

Unleashing Competence: Exploring the Influence of Organizational Culture, Emotional Intelligence and Learning Organization

Ariawan^{1✉}, Emba², Ilzar Daud³, Andry Novrianto⁴, Muhammad Sani Kurniawan⁵

¹Universitas Ichsan Gorontalo

²Universitas Terbuka

³Universitas Tanjungpura

⁴Universitas Putra Indonesia "YPTK" Padang

⁵Politeknik APP Jakarta

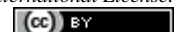
ariawanahmad@gmail.com

Abstract

This study aimed to examine the influence of organizational culture, emotional intelligence, and organizational learning on employee competence in the government of Gorontalo City. Data were collected from a sample of 134 government employees, and hypothesis testing was conducted to analyze the significance of the variables. The results indicated that all three factors, namely organizational culture, emotional intelligence, and organizational learning, significantly and positively influenced employee competence. The findings highlighted the importance of fostering a positive and inclusive organizational culture that motivates employees to enhance their competence. Emotional intelligence emerged as a crucial factor in self-motivation, resilience, and empathy, which contributed to improved competence. Additionally, organizational learning played a significant role in supporting continuous professional growth and the development of job-relevant competencies. The analysis of R-Square revealed that organizational culture, emotional intelligence, and organizational learning explained 73.8% of the variance in employee competence. However, it is important to acknowledge that other unexplored factors may also influence competence. These findings have important implications for the government of Gorontalo City. By prioritizing a positive organizational culture, nurturing emotional intelligence, and promoting organizational learning, the government can enhance employee competence, overall performance, and service delivery to the community. Future research should consider investigating additional factors to gain a more comprehensive understanding of competence in the government context. Implementing interventions and strategies to strengthen organizational culture, enhance emotional intelligence, and support continuous learning can further improve employee competence and contribute to the success of the government of Gorontalo City.

Keywords: Competence, Organizational Culture, Emotional Intelligence, Learning Organization, Quantitative.

INFEB is licensed under a Creative Commons 4.0 International License.



1. Introduction

Gorontalo City is a local government administration located in the province of Gorontalo, Indonesia. As a city government, its primary role is to provide public services, manage local affairs, and promote the well-being of its residents. The government of Gorontalo City operates under the framework of local governance, adhering to national laws and regulations while addressing the specific needs and priorities of the local community. The city is led by a mayor who is elected by the people through a democratic process. The mayor, along with other elected officials, forms the city administration responsible for decision-making, policy implementation, and service delivery. The main functions of the Gorontalo City government include urban planning and development, infrastructure management, public health services, education, social welfare, environmental protection, and economic development. The government strives to create a conducive and sustainable environment for residents, businesses, and visitors, aiming to improve the quality of life in the city. Gorontalo City government is also

responsible for promoting community participation and engagement in local governance processes. This can be seen through various mechanisms such as public consultations, citizen forums, and participatory budgeting, where residents have the opportunity to voice their opinions, contribute ideas, and actively participate in decision-making processes that affect their lives. The government of Gorontalo City also collaborates with other stakeholders, including the provincial government, central government agencies, non-governmental organizations, and the private sector, to address common challenges, pursue shared goals, and leverage resources for the benefit of the city and its residents. In recent years, the government of Gorontalo City has focused on promoting sustainable development, improving infrastructure, enhancing public services, and fostering economic growth. Efforts have been made to attract investments, create employment opportunities, and improve the overall living conditions of the residents.

Competence refers to the knowledge, skills, and abilities possessed by government officials and employees that enable them to effectively fulfill their

roles and responsibilities in serving the city and its residents. It encompasses a range of competencies relevant to the specific functions and tasks performed within the administration [1]. Competent officials in Gorontalo's local government administration possess a deep understanding of local governance principles, laws, and regulations. They are well-versed in the city's strategic priorities, development plans, and policies, allowing them to make informed decisions and take appropriate actions in line with the city's vision and objectives. Administrative competence is vital in managing the day-to-day operations of the local government. Competent administrators have strong organizational and managerial skills, enabling them to efficiently allocate resources, coordinate activities, and oversee the implementation of programs and projects. They have a solid grasp of financial management, budgeting, and procurement processes, ensuring transparency, accountability, and the effective utilization of public funds [2]. Effective communication and interpersonal skills are crucial competencies for officials in the local government administration of Gorontalo. They need to engage with a diverse range of stakeholders, including citizens, community groups, businesses, and other government agencies. Competent officials can build and maintain relationships, listen to the concerns and needs of the community, and effectively communicate policies and initiatives. Problem-solving and decision-making skills are also essential competencies. Competent officials are adept at analyzing complex issues, identifying root causes, and developing innovative solutions. They consider multiple perspectives, gather relevant data and information, and engage in evidence-based decision-making to address the challenges and opportunities facing the city [3]. Competent officials in the local government administration of Gorontalo demonstrate a strong commitment to public service. They prioritize the welfare and well-being of the community and strive to deliver quality services to residents [4]. They exhibit professionalism, ethical behavior, and integrity in their interactions with the public and colleagues. Continuous learning and improvement are key aspects of competence in the local government administration of Gorontalo. Competent officials actively seek opportunities for professional development, stay updated on emerging trends and best practices in governance, and apply new knowledge and skills to enhance their performance and contribute to the overall development of the city.

In the local government administration of Gorontalo, there is an interesting phenomenon surrounding competence. This phenomenon revolves around the recognition and emphasis placed on competence as a crucial factor for effective governance and service delivery. Competence has gained prominence as a key criterion for selecting and evaluating officials within the administration. One aspect of this phenomenon is

the growing emphasis on competence-based recruitment and selection processes. The administration has recognized the significance of ensuring that individuals appointed to key positions possess the necessary skills, knowledge, and abilities to fulfill their roles effectively. Competence-based selection methods, such as competency-based interviews or assessment centers, have been implemented to assess candidates' suitability for specific positions. This focus on competence ensures that officials are well-equipped to tackle the complex challenges and demands of their roles. Furthermore, competence development programs have been established to enhance the capabilities of officials and employees. These programs encompass various forms of training, workshops, and capacity-building initiatives designed to improve specific competencies required for efficient governance. For instance, officials may participate in training programs focused on leadership, policy formulation, project management, or communication skills. By investing in competence development, the administration aims to continuously improve the performance and effectiveness of its workforce. Another notable aspect of this phenomenon is the integration of competence assessments into performance evaluation systems. Competence frameworks or competency profiles are utilized to define the expected competencies for different positions within the administration. During performance evaluations, these competencies are evaluated and measured to assess individual performance and identify areas for improvement. This integration of competence assessments helps align individual goals and performance with the broader objectives of the administration. The phenomenon surrounding competence in the local government administration of Gorontalo reflects a shift towards a more professional and competency-driven approach to governance. It recognizes that competence plays a pivotal role in driving effective decision-making, service delivery, and overall performance. By focusing on competence in recruitment, development, and evaluation processes, the administration strives to ensure that officials possess the necessary capabilities to meet the evolving needs and challenges of the city and its residents.

Organizational culture has a significant influence on the competence of employees in the Government of Gorontalo City. Organizational culture reflects the values, norms, and behaviors that characterize the work environment in the government. In the context of Gorontalo City Government, organizational culture can be a determining factor in developing and enhancing the competence of employees. A positive and inclusive organizational culture creates a work environment that encourages employees to improve their competence [5]. For example, if the organizational culture is based on values such as transparency, participation, cooperation, and recognition of

innovation and achievement, employees are likely to feel supported and motivated to continue learning and developing their skills and knowledge [4]. Furthermore, an organizational culture that supports learning and professional growth provides opportunities for employees to participate in training, seminars, and other development programs. With a conducive environment for self-development, employees can enhance competencies relevant to the demands of their work, such as project management, communication, leadership, and policy analysis [6]. However, on the other hand, an organizational culture that is not supportive or tends to be conservative can hinder employee competence development. If the organizational culture is dominated by distrust, office politics, or resistance to change, employees may be reluctant to take risks in developing new competencies. Therefore, it is important for the Government of Gorontalo City to actively build and strengthen a positive and supportive organizational culture that promotes employee competence development. Organizational leaders need to lead by example in embodying the desired values and creating a work environment that facilitates growth and learning [7]. Thus, a positive organizational culture will serve as a driving force for employees to continuously improve their competence, enhance government performance, and provide better services to the people of Gorontalo City.

Another factor that can influence competence is emotional intelligence. Emotional intelligence is the ability of an individual to manage emotions, including motivating oneself and others, resilience in the face of frustration, overcoming primitive impulses and momentary gratifications, regulating reactive moods, and showing empathy towards others [8]. Emotional intelligence is the ability to self-motivate and persevere through frustration, control emotional impulses, and not exaggerate pleasures, as well as the ability of an individual to intelligently manage their emotional life, which is not solely based on intellectual capacity. In the context of competence in the local government administration of Gorontalo, emotional intelligence plays a crucial role. Government employees often face challenging situations that require them to effectively manage their emotions and interact with others in a constructive manner [9]. Emotional intelligence enables individuals to understand and regulate their own emotions, as well as to empathize with the emotions of others, which can contribute to better communication, teamwork, and decision-making. For example, a government official with high emotional intelligence is more likely to handle conflicts or stressful situations calmly and find productive solutions. They can effectively motivate themselves and others, maintain a positive attitude, and adapt to changing circumstances [10]. Additionally, emotional intelligence helps individuals build positive relationships, enhance

collaboration, and foster a supportive work environment, which ultimately leads to improved competence and performance [11]. To develop emotional intelligence among government employees in Gorontalo, it is important to provide training and development programs focused on emotional intelligence skills. These programs can include activities such as self-awareness exercises, emotional regulation techniques, conflict management strategies, and empathy-building exercises. Furthermore, promoting a culture that values emotional intelligence and encourages open communication, respect, and understanding can create an environment where employees feel empowered to develop and apply their emotional intelligence skills.

Another component that can influence the competence of employees in the government of Gorontalo City is the learning organization. A learning organization is an institution or organization that actively engages in group learning activities with enthusiasm and continuously seeks to acquire, organize, and apply knowledge for the advancement of the organization [12]. It is a commitment to exchanging information and learning in order to continuously improve and become better in the future. A learning organization has the ability to motivate all employees to be willing and capable of improving their daily behaviors, which is reflected in a paradigm shift (perspectives and ways of thinking), as well as an increase in intelligence (a balance between intellectual, emotional, and spiritual intelligence), and the expansion of employees' knowledge and insights [13]. In the context of the government of Gorontalo City, a learning organization plays a crucial role in enhancing the competence of its employees. It fosters a culture of continuous learning, innovation, and knowledge sharing [14]. By creating an environment that values and promotes learning, the organization encourages employees to actively seek new knowledge, acquire new skills, and adapt to changes in their roles and responsibilities. A learning organization provides various opportunities for capacity building, such as training programs, workshops, seminars, and mentoring. These initiatives enable employees to develop both technical and soft skills relevant to their work in the government sector. Moreover, the organization encourages collaboration and teamwork, facilitating the exchange of ideas and experiences among employees, which further enhances their competence [15]. Furthermore, a learning organization promotes a growth mindset among its employees. It encourages them to embrace challenges, learn from mistakes, and continuously improve their performance. This mindset fosters a sense of ownership and accountability for personal and professional development, leading to increased competence and effectiveness in their roles. To cultivate a learning organization in the government of Gorontalo City, it is essential for leaders and managers to prioritize and

invest in learning and development initiatives. They should create platforms for knowledge sharing, establish mentoring programs, and provide resources and support for employees' continuous learning. Additionally, fostering a positive and supportive work environment that values curiosity, experimentation, and learning from failures can contribute to the overall growth and competence of the workforce.

This study aims to investigate the factors that contribute to enhancing competence in the government of Gorontalo City. The research focuses on three key factors: organizational culture, emotional intelligence, and the learning organization. The study seeks to explore the impact of these factors on the competence of government employees and their ability to effectively serve the community. By understanding the relationship between these factors and competence, the findings of this study will provide valuable insights for policymakers and organizational leaders in improving the overall performance and effectiveness of the government administration.

2. Research Method

The study will utilize a quantitative research design to investigate the factors influencing competence in the government of Gorontalo City. A cross-sectional survey approach will be employed to gather data from 134 employees selected from the Gorontalo regional secretariat. Data will be collected using a structured questionnaire comprising validated scales to measure organizational culture, emotional intelligence, learning organization, and competence. Prior to the main data collection, a pre-test will be conducted on a small group of government employees to ensure the questionnaire's reliability and make necessary revisions [16]. Once the data is collected, it will be analyzed using appropriate statistical techniques. Descriptive statistics will be employed to summarize the sample characteristics and variables of interest. Correlation analysis will be conducted to assess the relationships between organizational culture, emotional intelligence, learning organization, and competence. Multiple regression analysis will be performed to determine the predictive power of organizational culture, emotional intelligence, and learning organization on competence. Statistical software such as SPSS and Excel will be utilized for data analysis.

3. Result and Discussion

Multiple regression analysis is used to predict the value of the dependent variable on the independent variable, as shown in Table 1

Table 1. Hypothesis Testing Result

Variable	Beta	T Value	Significant
Constant	14.419	4.257	.000
Organizational Culture	.642	9.014	.000
Emotional Intelligence	.125	2.236	.028
Learning Organization	.407	6.947	.000
F Square		75.335	.000
R Square		.738	

The results of hypothesis testing indicate a significant relationship between organizational culture and competence. With a significance value of 0.000, which is less than the predetermined significance level of 0.05, the null hypothesis (H_0) can be rejected, and the alternative hypothesis (H_a) is accepted. This suggests that organizational culture has a positive and significant impact on competence among government employees in Gorontalo City.

The findings support the existing literature that emphasizes the importance of organizational culture in shaping employee competence. A positive and conducive organizational culture fosters an environment that promotes learning, collaboration, and motivation among employees. In this case, it implies that the organizational culture within the government of Gorontalo City plays a crucial role in enhancing the competencies of its employees. The significance of the relationship between organizational culture and competence suggests that efforts to improve competence should also focus on developing and nurturing a positive organizational culture [17], [18]. This could involve fostering shared values, promoting teamwork, providing opportunities for professional development, and recognizing and rewarding innovation and performance. By creating a culture that values continuous learning and growth, the government of Gorontalo City can further enhance the competencies of its employees and ultimately improve the overall performance and effectiveness of its administration [19], [20].

The results of the hypothesis testing reveal a significant relationship between emotional intelligence and competence. The obtained significance value of 0.028 is lower than the predetermined significance level of 0.05, leading to the rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_a). This indicates that emotional intelligence has a positive and significant influence on competence among government employees in Gorontalo City.

The findings support existing research highlighting the importance of emotional intelligence in enhancing employee competence. Emotional intelligence refers to one's ability to manage emotions, motivate oneself and others, handle frustration, and exhibit empathy towards others. In the context of government administration, possessing emotional intelligence can positively impact various aspects of competence, such as communication,

problem-solving, decision-making, and teamwork [21]. The significant relationship between emotional intelligence and competence suggests that fostering emotional intelligence among government employees can contribute to their overall competence levels. By developing emotional intelligence skills, employees are better equipped to understand and manage their emotions, handle stressful situations effectively, build positive relationships, and adapt to changing work environments [8], [11]. This, in turn, enhances their ability to perform their duties efficiently and effectively. To promote emotional intelligence among employees, training programs and workshops focused on emotional intelligence development can be implemented. These initiatives can help individuals enhance their self-awareness, self-regulation, social awareness, and relationship management skills. Furthermore, creating a supportive and inclusive organizational culture that values emotional intelligence can also contribute to its development among employees [9].

The results of the hypothesis testing indicate a significant relationship between organizational learning and competence. The obtained significance value of 0.000 is lower than the predetermined significance level of 0.05, leading to the rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_a). This suggests that organizational learning has a positive and significant influence on competence among government employees in Gorontalo City.

The findings support the importance of organizational learning in enhancing employee competence within the local government administration. Organizational learning refers to the institution or organization's ability to engage in continuous learning activities, share knowledge, and apply acquired knowledge for the advancement of the organization [14]. By fostering a culture of continuous learning and knowledge sharing, organizations can create an environment that encourages employees to constantly improve their competencies [15]. The significant relationship between organizational learning and competence suggests that when government organizations prioritize and invest in learning initiatives, employees are more likely to enhance their knowledge, skills, and abilities, leading to improved competence. Organizational learning can take various forms, such as training programs, workshops, knowledge-sharing platforms, mentoring, and collaborative projects. These initiatives provide employees with opportunities to acquire new knowledge, develop their skills, and stay up-to-date with emerging trends and best practices in their respective fields [12]. Furthermore, an organizational learning culture can contribute to the development of a growth mindset among employees. When employees perceive their organization as one that values and supports learning and growth, they are more motivated

to actively engage in learning activities and seek opportunities for self-improvement. This, in turn, positively impacts their competence levels [13]. To foster organizational learning, Gorontalo City's government can implement strategies such as creating learning communities or networks, establishing knowledge-sharing platforms, promoting collaboration and teamwork, providing training and development opportunities, and encouraging a culture of continuous learning and innovation.

The results of the hypothesis testing indicate that organizational culture, emotional intelligence, and organizational learning have a significant influence on competence. The calculated F-value of 75.335 and the obtained significance value (p-value) of 0.000 are both lower than the predetermined significance level of 0.05. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This implies that organizational culture, emotional intelligence, and organizational learning have a significant positive impact on competence among government employees.

The findings suggest that a positive organizational culture plays a crucial role in enhancing employee competence. Organizational culture refers to the shared values, norms, and behaviors within an organization. When an organization fosters a culture that promotes transparency, cooperation, innovation, and continuous improvement, employees are more likely to feel supported, motivated, and engaged in their work [22], [23]. Such a culture creates an environment conducive to learning, collaboration, and the development of competencies relevant to their roles. Additionally, emotional intelligence, which refers to an individual's ability to manage and understand emotions effectively. Employees with high emotional intelligence are better equipped to navigate interpersonal relationships, manage stress, and adapt to changing situations. By understanding and regulating their emotions, they can effectively communicate, collaborate, and problem-solve, ultimately enhancing their overall competence [3], [24].

Furthermore, the study highlights the significance of organizational learning in developing employee competence. Organizational learning refers to the continuous process of acquiring, sharing, and applying knowledge within an organization [13]. When organizations prioritize learning initiatives, provide training opportunities, and establish a supportive learning environment, employees are more likely to enhance their competencies, stay updated with industry trends, and contribute to organizational growth and success [25]. The significant influence of organizational culture, emotional intelligence, and organizational learning on competence underscores the importance of creating an environment that fosters these factors within the government administration of Gorontalo City. By promoting a positive organizational

culture, investing in emotional intelligence training, and encouraging continuous learning and knowledge sharing, the government can empower its employees to develop and enhance their competencies.

It is essential to recognize that these findings are specific to the context of the study and may not be directly applicable to other settings. Further research and replication studies are recommended to validate and generalize these findings. In conclusion, the results suggest that organizational culture, emotional intelligence, and organizational learning significantly contribute to the development of competence among government employees [26]. By recognizing and fostering these factors, Gorontalo City's government can create an environment that nurtures employee growth, collaboration, and continuous learning, ultimately leading to improved performance and better service delivery to the community.

The obtained R-Square value of 0.738 indicates that the combined contribution of organizational culture, emotional intelligence, and organizational learning variables accounts for 73.8% of the variance in competence. This means that these three variables, namely organizational culture, emotional intelligence, and organizational learning, explain a significant portion of the variations observed in the level of competence among government employees in Gorontalo City. However, it is important to note that there are other factors not included in the study that may also influence competence, accounting for the remaining 26.2% of the variance. The high R-Square value suggests that organizational culture, emotional intelligence, and organizational learning have substantial explanatory power in predicting competence [27]. The findings imply that by focusing on improving these factors, such as fostering a positive organizational culture, enhancing emotional intelligence skills, and promoting a culture of continuous learning, the government can have a significant impact on enhancing employee competence. It is worth noting that the unexplained variance (26.2%) may be attributed to various factors that were not examined in the current study. These factors could include individual differences, external environmental factors, or other organizational variables that were not included in the research model. Further studies may explore these additional factors to provide a more comprehensive understanding of the determinants of competence among government employees [28]. Overall, the high R-Square value suggests that organizational culture, emotional intelligence, and organizational learning play a substantial role in shaping and influencing employee competence. The findings emphasize the importance of creating a supportive and conducive work environment that values continuous learning, promotes emotional intelligence, and fosters a positive organizational culture [29]. By addressing these factors, the government of Gorontalo City can enhance the

competence of its employees and, in turn, improve the overall performance and effectiveness of the organization.

4. Conclusion

In conclusion, the findings of the study indicate that organizational culture, emotional intelligence, and organizational learning have a significant and positive impact on employee competence in the government of Gorontalo City. The results of hypothesis testing showed that all three variables had a significant effect on competence, as evidenced by the obtained p-values (0.000) being lower than the significance level (0.05). The discussion revealed that a positive and inclusive organizational culture, characterized by values such as transparency, participation, cooperation, and recognition of innovation and achievement, creates an environment that encourages employees to enhance their competence. Similarly, emotional intelligence skills, such as self-motivation, resilience, and empathy, play a crucial role in improving competence. Additionally, an organizational learning environment that supports continuous learning and professional growth provides opportunities for employees to enhance relevant competencies aligned with their job demands. Moreover, the analysis of R-Square indicated that the combined contribution of organizational culture, emotional intelligence, and organizational learning explained 73.8% of the variance in competence among government employees. However, it is important to acknowledge that there are other factors not examined in this study that may influence competence, accounting for the remaining 26.2% of the variance. These findings highlight the significance of creating and strengthening a positive organizational culture, developing emotional intelligence skills, and fostering an environment of continuous learning within the government of Gorontalo City. By prioritizing these factors, the government can enhance employee competence, improve overall performance, and deliver better services to the community. It is recommended that future research explore additional factors and variables to gain a more comprehensive understanding of the determinants of competence in the government context. Additionally, implementing interventions and strategies to foster a positive organizational culture, enhance emotional intelligence, and promote continuous learning can further enhance employee competence and contribute to the success of the government of Gorontalo City.

References

- [1] Putri, R. H. M., & Mardijuwono, A. W. (2020). The Effect Of Auditor Competence And Independence On Audit Quality. *International Journal of Innovation, Creativity and Change*, 13(9), 1–21.
- [2] Suhardi, S. (2019). Pengaruh motivasi kerja, kompetensi, lingkungan kerja dan kompensasi terhadap kinerja karyawan pt. asuransi jiwa di kota batam dengan organizational citizenship behavior sebagai variabel intervening. *Jurnal*

- Benefita*, 4(2), 296-315. <https://doi.org/10.22216/jbe.v4i2.3670>
- [3] Halomoan, E. (2020). Pengaruh iklim organisasi, kompetensi, dan motivasi kerja terhadap kinerja pegawai bpp aparatur sukamandi. *Widya Cipta: Jurnal Sekretari Dan Manajemen*, 4(1), 40–48. <https://doi.org/10.31294/widyacipta.v4i1.7527>
- [4] Hasan, H., Ngabito, F., & Ariawan, A. (2022). Pengaruh kompensasi, lingkungan kerja, dan budaya perusahaan terhadap kinerja karyawan harian gorontalo post. *SEIKO: Journal of Management & Business*, 4(3), 480–488. <https://doi.org/10.37531/sejaman.v5i2.3234>
- [5] Herdiana, H. (2016). Pengaruh gaya kepemimpinan dan budaya organisasi terhadap kinerja karyawan di kantor bpjs ketenagakerjaan kota tasikmalaya. *Jurnal Ekonomi Manajemen*, 2(1), 26–32. <https://doi.org/10.37058/jem.v2i1.310>
- [6] Norisyah Abd Rahim. (2020). Pengaruh kepemimpinan transformasi dan budaya sekolah terhadap organisasi pembelajaran sekolah menengah imtiaz di malaysia. *Jurnal Kepimpinan Pendidikan*, 8(2), 64–89.
- [7] Azizah, F. N. (2017). Pengaruh kepemimpinan situasional dan budaya organisasi terhadap motivasi kerja dan kinerja karyawan. *Jurnal Bisnis Dan Manajemen*, 4(1). <https://doi.org/10.26905/jbm.v4i1.1708>
- [8] Santika, T. A., Sujana, I. W., & Wiyasa, K. N. (2019). Kontribusi kecerdasan emosional dan minat belajar terhadap kompetensi pengetahuan ips. *Journal of Education Technology*, 3(3), 218–228. <https://doi.org/10.23887/jet.v3i3.21829>
- [9] Alfian, R. M., & Wulansari, P. (2017). Pengaruh kompetensi dan kecerdasan emosional terhadap kinerja pegawai di bank bri kantor cabang setiabudi bandung. *E-Proceeding of Management*, 4(2), 1–10.
- [10] Ariesta, I. (2016). Pengaruh kecerdasan emosional dan organizational citizenship behavior (ocb) terhadap kinerja peternak ayam ras pedaging. *JBMP (Jurnal Bisnis, Manajemen Dan Perbankan)*, 2(2), 121–140. <https://doi.org/10.21070/jbmp.v2i2.1098>
- [11] Mulyasari, I. (2019). Pengaruh kecerdasan emosional dan kompetensi terhadap kinerja pegawai. *Journal of Management Review*, 2(2), 190. <https://doi.org/10.25157/jmr.v2i2.1786>
- [12] Widodo, W. (2018). Peranan organisasi pembelajaran dalam mengoptimalkan inovasi guru. *TERAPUTIK: Jurnal Bimbingan Dan Konseling*, 1(3), 220. <https://doi.org/10.26539/teraputik.32158>
- [13] Yunus, J. (2020). Hubungan budaya organisasi dan organisasi pembelajaran : perbandingan berdasarkan gender. *Management Research Journal*, 9(1), 17–27.
- [14] Februanto, H. (2008). Pengaruh budaya organisasi, kepemimpinan dan organisasi pembelajaran terhadap kinerja organisasi. *Jurnal Manajemen*, 12(2), 110–111.
- [15] Purnamasari, S. (2019). Pengaruh learning organization (organisasi pembelajaran), kompetensi, dan motivasi terhadap kinerja karyawan pada bni kantor cabang tebet. *Pekobis: Jurnal Pendidikan, Ekonomi, Dan Bisnis*, 4(1), 65. <https://doi.org/10.32493/pekobis.v4i1.p65-73.2776>
- [16] Sugiyono. (2018). *Metode Penelitian Kuantitatif*. Alfabeta.
- [17] Pandiangan, S. M. T., Wau, L., Ariawan, A., Napu, F., & Nuryanto, U. W. (2023). The role of business education in the implementation of financial check list in financial management courses. *Edumaspul: Jurnal Pendidikan*, 7(1), 174–179.
- [18] Noviantoro, D., Marisa, S., & Sakarina, S. (2022). The influence of communication, work motivation and work environment on employee performance with work discipline as a mediating variable. *Oblik i finansi*, 98, 80–88. [https://doi.org/10.33146/2307-9878-2022-4\(98\)-80-88](https://doi.org/10.33146/2307-9878-2022-4(98)-80-88)
- [19] Radianto, A., & Sunuharyo, B. S. (2017). Pengaruh iklim organisasi dan budaya organisasi terhadap kinerja karyawan (studi pada karyawan pt. pg krebet baru malang). *Jurnal Administrasi Bisnis (JAB)*, 53(1), 14–20.
- [20] Utami, S., Wibowo, E., & Utami, A. B. (2017). Pengaruh perubahan organisasi dan budaya organisasi terhadap kinerja pegawai dengan kepuasan kerja sebagai variabel moderasi. *Jurnal Ekonomi Dan Kewirausahaan*, 17, 205–216.
- [21] Fatwa, A. D. S. (2015). Pengaruh efektivitas kepemimpinan, kecerdasan emosional, dan efikasi diri terhadap komitmen tugas pada guru smta pkp jakarta islamic school. *Edukasi Islam Jurnal Pendidikan Islam*, 04(14), 921–953. <http://dx.doi.org/10.30868/ei.v4i07.71>
- [22] Putri, D. C., Burhanuddin, B., & Wiyono, B. B. (2021). Supervisi kepala sekolah dan hubungannya dengan penguasaan kompetensi guru smk. *JAMP: Jurnal Administrasi dan Manajemen Pendidikan*, 4(1), 17–23. <http://dx.doi.org/10.17977/um027v4i12021p17>
- [23] Aribowo, A., Su'ad, S., & Madjdi, A. H. (2020). Pengaruh supervisi akademik dan pelatihan penelitian tindakan kelas terhadap kompetensi profesional guru sekolah dasar se-kecamatan undaan kabupaten kudus. *Refleksi Edukatika: Jurnal Ilmiah Kependidikan*, 10(2), 216–222. <https://doi.org/10.24176/re.v10i2.4562>
- [24] Kusuma, A. H. P. (2017). Pengaruh kompetensi, budaya organisasi dan motivasi terhadap kinerja dosen perguruan tinggi swasta di kota makassar. *Economics Bosowa*, 3(8), 88–100.
- [25] Ferreira, J., Coelho, A., & Moutinho, L. (2020). Dynamic capabilities, creativity and innovation capability and their impact on competitive advantage and firm performance: the moderating role of entrepreneurial orientation. *Technovation*, 92–93. <https://doi.org/10.1016/j.technovation.2018.11.004>
- [26] Andreeva, L. Y., Epifanova, T. V., Andreeva, O. V., & Orobinsky, A. S. (2018). Competency-based management in a system of sustainable development of banks, financial and technology companies. *Contemporary Studies in Economic and Financial Analysis*, 100, 49–59. <https://doi.org/10.1108/S1569-375920180000100007>
- [27] Sagita, A. A., Susilo, H., & Muhammad Cahyo, W. S. (2018). Pengaruh budaya organisasi terhadap kinerja karyawan dengan motivasi kerja sebagai variabel mediator. *Jurnal Administrasi Bisnis*, 57(1), 2357–2747.
- [28] Arranz, N., Ubierna, F., Arroyabe, M. F., Perez, C., & Fdez. de Arroyabe, J. C. (2017). The effect of curricular and extracurricular activities on university students' entrepreneurial intention and competences. *Studies in Higher Education*, 42(11), 1979–2008. <https://doi.org/10.1080/03075079.2015.1130030>
- [29] Iis, E. Y., & Yanita, Y. (2021). Peran motivasi kerja dan kepuasan kerja dalam memediasi pengaruh budaya organisasi terhadap kinerja karyawan pada pt bank aceh syariah cabang bireuen. *E-Mabis: Jurnal Ekonomi Manajemen Dan Bisnis*, 22(1), 85–96. <https://doi.org/10.29103/e-mabis.v22i1.671>