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Analysis of the Influence of Competency Development and Job Placement on Employee Job Satisfaction at the Regional Office of the Directorate General of Customs and Excise of North Sumatera

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Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh pengembangan kompetensi dan penempatan kerja baik secara parsial maupun simultan terhadap kepuasan kerja pegawai pada Kantor Wilayah Direktorat Jenderal Bea dan Cukai Sumatera Utara. Metode penelitian yang digunakan adalah penelitian kuantitatif berjenis asosiatif dengan melibatkan seluruh populasi pegawai pelaksana di lingkungan Kanwil DJBC Sumatera Utara berjumlah 92 orang. Data dikumpulkan melalui kuesioner dan dianalisis menggunakan regresi linier berganda. Hasil penelitian menunjukkan bahwa pengembangan kompetensi dan penempatan kerja berpengaruh positif dan signifikan terhadap kepuasan kerja pegawai, baik secara parsial maupun simultan. Dengan kata lain, peningkatan pengembangan kompetensi berupa pendidikan dan pelatihan yang sesuai kebutuhan dan pengelolaan penempatan kerja berbasis prinsip the right man on the right place mampu meningkatkan kepuasan kerja pegawai. Oleh karena itu, disarankan agar instansi memperhatikan perencanaan dan evaluasi program pengembangan kompetensi serta penempatan kerja secara lebih strategis untuk mendukung kepuasan dan kinerja pegawai.

Kata Kunci: Pengembangan Kompetensi; Penempatan Kerja; Kepuasan Kerja; Kinerja Pegawai; Manajemen Sumber Daya Manusia.

Abstract

This study aims to analyze the influence of competency development and job placement, both partially and simultaneously, on employee job satisfaction at the Regional Office of the DGCE of North Sumatera. This research applies a quantitative associative approach with a total of 92 operational employees at the Regional Office as respondents. Data were collected using questionnaires and analyzed with multiple linear regression. The results show that competency development and job placement have a positive and significant effect on employee job satisfaction, both partially and simultaneously. In other words, improving competency development through appropriate training and education, as well as managing job placement based on the principle of the right man on the right place, can enhance employee job satisfaction. Therefore, it is recommended that the agency pay greater attention to the planning and evaluation of competency development programs and job placement strategies to support employee satisfaction and performance.

Keywords: Competency Development; Job Placement; Job Satisfaction; Employee Performance; Human Resource Management.

1. Introduction

Human Resource Management (HRM) is a strategic process that involves planning, managing, developing, and supervising individuals within an organization to maximize employee performance to support the achievement of organizational objectives (Widiastuti, 2020). In this context, human resources are viewed as a vital asset, as employee contributions significantly influence

organizational success (Firmansyah, 2023; Fauziah, 2025). One important indicator in HRM is job satisfaction, which reflects an individual's emotional state toward their job (Adilla & Budiono, 2022). Job satisfaction has been proven to have a positive impact on employee performance and productivity, whereas dissatisfaction may lower morale and hinder the achievement of organizational goals (Munir et al., 2022).

A preliminary survey of 30 employees at the Regional Office of the DGCE of North Sumatera revealed that, out of ten job satisfaction indicators, competency development and job placement received the lowest average scores, at 2.87 and 3.37 respectively. Additionally, internal data indicate that throughout 2024, as many as 43.01% of employees did not receive any training invitations. Meanwhile, employee rotation from 2021 to 2024 covered only an average of 8.87% of the total workforce per year. These findings indicate limited access to competency development and rotation, which may potentially lower job satisfaction.

According to Diahwahyuningtyas and Nugroho (2023), ideal career development should be conducted every three years. In contrast, Ghaffari et al. (2021) emphasize the importance of aligning rotation policies with organizational needs. The lack of development opportunities and appropriate job placement may negatively affect employee motivation and perceptions of fairness. On the other hand, Robbins (2003) states that job satisfaction is strongly influenced by factors such as challenging work, fair compensation, a supportive work environment, and positive working relationships.

Based on this background, this study aims to analyze the influence of competency development and job placement on employee job satisfaction at the Regional Office of the DGCE of North Sumatera. The limited participation of employees in competency development programs and the lack of job rotation opportunities may lead to negative perceptions regarding fairness and career advancement, which in turn may decrease job satisfaction. In this context, managing these two aspects becomes essential to support data-driven policy-making aimed at improving human resource management quality. Moreover, no previous studies have specifically examined the influence of these two factors on job satisfaction within the Regional Office of the DGCE of North Sumatera. This study is expected to contribute to the strengthening of human resource management theory and serve as a practical reference for policymakers in enhancing employee satisfaction and performance through more targeted development strategies.

2. Literature Review

Job satisfaction is a central topic in human resource management research and is commonly interpreted as the degree to which employees feel positively about their work. Robbins (2003) explains it as an overall attitude toward job responsibilities, while Colquitt et al. (2017) describe it as a favorable emotional reaction that emerges from evaluating one's work. Prior studies reveal that higher satisfaction is linked to improved productivity, stronger loyalty, and reduced absenteeism (Brikend, 2011; Rue & Byars, 2003; Wu et al., 2013). In contrast, dissatisfaction often generates low morale, job stress, and turnover, which eventually undermines organizational effectiveness (Adil et al., 2022; Malaka, 2022).

Scholars have identified multiple aspects that influence employee satisfaction. Robbins (2003) emphasizes that stimulating work, fair pay, and supportive working conditions are critical drivers. Widodo (2015) highlights the importance of a safe workplace and supportive colleagues, while Hasibuan (2018) suggests that job discipline, morale, and staff turnover act as indirect measures of satisfaction. Beyond these, leadership approaches (Lumbanraja, 2009), organizational culture (Meithiana, 2017; Hariani, 2022), and work-life balance (Hariani, 2022) also play significant roles. The relevance of Herzberg's motivation-hygiene framework remains evident, especially in explaining the dynamic relationship between motivation and job satisfaction (Ibrahim et al., 2023).

One important factor in enhancing job satisfaction is competency development. Notoatmodjo (2003) and Nugroho (2019) argue that education and training are designed to enhance both technical skills and behavioral competencies. According to Hasibuan (2018) and Moehariono (2012), such initiatives must also strengthen values and professional attitudes. Both formal and informal training are beneficial when aligned with employees' job demands, available time, and managerial support (Supriyadi et al., 2022; Nugroho, 2019). Nonetheless, studies have found challenges, such as limited impact when motivation is lacking (Yuniarni et al., 2024) or training programs that fail to achieve expected outcomes (Adiyasa et al., 2017). On the other hand, research by Meidita (2019), Choiriyah and Riyanto (2021), and Rahaman and Uddin (2022) demonstrates that well-structured training significantly contributes to satisfaction, although Putra et al. (2019) did not find similar effects in academic settings.

Another determinant of satisfaction is job placement, which refers to assigning employees to positions that correspond with their abilities and qualifications. Placement decisions may involve promotion, transfer, or rotation (Supriyadi, 2022; Suwatno, 2018). Ensuring that employees are matched with appropriate jobs is crucial for organizational efficiency and employee well-being (Rusby, 2016; Sastrohadiwiryo, 2019). Empirical research largely supports these claims: Agustriyana (2015), Angga et al. (2023), and Ruhiat et al. (2023) confirmed that placement significantly influences satisfaction. Yet, other studies show inconsistent outcomes—for instance, Lambey et al. (2020) found no substantial relationship at PLN Sulbagut, a conclusion also noted by Iskandar (2020) and Tutut et al. (2022).

Several empirical studies confirm the relevance of competency development and placement when examined together. Toreh et al. (2022) discovered that competency, career development, and placement jointly improve satisfaction, which is consistent with the findings of Wicaksono et al. (2022) as well as Sumarno and Saryatmo (2024). However, inconsistencies remain. For example, Ghaffari et al. (2021) and Adilla and Budiono (2022) reported that job rotation increases work enthusiasm and satisfaction, while Putra et al. (2019) and Lambey et al. (2020) indicated otherwise. Burgard and Görlitz (2014) further demonstrate that continuous training may have varying impacts across genders, suggesting that satisfaction outcomes are not uniform for all employees.

Although leadership-based perspectives, including Transformational Leadership (Arnold & Connelly, 2013), highlight the role of leaders in inspiring and motivating employees, these approaches often give limited attention to structural aspects of HR practices, such as competency development or equitable placement. Many previous studies have examined training or placement separately, but rarely in combination as direct determinants of satisfaction. Moreover, the specific conditions of bureaucratic institutions—such as rotation policies (Hutabarat, 2022) and workload distribution (Adil et al., 2022)—have not been adequately addressed in existing models. This indicates that there is still a gap in understanding how training and placement jointly affect satisfaction within government organizations.

The present study aims to fill these gaps by investigating competency development and job placement as independent yet complementary variables affecting employee satisfaction at the Regional Office of the DGCE of North Sumatera. Unlike leadership-centered models, this research emphasizes organizational mechanisms that can be deliberately planned, executed, and evaluated. Its novelty lies in applying this integrated framework within a public sector agency that has received limited scholarly attention. The findings are expected to extend theoretical perspectives on satisfaction by including structural HR practices and to provide practical implications for policymakers, particularly in designing evidence-based training, implementing transparent placement systems, and improving employee engagement in bureaucratic environments (Munir et al., 2022; Victorynie et al., 2024).

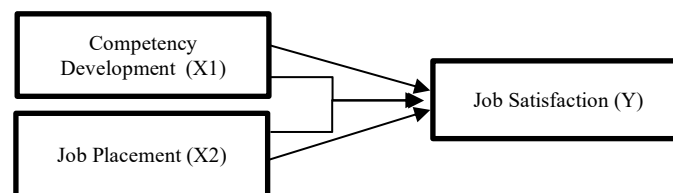


Figure 1. Conceptual Framework

3. Methods

This study employs a quantitative approach with an associative research design, aiming to examine the impact exerted by the independent variables—competency development and job placement—on the dependent variable, namely, employee job satisfaction. The research was conducted for the 2025 period, at the Regional Office of the DGCE in North Sumatera.

The population of this study consists of all operational staff working at the Regional Office of DGCE North Sumatera as of December 1, 2025, totaling 92 employees. Given the relatively small and accessible population size, the study applied a saturated sampling technique (also known as a census), in which the entire population was included as the research sample.

The study utilized primary data collected through the distribution of questionnaires. Prior to conducting further analysis, the research instrument underwent validity and reliability testing. The research questionnaire passed both validity and reliability tests and is therefore considered suitable for use. The variables measured in this study include: Competency Development (X_1), which covers indicators such as time availability, support from supervisors and colleagues, alignment with employee needs, and application of training outcomes; Job Placement (X_2), measured by the alignment of educational background, work-related knowledge and experience, and physical and mental health; Job Satisfaction (Y), assessed through aspects related to the nature of the work, supervision, and coworker relationships.

The dataset was processed using multiple linear regression, aiming to assess both simultaneous and partial influences of the independent variables on the dependent variable. Prior to regression analysis, classical assumption tests were conducted, including tests for normality, multicollinearity, and heteroscedasticity. Hypotheses were tested using the t-test (to assess partial effects), the F-test (to assess simultaneous effects), and the coefficient of determination (R^2) to measure the extent to which the independent variables explain the variance in the dependent variable. All statistical analyses were performed using SPSS version 30.

4. Result and Discussions

4.1 General Overview of the Regional Office of DGCE North Sumatera

The Regional Office of the DGCE of North Sumatera is a vertical unit under the Ministry of Finance of the Republic of Indonesia, operating under the coordination of the DGCE. This institution is primarily responsible for overseeing supervision, service delivery, and law enforcement in the areas of customs and excise within the administrative region of North Sumatera Province.

In carrying out its duties, the Regional Office of DGCE North Sumatera oversees eight subordinate work units, comprising seven Customs and Excise Service and Supervision Offices and one Customs and Excise Laboratory Center. The vision of DGCE is “To become a world-class customs and excise institution.” To achieve this vision, the Regional Office of DGCE North Sumatera upholds three main missions:

- a. To serve as a facilitator in industry and trade;
- b. To protect Indonesian citizens from illegal trade and smuggling;
- c. To maximize state revenue from customs and excise.

These tasks demand employees who possess adequate competencies and are strategically assigned to positions that match their expertise and professional background. In this context, employee job satisfaction becomes an essential factor that directly influences organizational effectiveness.

For employees, job satisfaction not only determines their motivation to manage complex workloads but also shapes their loyalty and overall performance within the institution. Considering the broad scope of supervision and the high level of operational challenges, the Regional Office of Customs and Excise of North Sumatera provides a demanding work environment where competency development and appropriate job placement play a crucial role in sustaining optimal job satisfaction.

4.2 Respondent Characteristics

The characteristics of respondents describe the demographic profile of the employees who participated in this study. The analysis was conducted based on four main aspects: gender, age, educational background, and organizational unit.

The results show that the majority of respondents were male, with a dominant age group, according to Baresford Research (2025), are from the Millennial generation / Generation Y in the productive range of 29-44 years old. Most respondents held a bachelor's degree (S1) as their highest level of education.

4.3 Descriptive Analysis of Research Variables

Descriptive analysis was conducted to examine respondents' perceptions of each research variable, namely competency development, job placement, and job satisfaction. Results revealed that the majority of respondents provided positive assessments of the measured indicators, although variations in the level of tendency were observed across the variables.

The job satisfaction variable obtained a relatively high mean score, particularly on the indicators of coworker relationships and task clarity. In contrast, the competency development variable recorded the lowest average score among the three variables, especially in the indicators related to accessibility of training and the application of training outcomes in the workplace.

The job placement variable was positioned at a moderate level, with several indicators—such as the alignment between educational background and work experience—receiving fairly good scores. However, weaknesses were still observed in aspects related to employee rotation and the fairness of distribution.

These findings indicate the need for greater managerial attention to the aspects of competency development and job placement as efforts to enhance overall employee satisfaction.

4.4 Classical Assumption Testing

The dataset was first examined using classical assumption tests prior to performing regression analysis. The normality test using the Kolmogorov–Smirnov method indicated that the data were normally distributed. The multicollinearity test produced Variance Inflation Factor (VIF) values below 10, suggesting no strong correlation among the independent variables. Meanwhile, the heteroscedasticity test results showed a random distribution of residuals, indicating that the model did not experience heteroscedasticity issues.

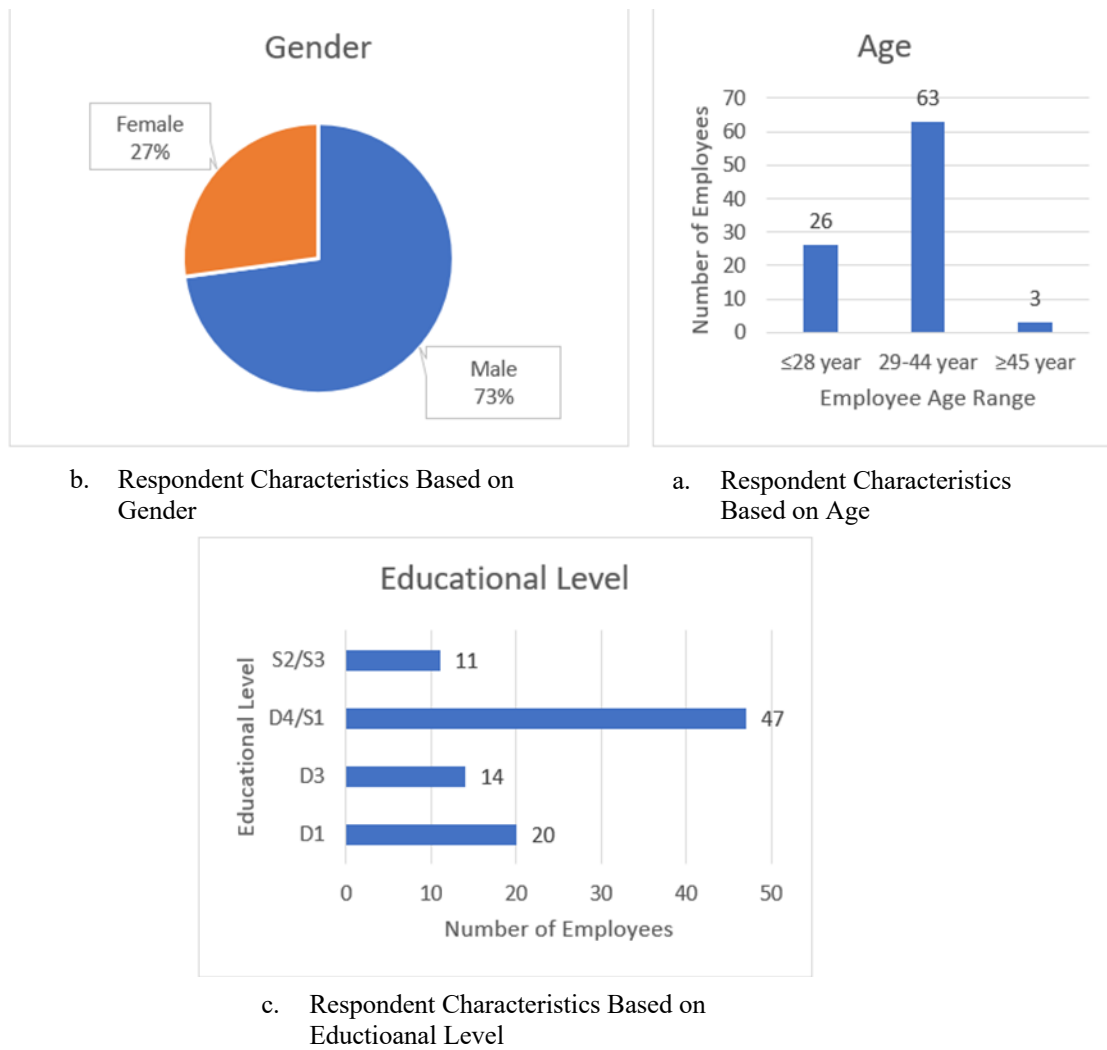


Figure 2. Respondent Characteristics

Tabel 1 Distribution of Respondents' Answer on the Job Satisfaction Variable

Statement	SA		A		N		D		SD		Mean	Category
	fr	%	fr	%	fr	%	fr	%	fr	%		
P1	62	67,39%	26	28,26%	3	3,26%	1	1,09%	0	0,00%	4,62	High
P2	55	59,78%	33	35,87%	3	3,26%	1	1,09%	0	0,00%	4,54	High
P3	52	56,52%	25	27,17%	14	15,22%	1	1,09%	0	0,00%	4,39	High
P4	57	61,96%	26	28,26%	6	6,52%	3	3,26%	0	0,00%	4,49	High
P5	27	29,35%	38	41,30%	25	27,17%	2	2,17%	0	0,00%	3,98	Medium
P6	62	67,39%	26	28,26%	4	4,35%	0	0,00%	0	0,00%	4,63	High
Mean of the Variable											4,44	High

Source: Research Data Analysis Results, 2025

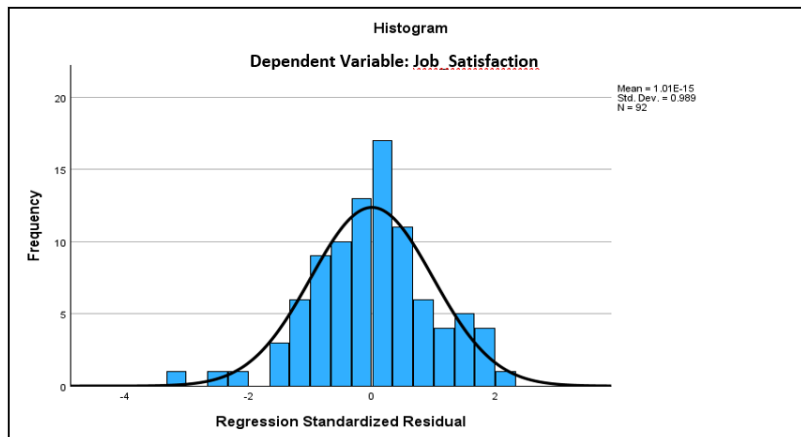
Tabel 2. Distribution of Respondents' Answer on the Competency Development Variable

Statement	SA		A		N		D		SD		Mean	Category
	fr	%	fr	%	fr	%	fr	%	fr	%		
P7	14	15,22%	11	11,96%	24	26,09%	23	25,00%	20	21,74%	2,74	Medium
P8	32	34,78%	19	20,65%	28	30,43%	11	11,96%	2	2,17%	3,74	Medium
P9	43	46,74%	37	40,22%	10	10,87%	1	1,09%	1	1,09%	4,30	High
P10	60	65,22%	22	23,91%	8	8,70%	1	1,09%	1	1,09%	4,51	High
P11	55	59,78%	28	30,43%	6	6,52%	2	2,17%	1	1,09%	4,46	High
P12	70	76,09%	19	20,65%	3	3,26%	0	0,00%	0	0,00%	4,73	High
Mean of the Variable											4,08	Medium

Source: Research Data Analysis Results, 2025

P19	27	29,35%	34	36,96%	25	27,17%	5	5,43%	1	1,09%	3,88	Medium
P20	47	51,09%	28	30,43%	11	11,96%	3	3,26%	3	3,26%	4,23	High
Mean of the Variable											4,09	Medium

Source: Research Data Analysis Results, 2025



Gambar 3. Histogram of the Kolmogorov-Smirnov Normality Test

Source : Research Data Analysis Results, 2025

Tabel 4. Result of the Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual	
N		92	
Normal Parameters ^{a,b}	Mean	.0000000	
	Std. Deviation	1.99786443	
Most Extreme Differences	Absolute	.068	
	Positive	.055	
	Negative	-.068	
Test Statistic		.068	
Asymp. Sig. (2-tailed) ^c		.200 ^d	
Monte Carlo Sig. (2-tailed) ^e	Sig.	.362	
	99% Confidence Interval	Lower Bound	.350
		Upper Bound	.374

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.
- e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 1535910591.

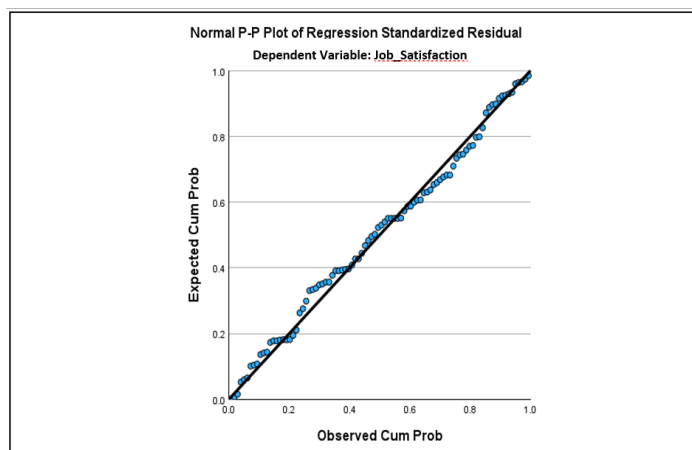
Source: Research Data Analysis Results, 2025

Table 5. Result of the Multicollinearity Test

Model	Coefficients ^a	Collinearity Statistics	
		Tolerance	VIF
1	Competency_Development	.691	1.447
	Job_Placement	.691	1.447

a. Dependent Variable: Job_Satisfaction

Source: Research Data Analysis Results, 2025



Gambar 4. P-Plot Diagram of Standardized Residuals for Job Satisfaction
Source : Research Data Analysis Results, 2025

4.5 Multiple Linear Regression Analysis

The results of the multiple linear regression analysis reveal that competency development and job placement together exert a significant effect on employee job satisfaction.

Tabel 6. Table of Coefficients from the Multiple Linear Regression Analysis

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.831	1.489		8.618	< 0,001 ^a
	X1	.286	.067	.386	4.285	< 0,001 ^b
	X2	.208	.045	.415	4.609	< 0,001 ^c

- a. Dependent Variable: Y
- b. The actual significance value is 2,3128×10⁻¹³
- c. The actual significance value is 4,6089×10⁻⁵
- d. The actual significance value is 1,3449×10⁻⁵

Source: Research Data Analysis Results, 2025

Referring to the table, the derived regression model can be expressed as follows:

$$Y = 12.831 + 0.286X_1 + 0.208X_2$$

The regression equation indicates that both Competency Development (X₁) and Job Placement (X₂) contribute positively to Job Satisfaction (Y) when considered simultaneously. The constant value of 12.831 represents the predicted level of job satisfaction when both independent variables have no effect (X₁ = 0 and X₂ = 0).

The regression coefficient for Competency Development (X₁), which is 0.286, suggests that for every one-unit increase in competency development, job satisfaction increases by 0.286 units, assuming job placement remains constant. Meanwhile, the coefficient for Job Placement (X₂), which is 0.208, indicates that a one-unit increase in the quality of job placement is expected to raise job satisfaction by 0.208 units, assuming competency development remains unchanged.

4.6 Research Hypothesis Testing

- F Test

Tabel 7. Result of the Simultaneous Test (F-Test)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	363.646	2	181.823	44.552	< 0,001 ^b
	Residual	363.223	89	4.081		
	Total	726.870	91			

- a. Dependent Variable: Job_Satisfaction
- b. Predictors: (Constant), Job_Placement, Competency_Development
- c. The actual significance value is 3,9166 × 10⁻¹⁴

Source: Research Data Analysis Results, 2025

- T-Test

Taken independently, competency development and job placement exert significant effects on job satisfaction. The significance values for each variable are less than 0.05, indicating that improvements in training quality and appropriate employee placement can directly enhance job satisfaction. Job placement shows a slightly higher coefficient of influence compared to competency development, suggesting that the suitability of job positions is a crucial factor in fostering employee satisfaction.

Tabel 8. Partial Test Results (T-Test)

Variable	Unstandardized B	T-Statistics Value	Nilai T table	Sig.	Corellation
Competency Development	0,286	4,285	1,98	<0,001	positive and statistically significant
Job Placement	0,208	4,609	1,98	<0,001	positive and statistically significant

Source: Research Data Analysis Results, 2025

4.7 Coefficient of Determination

R^2 , as the coefficient of determination, reveals that X% (please insert your actual result) of the variation in job satisfaction can be explained jointly by the variables of competency development and job placement. The remaining percentage is influenced by other factors outside the model, which may serve as a basis for future research.

Tabel 9. Coefficient of Determination

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.707 ^a	.500	.489	2.020

a. Predictors: (Constant), Job_Placement, Competency_Development

b. Dependent Variable: Job_Satisfaction

Source: Research Data Analysis Results, 2025

5. Discussion

The results of this study demonstrate that competency development and job placement simultaneously have a significant influence on employee job satisfaction at the Regional Office of the DGCE of North Sumatera. These findings reinforce Robbins' (2003) theory, which states that job satisfaction is influenced by various intrinsic factors such as self-development, job-person fit, and supportive working relationships. Statistically, the significance value of the F-test is below 0.05, indicating that the regression model is appropriate for explaining the relationship between these variables.

Taken independently, competency development and job placement exert significant effects on job satisfaction. Competency development that is designed according to task requirements and can be practically applied in the workplace has been proven to enhance employee satisfaction (Hasibuan, 2018). However, descriptive findings reveal that this aspect remains relatively weak in practice, particularly in terms of access to training and the application of its outcomes. Job placement also proves to be important; placement that aligns with employees' educational background and work experience enhances comfort and engagement, as also stated by Supriyadi (2022). Nevertheless, respondent perceptions indicate that job rotation has not been implemented optimally and has not reached all employees evenly. Despite the presence of other factors that should be taken into consideration during job placement, one important aspect is employees' mental health. Arnold and Connelly (2013) argue that poor leadership is among the factors that can negatively influence employees' mental well-being.

These findings are consistent with previous studies, such as those by Toreh et al. (2022) and Wicaksono et al. (2022), which confirmed that both variables influence employee job satisfaction. They also align with Yuniarni et al. (2024), who emphasized that training only yields positive effects when linked with intrinsic motivation and clear career paths. According to Herzberg's theory, elements like personal development, facilitated through relevant training and suitable job placement, act as powerful

intrinsic motivators in fostering long-term job satisfaction (Ibrahim et al., 2023). Therefore, improvements in HR development policies should focus on needs-based training, equitable job rotation distribution, and a competency-based placement system to support sustainable employee satisfaction and performance.

5.1. Managerial Implications

This study highlights that effective competency development and appropriate job placement are key factors in improving employee job satisfaction at the Regional Office of DGCE North Sumatera. High job satisfaction directly impacts individual performance, employee loyalty, organizational efficiency, and overall productivity. Satisfied employees tend to be more motivated, highly committed, and more likely to contribute voluntarily to organizational activities. This aligns with the findings of Fithriyana et al. (2022) and Suryani (2020), which indicate that job satisfaction contributes to reducing absenteeism and turnover rates while improving work quality. Furthermore, employee loyalty can also be influenced by satisfaction levels, especially in the context of civil servants who are subject to inter-agency transfers as regulated in the Minister of Administrative and Bureaucratic Reform Regulation (Permen PANRB) No. 6 of 2024, or between units through mechanisms such as IJV (Internal Job Vacancy). Hence, HR management should proactively manage job satisfaction to retain high-potential employees.

Moreover, job satisfaction is closely linked to the institution's public image. Satisfied employees are more likely to provide professional and responsive services, ultimately increasing public trust and enhancing the organization's reputation. This is highly relevant for service institutions such as DGCE, where the quality of interactions between employees and stakeholders is a tangible performance indicator. As stated by Syamsir (2020) and Daneshmandi et al. (2023), satisfied employees not only exhibit high performance but also foster a supportive work environment that promotes innovation and strengthens a positive organizational culture. Therefore, job satisfaction is not only an internal concern but also a strategic external asset that supports the achievement of institutional missions and enhances organizational competitiveness in the long term.

6. Conclusion

This study concludes that both competency development and job placement have a positive and significant influence on employee job satisfaction at the Regional Office of the DGCE in North Sumatera, both simultaneously and partially. These findings indicate that efforts to enhance job satisfaction cannot be separated from a well-directed and equitable human resource management strategy, particularly in providing relevant training and assigning employees to positions that match their competencies and backgrounds.

The implications of this research highlight the importance of formulating needs-based competency development policies, as well as establishing a transparent and merit-based job placement system to maintain employee motivation and loyalty.

However, this study has several limitations, including its focus on a single institution within a limited geographical scope. As such, the results may not be generalizable to other institutions or regions. Additionally, the independent variables used are limited to two aspects, which may not fully represent the wide range of factors influencing job satisfaction.

Future research is recommended to broaden the scope of institutions and geographic areas studied and to include additional variables such as leadership style, organizational climate, or reward systems in order to obtain a more comprehensive understanding of the determinants of job satisfaction among government employees.

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