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GENERAL MANAGEMENT

The Relationship Between Employee Engagement and Goal Orientation Towards Competence and Employee Performance

Haji MUSTAQIM[1], R. Rudi ALHEMPI[2]*, Budi Alamsyah SIREGAR[3], Sumardin[4], Sabri[5], Syahrial SHADDIQ[6]

[1,4,5]Department of Management, Faculty of Economics, Universitas Ibnu Sina (UIS), Batam, Indonesia
[2]Department of Management, Sekolah Tinggi Ilmu Ekonomi (STIE) Persada Bunda, Pekanbaru, Indonesia
[3]Department of Management, Faculty of Economics, Universitas Pembinaan Masyarakat Indonesia (UPMI), Medan, Indonesia
[6]Department of Management, Faculty of Law and Business, Universitas Lambung Mangkurat (ULM), Banjarmasin, Indonesia
Email: ms.syurah@gmail.com[1], rudi.alhempi@gmail.com[2], siregarbas@upmi.ac.id[3], sumardin@uis.ac.id[4], sabri_s67@yahoo.co.id[5], syahrial.s@youcb.ac.id[6]
*Corresponding Author

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Abstract

This study examines the relationship between employee engagement and goal orientation towards competence and the relationship between competence and employee performance in financial institutions. Questionnaires were given to several financial institutions in Aceh, North Sumatra, and Riau. Selection of financial institutions as a place for distributing questionnaires, based on the similarity of their business products. The similarities such as mortgage marketing, multipurpose, and investment. These three regions are the most central provinces and have high levels of trade in western Indonesia. The sampling technique was carried out purposively based on specific criteria for the respondents. Partial Least Square (PLS) carried out the data analysis technique. The findings are Employee Involvement (EI) has a significant effect on Employee Performance (EP) with a path coefficient of 0.396 and a value of t = 3.765 (significance 0.000 less than 0.05). Employee Engagement (EE) will encourage an increase in Employee Performance (EP). The first hypothesis is accepted. Goal Orientation (GO) has no significant effect on Employee Performance (EP) with path coefficient -0.022 and t value = 0.460 (significance 0.645 greater than 0.05). Goal Orientation (GO) does not encourage an increase in Employee Performance (EP) The second hypothesis is rejected. Employee Involvement (EI) has a significant effect on Competence (COM) with a path coefficient of 0.920 and a value of t = 52.790 (significance 0.000 less than 0.05). Employee Involvement (EI) encourages an increase in Competence (COM). The third hypothesis is accepted. Goal Orientation (GO) has no significant effect on Competence (COM) with path coefficient -0.045 and t value = 1.316 (significance 0.189 is greater than 0.05). Goal Orientation (GO) does not encourage an increase in Competence (COM). The fourth hypothesis is rejected. Competence (COM) has a significant effect on Employee Performance (EP) with a path coefficient of 0.485 and a value of t = 4.646 (significance 0.000 less than 0.05). Competence (COM) will encourage Employee Performance (EP). The fifth hypothesis is accepted. The next step is to test the hypothesis of the indirect impact of the mediating variable Competence (COM). First, the predictor variable Employee Engagement (EE) has a significant effect on Employee Performance (EP) through Competence (COM) with a path coefficient of 0.446 and a value of t = 4,607 (significance 0.000 less than 0.05). Employee Engagement (EE) drives Employee Performance (EP) through Competence (COM). Hypothesis six is accepted. Second, the predictor variable Goal Orientation (GO) has no significant effect on Employee Performance (EP) through Competence (COM) with path coefficient -0.022 and t value = 1.252 (significance 0.211 greater than 0.05). Goal Orientation (GO) encourages Employee Performance (EP) through Competence (COM). Hypothesis seven is rejected. Furthermore, this study provides recommendations on practices and policies in producing employee productive work behavior in improving organizational performance. Another unique aspect of this research is that employees need to think and act out of the box to increase their competencies to become superior employees. As a result, employees still get high ratings from the leadership.

Keywords: *Employee involvement; goal orientation; competence, employee performance.*

Introduction

The world of work today has changed both in the nature and form of the work done. These changes occur due to innovation, knowledge development, and increased competition (Brown et al., 2003; Nilsson & Ellström, 2012). Today's world of work is characterized by the emergence of complexity, uncertainty, and insecurity (Kalleberg & Vallas, 2017).

In the face of today's dynamic state of the world of work, the organization seeks to be precise in managing its human resource practices. This is due to the practice of human resource management as a strategic tool in improving organizational performance by increasing the knowledge, skills, and abilities of employees (Bates & Chen, 2004; Clardy, 2008). These three aspects, if appropriately managed, can create organizational excellence (Sengupta et al., 2013).

The practice of human resource management has undergone a paradigm shift in the last decade. Human resources are currently required to support achieving organizational goals (Armstrong & Baron, 2005). Achievement of goals is done by aligning the activities and strategies of the organization (Holbeche, 2016).

To create alignment of human resource activities with organizational strategy, a working system based on the high performance of employees has emerged (Takeuchi et al., 2009). High-performance-based work systems emphasize creating strategic alignment with external needs to improve employee behavior, attitudes, and abilities that increase organizational excellence (Miao et al., 2014).

This article has the scope of human resource management to fill research gaps in explaining the relationship between behavior in improving employee performance (Shaddiq, 2021). This study places the relationship between employee engagement, goal orientation, and competence to improve employee performance.

Based on the results of previous studies, empirically, there are still various research results explaining the impact of human resource development on performance in organizational analysis (Thang et al., 2010). The results showed that human resource management practices effectively increased employees' motivation, knowledge, attitudes, abilities, and skills in influencing work behavior (Shin et al., 2018).

However, the results of studies that explain the practice of human resource management in encouraging work behavior are rare (Liu et al., 2017). This is because some of the existing studies provide discussion on aspects of personality (Jafri et al., 2016; Pan et al., 2018), work climate (Hunter et al., 2007), organizational culture (Martins & Terblanche, 2003), and leadership (Gu et al., 2015; Liu et al., 2012).

Having superior human capital is the hope of the organization in winning the competition. Various ways have been done to obtain superior human capital, including the employee recruitment process (Delery & Roumpi, 2017; Molloy & Barney, 2015), training and capacity development (Crook et al., 2011; Delery & Roumpi, 2017). However, in practice, the work implementation gives preliminary results (Crook et al., 2011). Therefore, it is an essential task of the organization to create human excellence that supports the organization's goals.

This article provides a discussion on employee involvement in encouraging employee work behavior. The expected work behavior of the organization is an increase in organizational performance arising from increased employee performance. Kim et al. (2010) explained that organizational performance is influenced by employee performance at work (Esteban-Lloret et al., 2018).

Employee involvement is a construction of motivation characterized by the emergence of enthusiasm, dedication, and absorption (Schaufeli et al., 2002). Enthusiasm, related to energy and mental endurance at work, is marked by a willingness to invest time and effort in work. Dedication explains the involvement of employees in work with the emergence of inspiration, pride, and high enthusiasm. Absorption can be interpreted in the aspect of employee concentration in carrying out work. The practice of employee involvement is a management approach that encourages employees to achieve overall organizational goals (Benson et al., 2013). This participation, in turn, encourages more complicated and more responsible work behavior (Ghitulescu, 2013; Yang, 2012).

The findings of this research phenomenon agree with (Crook et al., 2011) that human capital will impact the organization if employees possess competencies. Therefore, this article aims to examine the factors that can encourage employee competence at work. This study places employee engagement and goal orientation as predictors of driving employee competence on performance as a driving factor.

This study, enriching the literature, improves performance in several ways. First, the diversity of employees, such as education, gender, has a role in employee performance (Østergaard et al., 2011). However, this diversity may be more suitable in the context of performance in the financial sector where face-to-face negotiations with customers (Suma & Budi, 2021). Second, this study closes an existing research gap in exploring human resource management practices by examining engagement and goal orientation. Third, this study views that to create organizational resilience during the current coronavirus disease 2019 (COVID-19) pandemic, an active role for employees is needed in creating business sustainability. This study examines the model based on empirical data from financial institutions in Indonesia. The formation of the research model is strengthened by a strong theoretical background, so this research is important and urgent to do, so that the purpose of this research is to find out the relationship between employee engagement and goal orientation towards competence and employee performance.

The definition of employee involvement, Kahn (1990) says as employee self-utilization in carrying out work with an emphasis on physical, cognitive, and emotional aspects. Another definition explains that employee involvement is related to expressing employees' attitudes in accepting work roles (Christian et al., 2011; Harter et al., 2002; Rich et al., 2010).

In work, employees have a goal orientation to be achieved to show their abilities. The definition of goal orientation itself is explained by Schunk (2012) as a form of work behavior that is based on goals and focuses on achieving work performance (Maehr & Zusho, 2009). Meanwhile, Pintrich et al. (2003) describe goal orientation as an integrated pattern of individual beliefs that explain the reasons for engaging in work (Ames, 1992).

Literature Review And Hypotheses

This study provides a discussion on aspects of employee involvement in the implementation of work in the organization. Employee engagement is a new notion in organizational behavior and has been researched interest in recent years. This attraction arises because employee involvement affects the company's overall performance. This is because employee engagement is defined as a high emotional connection that employees feel towards their organization. As a result, these feelings influence employees to exert more significant effort in doing their jobs (Fisher, 2010; Wallace et al., 2016). The grand theory of employee engagement is motivation. Motivation is defined as a process related to the formation of intensity, direction, and individual persistence in achieving goals (Pinder, 2014).

Employee Engagement And Performance

The concept of employee engagement was introduced to employee corporate relations, which is significantly related to the employee's emerging need for opportunities conducive to learning in organizations (Vigoda-Gadot et al., 2013). Employee involvement, related to the level of commitment to the organization and its values. When an employee is involved, he/she realizes his/her responsibility in business goals and motivates colleagues to achieve organizational success.

Based on the results of previous research, there are differences of opinion in the study of the impact of employee involvement on performance. First, research shows a significant effect of employee engagement on employee performance (Anitha, 2014; García et al., 2019). Second, employee involvement has no significant effect on employee performance (Qi & Wang, 2018).

H1: Employee involvement has a positive and significant effect on performance

Goal Orientation And Performance

Goal orientation is conceptualized as attributes and traits of employees in a relatively stable form (Colquitt & Simmering, 1998; Payne et al., 2007). Several studies show that goal orientation changes the life stage transitions of organizations and employees (de Lange et al., 2010; Duchesne et al., 2014).

Based on previous research conducted by Van Yperen and Orehek (2013), the title Goal Achievement in the workplace: conceptualization, prevalence, profile, and outcomes. The results of his research indicate that the willingness of employees to achieve work goals fosters motivation that affects the achievement of their performance.

H2: Goal orientation has a positive and significant effect on performance

Employee Engagement And Competence

Research on the impact of employee involvement on the achievement of organizational success is now starting to be more widely carried out than before. This is because organizations are currently required to create an influential employee role in winning the competition and achieving goals (MacLeod & Clarke, 2009; Xanthopoulou et al., 2009). Shuck and Wollard (2010) explain the importance of employee involvement, namely as a form of cognitive, emotional state that encourages the emergence of employee behavior directed towards achieving organizational goals. In their research, Medhurst and Albrecht (2011) say that engagement is positively related to organizational citizenship behavior, performance, psychological well-being, and efforts to improve abilities (Alias et al., 2016; Shuck et al., 2011).

H3: Engagement has a positive and significant impact on competence

Goal Orientation And Competence

Goal orientation theory suggests that individual goal orientation regulates affective, behavioral, and cognitive motivational processes (Dweck, 2002). Individuals have a strong orientation, view competence as a malleable quality, and pursue the goal of increasing competence (Button et al., 1996; Dweck & Leggett, 1988). They attribute setbacks to inadequate efforts or ineffective strategies. This is because they attribute failure or setbacks to a lack of their abilities; they tend to choose more manageable tasks or exert less effort (Chen et al., 2000; Dweck, 1986; Dweck & Leggett, 1988).

Radosevich et al. (2004) meta-analysis showed that the adequacy of one's ability is not always dysfunctional (Wang & Takeuchi, 2007). Previous research showed different results. First, the results indicate that goal orientation significantly affects competence (Chughtai & Buckley, 2011; Gong et al., 2017; Latham et al., 2016). Second, the results indicate that goal orientation does not affect employee competence (Fang et al., 2019).

H4: Goal orientation has a positive and significant impact on competence

Competence And Performance

Bell (2007) explains that competence, as a form of ability, is needed to complete work effectively. Competence is a form of capacity owned by employees that serve as human capital in achieving goals. Hameed and Waheed (2011) explains that competence relates to aspects of knowledge, skills, and character employees possess in doing work.

Becker and Huselid (2010) said that human capital is a set of knowledge and productive abilities possessed by employees. Previous research shows that employee competence has a significant effect on improving performance (Kim & Kim, 2013; Rahimić et al., 2012; Wang & Haggerty, 2011).

H5: Competence has a positive and significant effect on performance

The Effect of Competency Mediation Variables On Performance

The concept of employee involvement is applied to employees to focus on participating in organizational activities. Hackman (1980) explain that employee involvement is closely related to job design given to employees by placing a lot of autonomy and decision-making authority. This activity aims to foster the meaning and responsibility of employees towards work. Employee engagement can occur effectively if employees have the same understanding of decisions, act on them, and access various information sources needed to take practical actions. There are opportunities to increase knowledge that aims to develop effectiveness in work, and there is an appreciation for its improvement and work achieved (Wallace et al., 2016).

Based on previous research shows that there is a significant influence between employee engagement on performance through competence (Wallace et al., 2016; Zatzick & Iverson, 2011). Based on the description above, the hypotheses proposed in this study are:

H6: Employee involvement affects performance through competence

Based on the concept of achieving goals, it is explained that employees who have goals at work have a dominant focus on developing competence and work results (Fang et al., 2019). This is following the opinion expressed by Dweck (1986) that performance-oriented employees will be more concerned with proving themselves and avoiding failure. In other words, performance-oriented employees will try to pursue the best evaluation results from work done.

Goal orientation is an approach to the ability of employees to define, approach, experience, and respond to the conditions to be achieved in the workplace (van Yperen & Orehek, 2013). Ames (1992) says that goal orientation is a fundamental goal regarding goal behavior for achievement. In work, employees have an important goal to be achieved career achievement. Career success achieved by employees is a shared responsibility with the organization. This is because employees' success ultimately contributes to organizational success (Ng & Earl, 2008).

Based on the results of previous studies, there are differences in results in explaining the effect of orientation on performance through competence. First, the results of research that show that there is an influence of goal orientation on performance through competence (Osagie et al., 2018; van Dierendonck & van der Gaast, 2013). Second, research shows no significant effect (Fang et al., 2019). Based on this description, the research hypotheses are:

H7: Goal orientation has an impact and is significant on performance through competence

Methodology

In answering the problems that have been stated above, survey activities were carried out in this study. Through the survey, questionnaires were distributed to all employees of four financial institutions in three regions of the Indonesian province, namely Aceh, North Sumatra, and Riau. The selection of the four financial institutions that became the object of research was due to the similarity of the business activities carried out. The similarities are the marketing of homeownership loans, multipurpose loans, and business loans.

In total, the total population of employees from the four financial institutions is 275 employees consisting of the departments of marketing, finance, general affairs, and credit collection. Determination of the sample in this study, using purposive sampling method with criteria including employees who work in the marketing department and permanent employees. Based on the predetermined criteria, the researcher finally distributed the questionnaires by visiting directly according to the agreed schedule.

Finally, the researcher distributed a total of 175 questionnaires to employees based on the suitability of the number of each employee in each financial institution. A total of 175 questionnaires were distributed, 165 were completely filled out, which could be processed and analyzed. This study uses four variables, namely employee involvement, goal orientation, competence, and performance. The indicators/questionnaire items used are based on:

Employee engagement (EE) measured at the individual level consists of 6 items adopted from Mackay et al. (2017) (e.g., actively participates in meetings discussing work improvement; employee activity assessment is always carried out; involved in providing suggestions for improving work in workgroups; management actively holding meetings to discuss organizational development; bonuses are given based on work performance; employees have responsibility for the work given).

Goal orientation (GO) consists of 6 items, adopted from Elliot and McGregor (2001) (e.g., hope to gain broader knowledge; understanding in the field of work; belief in gaining knowledge from work done; necessity to be able to fully understand the work; ability to show a professional attitude; belief in having more performance than coworkers).

Competence (Com) consists of 5 items, which were adopted from Spencer et al. (2008) (e.g., job responsibilities in accordance with the competencies possessed; employees are required to show the best value of work competence; work roles are in accordance with the competencies they have owned; integrity assessment of the implementation of the work as a reference; the existence of training provided to improve competence).

Employee performance (EP) consists of 5 items, which were adopted from Williams and Anderson (1991) (e.g., involvement in the implementation of work; level of job completion; level of fulfillment of job responsibilities; ability to meet formal requirements in doing work; level of concentration in completing the work).

The instrument for measuring respondents' answers uses a 5-point Likert scale (scale 1 = strongly disagree, up to a scale of 5 = strongly agree). To consider the causal relationship in the model developed above, data analysis was carried out using the component-based structural equation modeling technique, the partial least squares method (PLS) developed by Wold (1973). The results of the validity and reliability test concluded that all items and variables were valid and reliable. The results of the Goodness of Fit (GoF) model in this study have also met the requirements.

Result

Characteristics Of Respondents

The results of data processing showed that the total number of man employees was 99 employees (60%), and woman employees were 66 employees (40%). Based on the education level of employees, 28 employees with Diplomas (17.0%), 113 employees with Bachelor's degrees (68.5%), and 24 employees with Master's degrees (14.5%). Meanwhile, in the credit business activities of financial institutions, the results showed that 59 businesses were oriented to small and medium business loans (35.8%), oriented to large companies' loans were 106 businesses (64.2%). Meanwhile, based on assets owned by financial institutions, it shows that financial institutions with assets of 3 billion are 46 institutions (27.9%), assets of 5 billion are 90 institutions (54.5%), and those with assets of > 5 billion are 29 institutions (17.6 %). The following table 1 below will be explained in detail.

In the next stage, the researcher conducted a cross-analysis based on the characteristics of the respondents. The results of data processing, it was found that there were 16 man employees with Diploma education (9.70%), having Bachelor's degrees as many as 67 employees (40.61%) and 16 employees holding Master's degrees (9.70%). Meanwhile, for woman employees who have a Diploma degree, as many as 12 employees (7.27%), having a Bachelor's degree as many as 46 employees (27.87%) and who have a Master's degree as many as eight employees (4.85%).

The results of data processing by linking gender to business characteristics show that the number of male employees who market credit to small and medium enterprises is 26 employees (15.75%), and to market credit to large companies is 73 employees (44.25%). Meanwhile, the number of female employees who market credit to small and medium enterprises is 33 employees (20%) and 33 employees in large companies (20%).

Based on the number of assets owned by financial institutions, it shows that the number of man employees for 3 Billion assets is 36 employees (21.82%), for 5 billion assets as many as 44 employees (26.70%) and for assets > 5 billion as many as 19 employees (11.58%). Meanwhile, for woman employees, there are ten employees for 3 billion assets (6%), 5 billion employees for 46 employees (27.90%), and ten employees for assets > 5 billion (6%). Data processing by comparing education to business characteristics shows that employees with Diplomas market SME business loans as many as five employees (3%) while marketing loans to large companies as many as 23 employees (13.94%). Employees with a Bachelor's degree market credit to SME as many as 47 employees (28.50%), and too large companies as many as 66 employees (40%). Meanwhile, for employees with a Master's degree, credit is targeted at SMEs as many as seven employees (4.26%), and in large companies as many as 17 employees (10.30%).

Based on data processing, by comparing the level of education to the assets of financial institutions. The results of the analysis show that there are 16 employees with Diploma degrees with assets of 3 Billion (9.70%), with assets of 5 Billion financial institutions as many as nine employees (5.45%) and with assets > 5 Billion as many as three employees (1.82%). Employees who have a Bachelor's degree, with assets of 3 Billion as many as 17 employees (10.30%), with assets of 5 Billion as many as 74 employees (44.85%), and with assets > 5 Billion as many as 22 employees (13.33%). Finally, there are 13 employees with a Master's degree with assets of 3 Billion (7.88%), with assets of 5 Billion as many as seven employees (4.24%), and assets > 5 Billion as many as four employees (2.43%).

Respondent Profile	**Frequency**	**Percent (%)**
Gender:		
Man	99	60%
Woman	66	40%
Education:		
Diploma	28	17.0%
Bachelor	113	68.5%
Master	24	14.5%
Business Characteristics		
Business Credit:		
SMEs	59	35.8%
Large companies	106	64.2%
Business Assets:		
3 Billion	46	27.9%
5 Billion	90	54.5%
5 Billion	29	17.6%
Gender* Business Credit		
Man:		
SMEs	26	15.75%
Large companies	73	44.25%
Woman:		
SMEs	33	20%
Large companies	33	20%
Gender* Business Assets		
Man:		
3 Billion	36	21.82%
5 Billion	44	26.70%
5 Billion	19	11.58%
Woman:		
Billion	10	6%
Billion	46	27.90%
5 Billion	10	6 %
Education* Business Credit		
Diploma:		
SMEs	5	3%
Large companies	23	13.94%
Bachelor:		
SMEs	47	28.50%
Large companies	66	40%

Master: SMEs Large companies	 7 17	 4.26% 10.30%
Education * Business Assets		
Diploma:		
Billion Billion 5 Billion	16 9 3	9.70% 5.45% 1.82%
Bachelor: Billion Billion 5 Billion	 17 74 22	 10.30% 44.85% 13.33%
Master: 3 Billion Billion 5 Billion	 13 7 4	 7.88% 4.24% 2.43%
Amount	165	100

Table 1. Respondents Characteristics

Validity And Reliability Test

Hair et al. (2006) mentions that all constructs have size errors, even including variable indicators. Therefore, it is necessary to test the theoretical construction of each variable empirically. The variable indicator is said to be valid if it has an outer loading value > 0.5. Meanwhile, the indicator is said to be reliable if it has a composite reliability value > 0.7.

Based on the results of the validity, it shows that the employee engagement (EE) variables all indicators are declared valid. For the goal orientation variable, 4 (four) were omitted because they were invalid. For the competency variable, 1 (one) indicator is not valid. Meanwhile, for the job performance variable, 3 (three) indicators are not valid. The following is in Table 2, an explanation of the results of the validity and reliability tests.

Variable	**Outer Loading**	**Remarks**
Employee Engagement (EE)		
Actively participates in meetings discussing work improvement	0.917	Valid
Employee activity assessment is always carried out	0.903	Valid
Involved in providing suggestions for improving work in workgroups	0.898	Valid
Management actively holding meetings to discuss organizational development	0.917	Valid
Bonuses are given based on work performance	0.904	Valid
Employees have responsibility for the work given	0.887	Valid
Goal Orientation (GO)		
Necessity to be able to fully understand the work	0.863	Valid
Belief in having more performance than coworkers	0.933	Valid
Competence (COM)		
Employees are required to show the best value of work competence	0.910	Valid
Work roles are in accordance with the competencies they have owned	0.904	Valid
Integrity assessment of the implementation of the work as a reference	0.924	Valid
The existence of training provided to improve competence	0.921	Valid
Employee Performance (EP)		
Involvement in the implementation of work	0.929	Valid
Level of job completion	0.914	Valid

Table 2. Convergent Validity Test Results

After testing the validity of the indicators, the next step is to perform a composite reliability test. As a requirement in the composite reliability test, the composite value of the latent variable is > 0.7. Based on the test results, it was found that the composite value of variable reliability > 0.7. So it can be concluded that the questionnaire used in this study was reliable and consistent. Following Table 3, the results of the composite reliability test will be explained.

Variable	Composite Reliability	AVE
Employee Engagement (EE)	0.953	0.837
Goal Orientation (GO)	0.964	0.818
Competence (COM)	0.918	0.849

Employee Performance (EP)	0.893	0.808

Table 3. Composite Reliability Test Results

Inner Model Tests And Hypotheses

The internal model or structural model used in this study is then evaluated based on the parameter value of the path coefficient of the relationship between latent variables (see Figure 1).

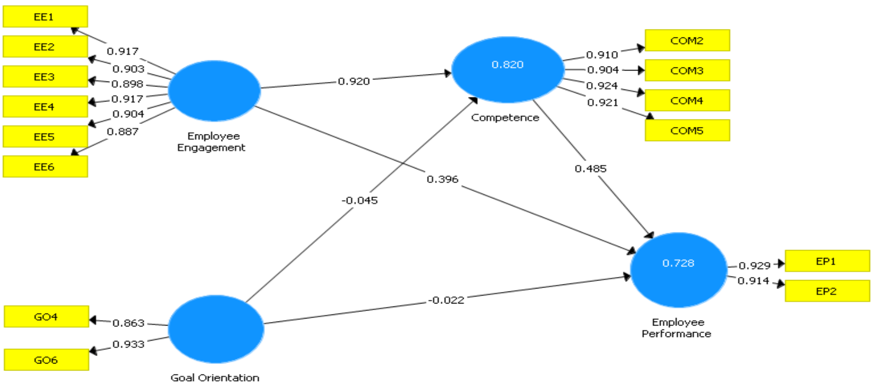

Figure 1. Path Coefficient and Hypothesis Testing

After testing the suitability of the model, it is possible to test the hypothesis. The basic hypothesis is made by comparing the magnitude of the t-table with the t-count at alpha 0.05 (5%) = 1.96. If the t-table is smaller than alpha 1.96 then the hypothesis is not accepted or rejected, and conversely if the t-table > 1.96 then the hypothesis is accepted or there is a significant effect between the two variables. The test results of the inner model in Table 4 show that all the relationships between the inner variables are significant at 0.05. This means that all hypotheses are accepted.

Employee Involvement (EI) has a significant effect on Employee Performance (EP) with a path coefficient of 0.396 and a value of t = 3.765 (significance 0.000 less than 0.05). Employee Engagement (EE) will encourage an increase in Employee Performance (EP). The first hypothesis is accepted. Goal Orientation (GO) has no significant effect on Employee Performance (EP) with path coefficient -0.022 and t value = 0.460 (significance 0.645 greater than 0.05). Goal Orientation (GO) does not encourage an increase in Employee Performance (EP). The second hypothesis is rejected. Employee Involvement (EI) has a significant effect on Competence (COM) with a path coefficient of 0.920 and a value of t = 52.790 (significance 0.000 less than 0.05). Employee Involvement (EI) encourages an increase in Competence (COM). The third hypothesis is accepted. Goal Orientation (GO) has no significant effect on Competence (COM) with path coefficient -0.045 and t value = 1.316 (significance 0.189 is greater than 0.05). Goal Orientation (GO) does not encourage an increase in Competence (COM). The fourth hypothesis is rejected.

Competence (COM) has a significant effect on Employee Performance (EP) with a path coefficient of 0.485 and a value of t = 4.646 (significance 0.000 less than 0.05). Competence (COM) will encourage Employee Performance (EP). The fifth hypothesis is accepted. The next step is to test the hypothesis of the indirect impact of the mediating variable Competence (COM). Firstly, the predictor variable Employee Engagement (EE) has a significant effect on Employee Performance (EP) through Competence (COM) with a path coefficient of 0.446 and a value of t = 4,607 (significance 0.000 less than 0.05). Employee Engagement (EE) drives Employee Performance (EP) through Competence (COM). Hypothesis six is accepted. Secondly, the predictor variable Goal Orientation (GO) has no significant effect on Employee Performance (EP) through Competence (COM) with path coefficient -0.022 and t value = 1.252 (significance 0.211 greater than 0.05). Goal Orientation (GO) encourages Employee Performance (EP) through Competence (COM). Hypothesis seven is rejected. There is an influence relationship between employee involvement and goal orientation on competence and employee performance proved.

Hypothesis	Path	Original Sample (O)	Sample Mean (M	Standard Error (STERR)	T Statistics (|O/STDEV|)	Sig.
1	EE -> EP	0.396	0.398	0.105	3.765	0.000
2	GO -> EP	-0.022	-0.020	0.048	0.460	0.645
3	EE -> COM	0.920	0.920	0.017	52.790	0.000
4	GO -> GOM	-0.045	-0.046	0.034	1.316	0.189
5	COM -> EP	0.485	0.482	0.104	4.646	0.000
6	EE -> COM -> EP	0.446	0.444	0.097	4.607	0.000
7	GO -> COM -> EP	-0.022	-0.022	0.018	1.252	0.211

Table 4. Inner Model Test Result

Conclusion

The results of this study prove that employee engagement behavior can improve employee performance which in turn improves the organizational performance of financial institutions. Financial institutions are fully aware that currently, they are required to create employee effectiveness and efficiency. This is due to the impact of the COVID-19 pandemic, which has affected income. Therefore, to be able to cover expenses, it is necessary to select the best employees who can help the organization.

Based on the description above, the selection of the best employees by the organization is also strict. As the basis for the assessment is the magnitude of the performance impact generated by the employees themselves. Therefore, the role of employees in work engagement is needed by the organization. The results of this study, as well as strengthen the findings of previous studies that employee involvement can improve employee performance (Anitha, 2014; Yang, 2012).

However, different results were obtained that goal orientation has no effect on employee performance (Lim & Shin, 2020), and on employee competence (Fang et al., 2019). These results indicate that when changes in responsibilities and work environment affect the goals to be achieved.

During the current uncertain COVID-19 pandemic, financial institutions have shifted their focus to the aspect of collecting customer installment payments rather than selling credit. This change eventually causes employees to become confused and pessimistic about the achievement of their personal goals. This usually happens when marketing employees successfully process credit, customers receive sales incentive money.

However, the current difficult situation has resulted in financing institutions making efficient spending of incentives. As a final impact, it causes a decrease in employee goal orientation in doing work. There is no impact of goal orientation on performance and competence because employees experience a high level of stress from the given workload (Fang et al., 2019). So that finally raises the behavior of employees who are not motivated in doing work.

As a result of changes in business strategies carried out by financial institutions, it requires employees to be able to improve their competencies. In this study, it is shown that employee competence has an effect on the performance produced by employees. In other words, these results agree with research conducted by (Kim & Kim, 2013; Rahimić et al., 2012; Wang & Haggerty, 2011). This also shows that competence aims to form superior human capital owned by financial institutions (Becker & Huselid, 2010).

The advantage of human capital owned by financial institutions is the ability of employees to carry out new roles and responsibilities from the work they do. As explained above, the current business strategy carried out by financial institutions is trying to obtain customer installment payments. Therefore, employees are expected to have the ability to negotiate, seduce and control customers to be able to make loan installment payments on time.

In building the competence of employees who are ready to change jobs, it is necessary to have the desire of employees to be involved in work. It is intended that the involvement of employees in work will provide additional knowledge of employees on other aspects of work, in this study, where employees of the marketing department are required to be able to collect customer credit. Collecting customer credit itself is not the responsibility of the initial marketing department. However, due to the COVID-19 pandemic, where marketing is low, and customer credit arrears are high, employees are directed to the billing sector. On the other hand, these activities will have an impact on the emergence of competence from within employees through additional knowledge (Wallace et al., 2016).

This research contributes to strengthening theory and science about the need to bring up targeted employee work engagement behaviors, strengthening competencies, and creating an increase in employee performance behavior in the face of the COVID-19 pandemic so that ultimately it can improve the business performance of financial institutions. Effectiveness in the management of human resources must be directed at achieving organizational goals.

This research also provides practical implications for the assumption that creative and innovative employees are essential and needed by organizations in winning the competition. This is because employees who can effectively optimize their competencies will be unique, rare, and valuable to the organization. Employees carry out this effort in order to survive and obtain more value than other employees. The need for financial institutions to have superior and skilled employees is a challenge for employees to prove the quality of their behavior in carrying out their work. This is inseparable from the assessment of employees' work based on the achievement of the resulting performance. Leaders of financial institutions must also create support for employees to increase the desired work results. In the end, the work of these employees will impact the viability of the financing institution in the future. Furthermore, EE has a significant effect on EP. EE will encourage an increase in Employee Performance EP. GO has no significant effect on EP. GO does not encourage an increase in EP. EI has a significant effect on COM. EI encourages an increase in Competence COM. GO has no significant effect on COM. GO does not encourage an increase in COM. COM has a significant effect on EP. COM will encourage EP. The next step is to test the hypothesis of the indirect impact of the mediating variable COM. First, the predictor variable EE has a significant effect on EP through COM with a path coefficient of 0.446 and a value of t = 4,607 (significance 0.000 less than 0.05). EE drives EP through COM. Second, the predictor variable GO has no significant effect on EP through COM with path coefficient -0.022 and t value = 1.252 (significance 0.211 greater than 0.05). Lastly, GO encourages EP through COM.

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