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The Influence of Competence and Training on Employee Performance in Veterinary Laboratories

Budiyah[1]* https://orcid.org/0009-0001-6449-2564

[1,2,3]*Veterinary Center of Lampung, Directorate General of Livestock and Animal Health Services, Ministry of Agriculture of the Republic of Indonesia, Lampung, Indonesia.*
**Corresponding author: diyahspt@gmail.com*

ABSTRACT

This study aims to analyze the influence of competence and training on the performance of veterinary laboratory analysts in supporting the effectiveness of public services in the field of animal health. The performance of laboratory analysts has a strategic role in ensuring the accuracy of test results and the quality of diagnostic data, so that increasing the capacity of human resources is an urgent need. This study uses a quantitative approach with a survey method of 154 respondents at the Lampung Veterinary Center. Data were analyzed using multiple linear regression to test simultaneous and partial influences between variables. The results showed that both competence and training had a positive and significant effect on analyst performance ($p < 0.05$). Competency factors contribute the greatest to improving work accuracy and compliance with standard procedures. These findings confirm that investment in competency-based training and sustainable professional development is essential to improve the quality of veterinary laboratory services. Theoretically, the results of the study strengthen the model of the relationship between human capital development and organizational performance, while practically providing recommendations for policymakers in designing training strategies and performance evaluation systems based on ISO/IEC 17025:2017 standards.

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Introduction

The performance of veterinary laboratory analysts is one of the important factors in ensuring the quality of accurate animal disease examination and diagnosis results. In the context of animal health services, veterinary laboratories have a strategic role as the frontline in detecting, preventing, and controlling zoonotic diseases that have the potential to be transmitted to humans (Lutfi et al., 2021). As the need for food safety assurance of animal origin increases and the demand for laboratory accreditation according to national and international standards, the demands on the competence and professionalism of laboratory analysts are getting higher (Merdana et al., 2022). Therefore, improving the competence and effectiveness of training is a crucial aspect to support the optimal performance of veterinary laboratory analysts in the modern era that is oriented towards quality and accountability.

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In the era of complex animal health challenges and cross-border zoonotic threats, veterinary laboratories not only play a role in disease detection but also contribute to public health policy and international trade compliance (OIE, 2006). Meeting international accreditation standards, such as ISO/IEC 17025:2017, requires laboratories to apply consistent, accurate, and well-documented testing procedures. Consequently, analysts' technical competence and professional attitudes are key factors in maintaining diagnostic integrity and institutional credibility both nationally and globally (OIE, 2008).

However, various studies show that there is still a gap between the training provided and the practical skills possessed by analysts in the field. Some previous studies have highlighted that theoretical training without laboratory-based practice is often less effective in improving technical skills and the reliability of test results (Arifiyanto et al., 2023; Haerul Anam et al., 2023; Riana & Kusumah, 2019). In addition, competencies that include aspects of knowledge, skills, and professional attitudes have not been fully the main indicator in the evaluation of analyst performance in several veterinary examination institutions (Wahyu et al., 2024). This creates a gap between institutional expectations for the quality of analysts' work and the reality in the field, especially in the context of laboratory accreditation and the implementation of the ISO/IEC 17025:2017 quality management system.

Table 1. The Gap between the Ideal Conditions and the Actual Performance of Veterinary Laboratory Officers

Competency/Service Aspects	Ideal Conditions (Target Score of 4.0)	Actual Conditions (2024 Survey)	(Gap)	Information
Officer Competence	4,00	3,55	0,45	Further technical training is still required.
Officer Behavior	4,00	3,60	0,40	It's good but it needs to be improved empathy and communication
Service Procedure	4,00	3,50	0,50	Need for more efficient SOPs
Service Speed	4,00	3,48	0,52	Need to optimize the time of the inspection process
Facilities and Infrastructure	4,00	3,50	0,50	Need to improve facilities and equipment maintenance

Source: (Balai Veteriner Lampung, 2024)

From the table above, it can be concluded that the average score of IKM of 87.79 indicates good service quality, but there is still an average gap of around 0.45 points against the ideal standard (4.0). The aspect that needs the most attention is the speed of service and operational procedures, which can be improved through technical training, SOP updates, and improvement of laboratory facilities.

Previous literature also emphasizes that training and competency development are

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empirically linked to improved performance and organizational productivity. Systematic reviews show that practice-based laboratory training enhances procedural skills and the reliability of diagnostic outcomes (Lynagh et al., 2007). Competency-based training has a positive effect on employee performance, highlighting the importance of aligning training programs with actual job requirements (Altinbas et al., 2025). These findings support the notion that investment in human capital through structured training and continuous professional development directly contributes to higher laboratory efficiency and public service quality.

Based on these gaps, this study aims to analyze the influence of competency and training on the performance of veterinary laboratory analysts. This study seeks to identify the extent to which these two factors contribute to improving the quality of analysts' work in carrying out sample testing tasks, processing test data, and compliance with standard operational procedures. In addition, this study also aims to provide an empirical picture of the relationship between investment in human resource training and productivity and work effectiveness in the context of government and private veterinary laboratories.

This research is important because the results can be the basis for policy makers in designing human resource development strategies in the field of veterinary laboratories. From the theoretical side, this study enriches the literature on human resource management and organizational performance in the context of scientific laboratories, especially those that focus on technical competencies and training. From a practical perspective, the findings of this study can provide applicable recommendations for laboratory institutions in improving the quality of examination results through improving analyst competence and the effectiveness of continuous training. Thus, this research contributes to increasing the professionalism of veterinary laboratory personnel and supporting the achievement of a reliable and competitive national animal health system.

Method

This study uses a quantitative approach with an associative method, which aims to analyze the influence of competency and training on analyst performance in veterinary laboratories. This approach was chosen because it allows for the objective measurement of relationships between variables through numerical data and statistical analysis. The population in this study was all analysts working in several veterinary laboratories, with a total of 154 respondents selected using the total sampling technique, because the entire population was considered relevant and met the research criteria.

Data was collected using a Likert scale-based questionnaire with five answer choices, ranging from strongly disagree to strongly agree. The instruments are compiled based on indicators of each variable, including: competence (knowledge, skills, and attitudes), training (materials, methods, and frequency), and performance (quality, timeliness, and responsibility). The questionnaires in this study were distributed to respondents with the following classifications.

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Table 2. Respondent Classification

Category	Sub Category	Number (People)	Percentage (%)
Gender	Male	± 90	58,4 %
	Female	± 64	41,6 %
Status Responden	Government Employees	40	26,0 %
	Private Employees	70	45,5 %
	Field Officers/Practitioners	35	22,7 %
	Public Servant	9	5,8 %
Education Level	D3–S1/Equivalent	70	45,5 %
	Senior High School or Equivalent	50	32,5 %
	Elementary to Junior High School or Equivalent	34	22,0 %
Number of Respondents	Total	154	100 %

Source: Researcher Data (2025)

The research stages included the development of instruments, validity and reliability testing, questionnaire distribution, data collection, and result analysis. The collected data were analyzed using multiple linear regression to determine both the simultaneous and partial effects of the independent variables on the dependent variable. Classical assumption tests including normality, multicollinearity, and heteroscedasticity tests were also conducted to ensure the validity of the regression model.

Findings

Results of the Classical Assumption Tests

Validity Test

Validity tests were conducted on each item of the questionnaire variables of competency, training, and analyst performance using Pearson Product Moment correlation. The item is declared valid if the value r is calculated > r of the table (0.1586) with a significance level of 5% (N = 154).

Table 3. Validity Test

Variabel	Number of Items	r count (Range)	r table	Information
Competence (X_1)	10	0,412 – 0,785	0,1586	Valid
Training (X_2)	10	0,398 – 0,761	0,1586	Valid
Performance (Y)	10	0,436 – 0,812	0,1586	Valid

All statement items in the three variables have a correlation value above the critical value (rtable), so that it is declared valid and suitable for use in the research.

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Uji Reliabilitas

The reliability test was carried out using Cronbach's Alpha coefficient. The instrument is said to be reliable if the α > value is 0.70.

Tabel 4. Uji Reliabilitas

Variable	Cronbach's Alpha	Minimum Limit	Description
Competence (X_1)	0,876	0,70	Reliable
Training (X_2)	0,842	0,70	Reliable
Performance (Y)	0,861	0,70	Reliable

The Cronbach's Alpha values for all variables were greater than 0.70, indicating that all instruments were consistent and reliable in measuring the research constructs.

Normality Test

The results of the normality assessment using the Kolmogorov–Smirnov test and the P–P Plot indicate that the data meet the assumption of normal distribution. The Asymp. Sig. (2-tailed) value of 0.200, which exceeds the threshold of 0.05, confirms that the standardized residuals do not deviate significantly from a normal distribution. This finding is consistent with the pattern observed in the P–P Plot, which further supports the adequacy of the normality assumption. Therefore, the residuals can be considered normally distributed, validating the use of parametric statistical procedures in the subsequent analyses.

Table 5. Normality Test

Test	K-S Value	Sig. (2-tailed)	Description
Standardized Residual	0,064	0,200	Normally Distributed Data

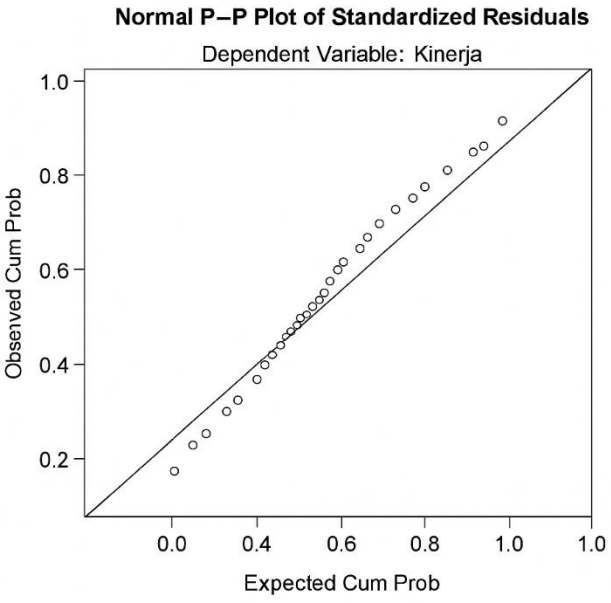

Figure 1. *Normal P-P Plot of Standardized Residuals*

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Multicollinearity Test

The multicollinearity test was carried out by looking at the values of Tolerance and VIF (Variance Inflation Factor). Multicollinearity does not occur if the Tolerance is > 0.10 and VIF is < 10.

Table 6. Multicollinearity Test

Variable	Tolerance	VIF	Description
Competence (X_1)	0,712	1,404	No multicollinearity was detected
Training (X_2)	0,712	1,404	No multicollinearity was detected

The tolerance and VIF values show that the free variables do not have a high relationship, so the model is free of multicollinearity.

Heteroscedasticity Test

The heteroscedasticity test was carried out using the Glejser Test method and a scatterplot diagram between standardized residual and predicted value. There are no symptoms of heteroscedasticity when the Sig. value is > 0.05 and the dots on the graph are randomly spread around the zero axis.

Table 7. Heteroscedasticity Test

Variable	Sig. Uji Glejser	Description
Competence (X_1)	0,364	Heteroscedasticity does not occur
Training (X_2)	0,278	Heteroscedasticity does not occur

The significance value of the two variables > 0.05 and the dot pattern on the graph are randomly spread around the horizontal line without a specific pattern, so it can be concluded that there is no heteroscedasticity in the regression model.

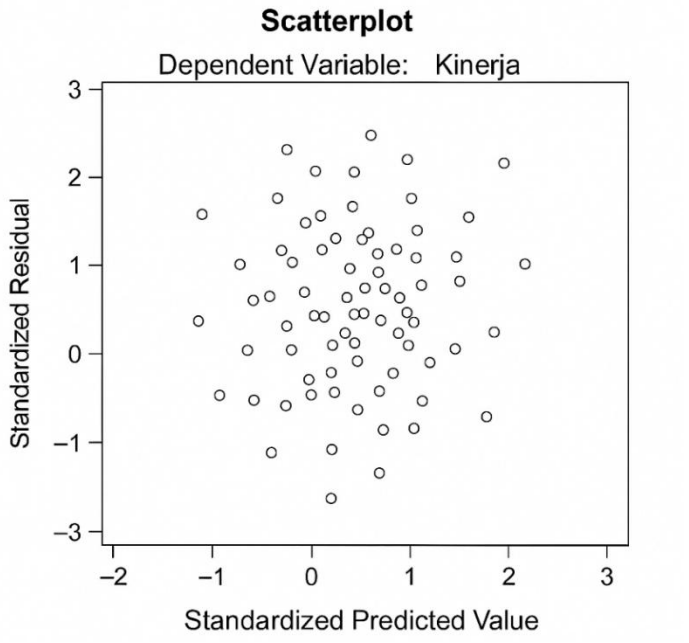

Figure 2. Scatterplot

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Hypothesis Testing

Table 8. Output Model Summary (R dan R^2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.825	0.681	0.676	3.427

The model summary indicates a strong relationship between the predictors competence and training and analyst performance, as reflected by the correlation coefficient R = 0.825. The coefficient of determination R^2 = 0.681 demonstrates that 68.1% of the variance in analyst performance is explained by the model, suggesting substantial explanatory power. The Adjusted R^2 = 0.676 shows minimal reduction, indicating that the model remains robust and is not inflated by the number of predictors. The standard error of estimate (3.427) reflects a moderate level of prediction error. Overall, the results confirm that competence and training are significant contributors to analyst performance, while 31.9% of the remaining variance is likely influenced by other factors not captured in the current model.

Table 9. Output ANOVA (Uji F)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	3542.812	2	1771.406	150.823	0.000
Residual	1656.474	151	10.967		
Total	5199.286	153			

The ANOVA results indicate that the overall regression model is highly significant, as reflected by the obtained F-value of 150.823 with a p-value of 0.000, which is far below the conventional significance level of 0.05. This demonstrates that competence and training, when included together in the model, jointly explain a significant proportion of the variance in analyst performance. The magnitude of the F-statistic also suggests that the model provides a strong fit relative to unexplained variance. Consequently, the simultaneous hypothesis (H3) is accepted, confirming that competence and training collectively exert a meaningful and statistically significant influence on analyst performance.

Table 10. Output Coefficients (Uji t)

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	7.284	1.157	—	6.297	0.000
Competence (X_1)	0.412	0.071	0.478	5.803	0.000
Training (X_2)	0.367	0.069	0.433	5.251	0.000

Constant (a) = 7.284, indicating that when competencies and training are zero, then the basic value of analyst performance is 7.284. The competency coefficient (X_1) = 0.412 means that each increase in one unit of competency will increase the analyst's performance by 0.412 points, assuming the other variables are constant. Sig. value = 0.000 < 0.05, meaning that competence has a positive and significant effect on the performance of analysts → H_1 is accepted. The training coefficient (X_2) = 0.367 means that each increase of one training unit will increase the analyst's performance by 0.367 points, assuming the other variables are constant. Sig. value = 0.000 < 0.05, meaning that training also has a positive and significant effect on analyst performance → H_2 is received.

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Table 11. Hypothesis Test Conclusion

Hypothesis	Statement	Test Results	Description
$\mathbf{H_1}$	Competencies have a positive and significant effect on analyst performance	Sig. 0.000 < 0.05	Accepted
$\mathbf{H_2}$	Training has a positive and significant effect on analyst performance	Sig. 0.000 < 0.05	Accepted
$\mathbf{H_3}$	Competence and training simultaneously have a significant effect on analyst performance	F = 150.823, Sig. 0.000 < 0.05	Accepted

Based on the results of the regression analysis, it can be concluded that both competence and training have a significant influence on the performance of analysts in veterinary laboratories. This shows that improving competencies through mastering technical skills and knowledge, as well as the implementation of targeted and continuous training programs, can increase the effectiveness of analysts' work. These two factors contribute greatly to the achievement of accurate, efficient, and laboratory standard work results, which ultimately positively impacts the quality of veterinary diagnostic services.

Discussion

The results of this study show that both competence and training have a positive and significant influence on the performance of veterinary laboratory analysts. These findings confirm that improving technical capabilities, scientific knowledge, and continuous training are crucial factors in determining the quality of work results and the accuracy of laboratory testing (Lutfi et al., 2021). Theoretically, these results support the concept of human capital theory which emphasizes that investment in workforce education and training will increase organizational productivity and performance (Utami et al., 2022; Wahyu Nur Hidayat et al., 2023). In the context of veterinary laboratories, improving analyst competence not only impacts operational efficiency, but also on the reliability of diagnostic data on which animal health decision-making is based (Anjani, 2019).

The findings of this study are also in line with the competency model put forward by (Alhamdi, 2018; Hartati et al., 2020; Irmayanti et al., 2020), which states that superior performance is influenced by a combination of skills, knowledge, and personal character (attitude) that support the effective execution of tasks. The high competence of laboratory analysts allows individuals to comprehensively understand test procedures, operate laboratory equipment according to standards, and maintain the integrity of test results. This is in line with the findings Sarno & Mulyono, (2023), which states that technical competence and professional behavior are significant predictors of the quality of laboratory results. Thus, improving competence can be seen as the main strategy in realizing veterinary laboratories that meet ISO/IEC 17025:2017 standards.

In addition to competence, training has been proven to make a significant contribution to improving analyst performance. Relevant, planned, and competency-based training is able to bridge the gap between analysts' actual abilities and the increasingly complex demands of the job. Thayeb & Santosa, (2021), shows that veterinary laboratory personnel who follow a practice-based training program show significant improvements in diagnostic accuracy

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and work time efficiency. The results of this study strengthen the view that Ariati, (2022); Daeng Pananrang, (2021), about experiential learning, which asserts that learning through hands-on experience results in more permanent changes in work behavior compared to theoretical learning alone. Therefore, a participatory and case-based training design will be more effective in improving analysts' work performance.

From a practical perspective, these findings have important implications for veterinary laboratory institutions under the Ministry of Agriculture as well as the private sector. First, management needs to design an integrated competency development system, including training needs assessment, individual skill mapping, and post-training performance evaluation mechanisms. Second, it is important to implement continuous professional development (CPD) as part of the organizational culture so that analyst competencies are always in accordance with the latest diagnostic technology developments. Third, the results of this study can be the basis for the formulation of policies to improve the quality of laboratory services, as reflected in the Community Satisfaction Index of the Lampung Veterinary Center for the first semester of 2024 which reached a score of 87.79 with the "Good" category, but still leaves an average gap of 0.45 points from ideal conditions.

Theoretically, this research contributes to strengthening the model of the relationship between competence, training, and performance in the context of scientific laboratory institutions. This research expands the understanding that the performance of laboratory personnel depends not only on the technical abilities of individuals, but also on the knowledge management system and organizational learning (Wamnebo & Ridlwan Muttaqin, 2023). These findings add to empirical evidence that investment in training and competency improvement has a dual effect on both internal efficiency and service user satisfaction (Pancasasti, 2022; Simarmata, 2021). Thus, the results of this study enrich the literature on human resource management, especially in the field of laboratory-based public services.

However, this study has some limitations. First, the research still focuses on competency and training variables without considering contextual factors such as leadership style, organizational culture, or work motivation that can also affect analyst performance. Second, this study is cross-sectional so it cannot describe the dynamics of competency change in the long term. Further research is recommended to develop a more comprehensive model by adding mediating variables such as organizational learning climate or job satisfaction, as well as using a longitudinal approach to obtain a more in-depth picture of the influence of continuous training on improving the performance of veterinary laboratory analysts.

Conclusion

These findings show that in general, the services provided by the Lampung Veterinary Center have met the expectations of service users and shown efficient performance and responsiveness to the needs of the community. Of the nine service elements measured, the aspects of officer competence, service suitability, and the quality of facilities and infrastructure ranked highest. This reflects that the technical ability and professionalism of the apparatus are the main factors in maintaining community satisfaction (Ardianto et al., 2020, 2025; Gusnadi et al., 2024; Kundan et al., 2024). However, the results of the analysis also indicate that there is a relative gap in the aspects of complaint handling and service speed, which need managerial attention. The gap indicates the need for improvements in the public complaint follow-up system and the optimization of digital service mechanisms

to be faster and adaptive.

Strategically, improving the quality of public services in technical agencies such as the Veterinary Center needs to be directed at transforming the competency-based work culture, service process efficiency, and strengthening public communication. In addition, the use of a data-driven governance approach in monitoring service performance will support continuous quality improvement. Thus, it can be concluded that the Lampung Veterinary Center has shown good public service performance and is oriented towards user satisfaction, but still needs innovation and acceleration of services in the dimension of responsiveness and public complaints so that the quality of service improves towards the "Very Good" category in the next period.

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