on variable X obtained results of 73.69% and was categorized as strong because it was in the interval 61-80%. Through data analysis on variable Y, namely Student Learning Motivation, the results were 77.39% and were categorized as strong because they were in the interval 61-80%. Meanwhile, the hypothesis test on the effect of Character Education on Student Learning Motivation obtained the results of $F_{count} \geq F_{table} = 20.92 \geq 3.97$, so H_0 is rejected because the F_{count} value is in the rejection area, which means there is a positive and significant influence of Character Education on student learning motivation at Elementary School 019 Sungai Beringin, Tembilahan District. Yogiana Widya Sari's research (2023) concluded that Education has a significant effect on motivation, job training has a significant effect on motivation, education has a significant effect on employee performance, job training has a significant effect on employee performance, motivation has a significant effect on employee performance, education has a significant effect on employee performance through motivation as an intervening variable, job training has a significant effect on employee performance through motivation as an intervening variable.

H5: Education has a positive and significant effect on spiritual motivation.

2.7.6 The Influence of Competence on Spiritual Motivation

Edison, Anwar, and Komar (2017) define competence as an individual's ability to carry out a job correctly and have advantages based on matters relating to knowledge, expertise, and attitude. Competence can also be defined as the behavioral dimension of expertise or excellence of a leader or staff with good skills, knowledge, and behavior (Sutrisno and Zuhri (2019). Motivation is the willingness to expend a high level of effort on organizational goals, which is conditioned by the ability of that effort to meet individual needs (Sedarmayanti, 2017).

Previous research by Arifin (2017) examined The Influence of Competence and Rewards on the Work Motivation of PT KAI Employees at Sragen Station and concluded that there is a positive and significant influence of competence on the work motivation of PT. KAI employees at the Sragen Station, and there is a positive and significant influence of rewards on the work motivation of PT. KAI employees at the Sragen Station. Another study by Mardiana et al. (2021) entitled The Influence of Competence, Compensation on Performance through Employee Motivation SIMPro PT. Solusi Inti Multiteknik, The results of empirical research found that competence has a direct positive effect on motivation, it is stated that the magnitude of the contribution of motivation to performance shows a positive direction, namely 0.203. This shows that 4.12% ($0.203 \times 0.203 \times 100\%$) of motivation can be explained by competence, while the remaining 95.88% is influenced by other factors outside this model.

H6: Competence has a significantly positive effect on spiritual motivation.

2.7.7 The Influence of Spiritual Motivation on Employee Performance

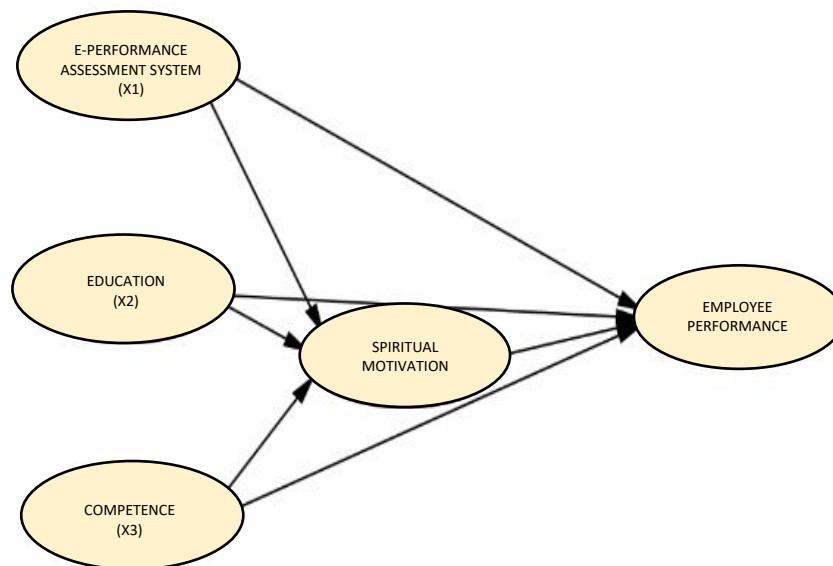
According to (P. & Hasibuan, 2016) the driving force that creates a person's passion for work, work so that they are willing to work together, work effectively, and integrate with all their efforts to achieve satisfaction. Kashmir in Lusri (2016) stated that the more motivated a person is to do their work, the more their performance will increase, and vice versa; the less motivated a person is to do their work, the more their performance will decrease. Based on previous research by Worang and Runtuwene (2019), motivation has a positive and significant effect on employee performance. This means that if there is an increase in employee motivation, performance increases.

In addition, the thesis written by Wahyudin (2018) on the Influence of Spiritual Motivation on the Performance of Employees of the Salman Mosque Development Foundation ITB with the research method used a descriptive verification method with data collection techniques through questionnaire distribution. The results showed that the spiritual motivation of the employees of the Salman Mosque

Development Foundation ITB was high. The motivation of faith has an average value of 3.44, the motivation for worship is quite good, with an average value of 3.28, and the motivation of muamalat has an average value of 3.40, which is in the interval of 3.40–4.19. The performance of the employees of the Salman ITB Mosque Development Foundation was included in the high category, with an average value of 3.40. The analysis conducted in this study indicates that the performance of employees at the Salman ITB Mosque Development Foundation is high.

H7: Spiritual motivation has a positive and significant effect on employee performance.

Therefore, the conceptual research model in writing this thesis is as follows:



The influence of the e-performance, education and competence on employee performance through spiritual motivation in the regional office of the ministry of religion riau islands province.

Figure 1. Conceptual Research Model

3. Research Methodology

3.1 Research Sample

The population in this study was all employees of the Regional Office Work Unit of the Ministry of Religion of the Riau Islands Province, both with the status of Civil Servants (PNS) and Government Employees with Work Agreements (PPPK), totaling 104. The sample used in this study comprised 104 respondents.

3.2 Research Variables and Instruments

This study used a research instrument with a 5-point Likert scale. The values ranged from 1 (Strongly Disagree) to 5 (Strongly Agree). The weighting of the respondents' answers is explained in the following table.

Table 1. Respondents' Answer Value Weight

Answer	Score/Value
Strongly Disagree (STS)	1
Disagree (TS)	2
Quite Agree (CS)	3
Agree (S)	4
Strongly agree (SS)	5

Table 2 presents the form of the Research Questionnaire on the Influence of the e-performance Assessment System, Education and Competence on Employee Performance through Spiritual Motivation at the Regional Office of the Ministry of Religion of the Riau Islands Province.

Table 2. Form of Research Questionnaire

No.	Variables	Indicator	Questionnaire Items
1.	(X1) e-Performance Assessment System	SKP electronically	1,2,3
		Work targets and realization	4,5,6
		Presence, quantity and quality of work	7,8,9,10,11,12,13,14,15
2.	(X2) Education	Ideology	1,2
		Socio-economic	3,4
		Socio-cultural	5, 6,7
		Development of Science and Technology	8,9,10
		Psychology	11,12,13
3.	(X3) Competence	Knowledge	1,2,3,4
		Skill	5,6,7,8
		Attitude	9,10,11,12
		Motivation of faith	1,2,3
4.	(Z) Spiritual Motivation	Motivation of worship	4,5,6
		Motivation of mutual assistance	7,8
		Work as worship	9,10
		Honest work	11,12
		Responsible work	13,14,15
		Smart work	16,17,18
		Quality	1,2,3,4
5.	(Y) Employee Performance	Quantity	5,6,7
		Timeliness	8,9,10
		Effectiveness	11,12
		Independence	13,14,15
		Work commitment	16,17

4. Result and Discussion

4.1 Discriminant Validity

The discriminant validity of the indicator's reflective measurement model was assessed based on the cross-loading value of the measurement with the variables. If the correlation of the variable with the measurement item is greater than the size of the other variables, the latent variable predicts the size of their block better than the size of other blocks. The cross-loading values are presented in Table 3.

Table 3. Cross Loading Output

Indicator	E-Performance Assessment System (X1)	Education (X2)	Competence (X3)	Employee Performance (Y)	Spiritual Motivation (Z)
X1.1	0.766	0.499	0.461	0.485	0.475
X1.10	0.752	0.466	0.457	0.476	0.518
X1.11	0.728	0.423	0.373	0.389	0.400
X1.12	0.749	0.432	0.399	0.420	0.368

Indicator	E-Performance Assessment System (X1)	Education (X2)	Competence (X3)	Employee Performance (Y)	Spiritual Motivation (Z)
X1.15	0.630	0.370	0.293	0.455	0.415
X1.2	0.807	0.525	0.452	0.514	0.459
X1.3	0.690	0.484	0.529	0.506	0.432
X1.4	0.716	0.537	0.513	0.543	0.453
X1.5	0.698	0.432	0.441	0.524	0.547
X1.7	0.667	0.595	0.386	0.549	0.541
X1.9	0.632	0.433	0.409	0.419	0.492
X2.1	0.529	0.732	0.602	0.488	0.441
X2.11	0.493	0.654	0.344	0.415	0.367
X2.12	0.527	0.623	0.547	0.516	0.528
X2.2	0.454	0.759	0.558	0.600	0.548
X2.4	0.429	0.725	0.428	0.438	0.395
X2.5	0.407	0.722	0.485	0.321	0.323
X2.8	0.463	0.743	0.626	0.555	0.595
X3.10	0.372	0.568	0.683	0.427	0.432
X3.11	0.457	0.648	0.732	0.425	0.423
X3.12	0.441	0.545	0.666	0.459	0.411
X3.2	0.437	0.345	0.648	0.405	0.419
X3.3	0.442	0.439	0.660	0.542	0.550
X3.4	0.424	0.592	0.838	0.459	0.458
X3.5	0.444	0.612	0.783	0.477	0.494
X3.6	0.467	0.555	0.806	0.589	0.519
X3.7	0.306	0.503	0.642	0.441	0.429
X3.8	0.520	0.507	0.699	0.542	0.579
Y1	0.552	0.456	0.229	0.603	0.485
Y10	0.538	0.477	0.532	0.792	0.639
Y11	0.517	0.431	0.364	0.728	0.470
Y13	0.388	0.559	0.560	0.653	0.649
Y14	0.528	0.711	0.697	0.754	0.645
Y15	0.443	0.439	0.431	0.637	0.495
Y16	0.543	0.556	0.610	0.762	0.658
Y17	0.444	0.442	0.443	0.768	0.598
Y2	0.538	0.468	0.486	0.673	0.591
Y3	0.525	0.430	0.488	0.811	0.670
Y4	0.489	0.393	0.415	0.711	0.585
Y5	0.512	0.461	0.411	0.791	0.560
Y6	0.524	0.401	0.421	0.728	0.664
Y7	0.366	0.459	0.483	0.736	0.637
Y8	0.562	0.688	0.623	0.776	0.582
Y9	0.462	0.632	0.520	0.707	0.568
Z11	0.392	0.568	0.502	0.525	0.642
Z12	0.518	0.596	0.544	0.584	0.759
Z13	0.552	0.466	0.481	0.507	0.625
Z14	0.426	0.522	0.487	0.581	0.730
Z15	0.403	0.371	0.314	0.540	0.701
Z16	0.466	0.473	0.461	0.598	0.784
Z17	0.460	0.388	0.309	0.593	0.745
Z18	0.538	0.440	0.650	0.744	0.748

Source: Data processing results, 2024

Based on the data in Table 3, it can be seen that the E-Performance Assessment System variable indicator (X1) has a cross-loading value ranging from 0.630 to 0.807, indicating that the E-Performance

Assessment System indicator (X1) can be declared valid. The Education variable indicator (X2) has a cross-loading value ranging from 0.623 to 0.759, meaning that the education indicator (X2) can be declared valid. The Competence variable indicator (X3) has a cross-loading value ranging from 0.642–0.838, meaning that the competence indicator (X3) can be declared valid. The Employee Performance variable indicator (Y) has a cross-loading value ranging from 0.603 to 0.811, indicating that the Employee Performance indicator (Y) is valid. The Spiritual Motivation variable indicator (Z) has a cross-loading value ranging from 0.625 to 0.784, meaning that the Spiritual Motivation indicator (Z) is valid.

4.2 Data Reliability Test Results

A reliability test was performed to measure the consistency of the variables in this study. A study can be considered reliable if respondents' answers to the statements do not change over time. Variables can be considered reliable if the Cronbach's Alpha and Composite Reliability values are >0.6 . The Cronbach's Alpha and Composite Reliability values are shown in Table 4.

Table 4. Cronbach's Alpha and Composite Reliability Values

Latent Variables	Cronbach's Alpha ($>0,6$)	Composite Reliability ($>0,6$)	Description
E-Performance Assessment System (X1)	0.903	0.919	Reliable
Education (X2)	0.837	0.876	Reliable
Competence (X3)	0.895	0.914	Reliable
Employee Performance (Y)	0.941	0.947	Reliable
Spiritual Motivation (Z)	0.865	0.895	Reliable

Source: Data processing results, 2024

Table 4 shows the Cronbach's Alpha and Composite Reliability values of the perception variables of the e-performance Assessment System (X1), education (X2), competence (X3), Employee Performance (Y), and Spiritual Motivation (Z) >0.6 . In this study, we concluded that each variable could be considered reliable. This research indicator should be further tested.

4.3 Designing Structural Model (Inner Model)

4.3.1 R Square

The inner model with the PLS method begins by examining the R Square value for each dependent latent variable. The coefficient of determination (R Square) was used to measure the influence of the independent variable on the dependent variable. The following R Square values are shown in Table 5.

Table 5. R Square Value

Variables	R Square Value	Adjusted R square value
Employee Performance (Y)	0.729	0.718
Spiritual Motivation (Z)	0.566	0.553

Source: Data processing results, 2024

Based on the data in Table 5, the R Square value of the Employee Performance variable (Y) is 0.729. The acquisition of this value can explain why Employee Performance (Y) is 72.9%, while the remaining 27.1% is influenced by other variables not examined in this study. The R Square value of the Spiritual Motivation variable (Z) was 0.566. The acquisition of this value can explain why Spiritual Motivation (Z) is 56.6%, while the remaining 43.4% is influenced by other variables not examined in this study.

4.4 Hypothesis Testing

Hypothesis testing was performed by examining the coefficients in SmartPLS 3.0, using the bootstrapping procedure to determine the direct influence between variables. The structural model is illustrated in Figure 2.

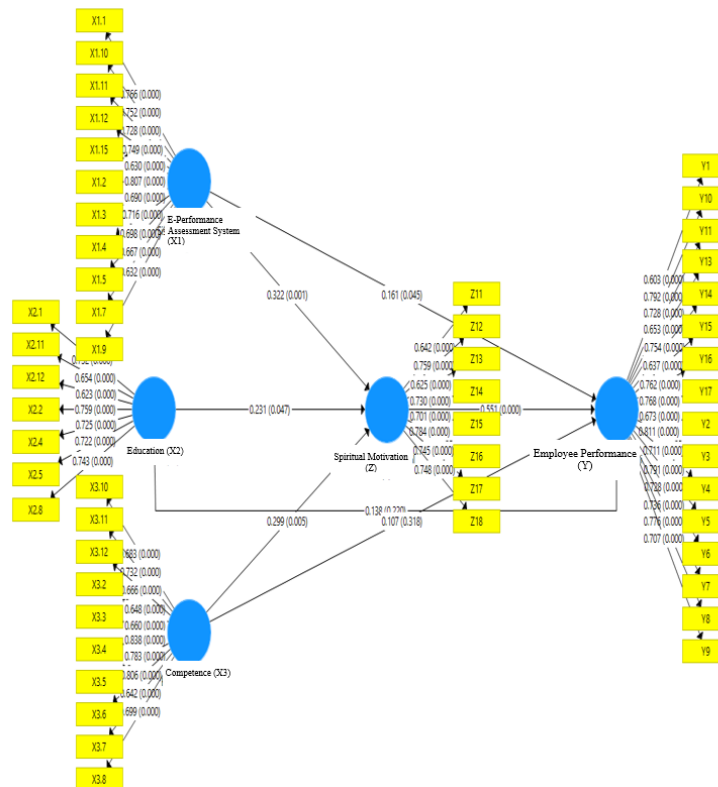


Figure 2. Hypothesis Testing Results
Source: Data Processing Results, 2024

4.4.1 Direct Influence (Path Coefficients)

The path coefficient is the value of the path coefficient in the structural model or the magnitude of the relationship or influence of the latent construct obtained using the bootstrapping procedure. The path coefficient was used to test the strength of the direct and indirect relationships between variables. The hypothesis in this study can be accepted if the T-statistic value is > 1.96 and the p-value is < 0.05 . The path coefficient results are presented in Table 6.

Table 6. Path Coefficient

Relationship between variables	Original Sample	T Statistics	P Value	Description
E-Performance Assessment System (X1) -> Employee Performance (Y)	0.161	2.013	0.045	Influential
E-Performance Assessment System (X1) -> Spiritual Motivation (Z)	0.322	3.392	0.001	Influential
Education (X2) -> Employee Performance (Y)	0.138	1.227	0.220	Insignificant effect
Education (X2) -> Spiritual Motivation (Z)	0.231	1.994	0.047	Influential
Competence (X3) -> Employee Performance (Y)	0.107	0.999	0.318	Insignificant effect
Competence (X3) -> Spiritual Motivation (Z)	0.299	2.792	0.005	Influential
Spiritual Motivation (Z) -> Employee Performance (Y)	0.551	5.636	0.000	Influential

Source: Data processing results, 2024

The following is an explanation of the results of the statistical analysis presented in Table 6.

1. E-Performance Assessment System (X1) on Employee Performance (Y)
The results of the study show that the relationship between the E-Performance Assessment System variable (X1) and Employee Performance (Y) has an original sample value of 0.161, a T-statistic value of 2,013 > 1.96, and a P-value of 0.045 < 0.05. Therefore, it can be concluded that the E-PAS (X1) has a significant effect on Employee Performance (Y).
2. E-Performance Assessment System (X1) on Spiritual Motivation (Z)
The results of the study show that the relationship between the E-Performance Assessment System variable (X1) and Spiritual Motivation (Z) has an original sample value of 0.322, a T-statistic value of 3.392 > 1.96, and a P value of 0.001 < 0.05. Therefore, it can be concluded that the E-Performance Assessment System (X1) significantly affects Spiritual Motivation (Z).
3. Education (X2) on Employee Performance (Y)
The results of the study show the relationship between the Education variable (X2) on Employee Performance (Y) has an original sample value of 0.138, a T statistic value of 1.227 < 1.96 and a P value of 0.220 > 0.05, so it can be concluded that Education (X2) has no significant effect on Employee Performance (Y)
4. Education (X2) on Spiritual Motivation (Z)
The results of the study show that the relationship between the education variable (X2) and Spiritual Motivation (Z) has an original sample value of 0.231, a T-statistic value of 1.994 > 1.96, and a P-value of 0.047 < 0.05. Therefore, it can be concluded that education (X2) has a significant effect on Spiritual Motivation (Z).
5. Competence (X3) on Employee Performance (Y)
The results of the study show that the relationship between the competence variable (X3) and Employee Performance (Y) has an original sample value of 0.107, a T-statistic value of 0.999 < 1.96, and a P value of 0.318 > 0.05. Therefore, it can be concluded that competence (X3) has no significant effect on Employee Performance (Y).
6. Competence (X3) on Spiritual Motivation (Z)
The results of the study show that the relationship between the competence variable (X3) and Spiritual Motivation (Z) has an original sample value of 0.299, a T-statistic value of 2,792 > 1.96, and a P value of 0.005 < 0.05. Therefore, it can be concluded that competence (X3) significantly affects Spiritual Motivation (Z).
7. The Effect of Spiritual Motivation (Z) on Employee Performance (Y)
The results of the study show that the relationship between the Spiritual Motivation variable (Z) and Employee Performance (Y) has an original sample value of 0.551, a T-statistic value of 5,636 > 1.96, and a P value of 0.000 < 0.05. Therefore, it can be concluded that Spiritual Motivation (Z) has a significant effect on Employee Performance (Y).

4.4.2 Specific Indirect Effects

Indirect effect analysis is useful for testing the hypothesis of the indirect effect of an independent variable on a dependent variable, mediated by a mediator or an intervening variable. The indirect effect in this study was observed in the bootstrapping results of the specific indirect effect column.

Table 7. Specific Indirect

Relationship Variables	Between	Original Sample	T Statistics	P Values	Description
E-Performance Assessment System (X1) -> Spiritual Motivation (Z) -> Employee Performance (Y)		0.178	3.059	0.002	Influential
Education (X2) -> Spiritual Motivation (Z) -> Employee Performance (Y)		0.127	1.693	0.091	Insignificant effect

Relationship Variables	Between		Original Sample	T Statistics	P Values	Description
Competence (X3)	->		0.165	2.507	0.013	Influential
Spiritual Motivation (Z)	->					
Employee Performance (Y)						

Source: Data processing results, 2024

1. The Influence of E-Performance Assessment System (X1) on Employee Performance (Y) through Spiritual Motivation (Z)
The results of the study show that the relationship between the E-Performance Assessment System variable (X1) and Employee Performance (Y) through Spiritual Motivation (Z) has an original sample of 0.178, a T-statistic value of $3.059 > 1.96$, and a P Value of $0.002 < 0.05$. Thus, it can be concluded that the E-Performance Assessment System (X1) has a positive and significant effect on Employee Performance (Y) through Spiritual Motivation (Z).
2. The Influence of Education (X2) on Employee Performance (Y) through Spiritual Motivation (Z)
The results of the study show that the relationship between the variable Education (X2) and Employee Performance (Y) through Spiritual Motivation (Z) has an original sample of 0.127, a T-statistic value of $1.693 < 1.96$, and a P Value of $0.091 > 0.05$. Therefore, it can be concluded that Education (X2) has a positive but insignificant effect on Employee Performance (Y) through Spiritual Motivation (Z).
3. The Influence of Competence (X3) on Employee Performance (Y) through Spiritual Motivation (Z)
The results show that the relationship between the competence variable (X3) and Employee Performance (Y) through Spiritual Motivation (Z) has an original sample of 0.165, a T-statistic value of $2.507 > 1.96$, and a P Value of $0.013 < 0.05$; thus, it can be concluded that competence (X3) has a positive and significant effect on Employee Performance (Y) through Spiritual Motivation (Z).

5. Conclusion

5.1 Conclusion

Based on the results of the research and hypothesis testing that have been carried out, the following conclusions are obtained:

1. The direct effect of the E-Performance Assessment System variable (X1) on Employee Performance (Y) shows that the E-Performance Assessment System (X1) has a significant positive effect on Employee Performance (Y).
2. The direct effect of the education variable (X2) on Employee Performance (Y) can be concluded as Education (X2) is positive and insignificant for Employee Performance (Y).
3. The direct effect of the competence variable (X3) on Employee Performance (Y) has an original sample value of 0.107 (positive) and a T-statistic value of 0.9, which indicates that competence (X3) is positive and not significant on Employee Performance (Y).
4. The direct effect of the E-Performance Assessment System variable (X1) on Spiritual Motivation (Z) shows that the E-Performance Assessment System (X1) has a significant positive effect on Spiritual Motivation (Z).
5. The direct effect of the education variable (X2) on Spiritual Motivation (Z) indicated that education (X2) had a significant positive effect on Spiritual Motivation (Z).
6. The direct effect of the competence variable (X3) on Spiritual Motivation (Z) shows that competence (X3) has a significant positive effect on Spiritual Motivation (Z).
7. The direct effect of Spiritual Motivation (Z) on Employee Performance (Y) can be concluded, as Spiritual Motivation (Z) has a significant positive effect on Employee Performance (Y).
8. Regarding the direct effect of the E-Performance Assessment System variable (X1) on Employee Performance (Y) through Spiritual Motivation (Z), it can be concluded that the E-Performance Assessment System (X1) has a significant positive effect on Employee Performance (Y) through Spiritual Motivation (Z).
9. The direct influence of Education (X2) on Employee Performance (Y) through Spiritual Motivation (Z) shows that Education (X2) has a positive but insignificant effect on Employee Performance (Y) through Spiritual Motivation (Z).

10. Regarding the direct influence of the competence variable (X3) on Employee Performance (Y) through Spiritual Motivation (Z), it can be concluded that competence (X3) has a positive and significant effect on Employee Performance (Y) through Spiritual Motivation (Z).

5.2 Suggestions

Based on the conclusions drawn from the results of this study, the following suggestions can be considered.

1. Leaders use the results of e-performance assessments to provide awards and incentives to employees who excel in their work. This can increase employees' motivation and commitment to their work.
2. Efforts to improve employee education and competence include providing access or convenience for employees to improve their education and competence through education and training.
3. Employees who are ineffective or ignore the provisions that have been set have consequences with the predicate of performance that needs improvement.
4. Employee competence must be developed in accordance with the e-performance assessment system.
5. The need to improve employee skills by providing opportunities for employees to participate in training.
6. Employee motivation must be increased to realize the programs that have been set.

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