

THE INFLUENCE OF EMPLOYEE PERFORMANCE COMPETENCE ON THE INDONESIAN COAST GUARD SHIPS

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Abstract

This research aims to determine (1) the influence of intellectual competence, emotional competence and social competence of employees on employee performance and, (2) the most dominant factors influencing employee performance on the State Ships of the Indonesian Maritime Security Agency or Indonesian Coast Guard (KN Bakamla RI) in 2023. There are the diverse competencies possessed by Bakamla employees who serve on the Republic of Indonesia's KN Bakamla cause less than optimal organizational performance so that an effort is needed to fill this gap. This research is mix method research, namely a combination of quantitative methods and qualitative methods. Data was collected using the methods (1) interviews, (2) documentation, and (3) questionnaires. Next, the data was processed and analyzed using multiple linear regression analysis, SPSS version 22 program and descriptive analysis. The results of the research show that employee competency influences employee performance at KN Bakamla RI, both partially and simultaneously. Partially, intellectual competence has a partial influence of 76.6% on performance, then emotional competence has a partial influence of 58.3% on performance, and social competence has a partial influence of 62.8% on performance. Simultaneously, intellectual competence, emotional competence, and social competence have a large influence on 62.3% of employee performance. There needs to be regular competency development so that employees can develop their competencies to further improve performance. This research was conducted in April-May 2024.

Keyword: Employee Competency; Employee Performance; Intellectual Competency; Emotional Competency and Social Competency.

1. Introduction

Human resources are essential for all jobs, including organizing central and local government agencies. To complete the task, maximum employee support is required. The activities of government agencies will not run well without the help of adequate human resources. Strong capabilities are required to achieve success. As a result, employee competencies must be considered.

The Indonesian Marine Security Agency commonly known as (Bakamla) or Indonesian Coast Guard is one of the Non-Ministerial Government Institutions (LPNK). "The task of the Indonesian Marine Security Agency (Bakamla) is to patrol security and safety in Indonesian waters and Indonesian jurisdiction" (Undang-Undang Nomor 32 Tahun 2014 Tentang Kelautan, 2014). With this regulation, all Bakamla employees, especially those on the State Ship (KN), are required to carry out guarding, supervision, prevention, and prosecution of violations of the law in Indonesian waters and Indonesian jurisdiction. "The Indonesian Coast Guard only provides three authorities, namely: (1) conduct an instant pursuit; (2) stop, inspect, arrest, bring, and hand over the ship to the relevant authorized agencies for the implementation of further legal proceedings; and (3) integrate the security and safety information system in Indonesian waters and Indonesian jurisdiction" (Quina, 2015). So that to carry out these duties and authorities, adequate employee competence is needed in carrying out the tasks assigned to them.

This study supports the findings of previous research, namely research with the title "The Effect of Competence on the Performance of Bantaeng Regency Regional Secretariat Employees" (M. Kamidin, 2010). "The competency variables used in previous studies were the level of knowledge, skills, work experience, and mastery of technology, while the performance variables used were quantity, quality, efficiency, and effectiveness. The results of this study indicate that competence has a positive effect on performance, and the dominant factor affecting performance is knowledge" (M. Kamidin, 2010). In addition, relevant research is research with the title "analyzing the influence of intellectual intelligence, emotional intelligence and spiritual intelligence on employee performance" (Trihandini, 2005). "The dimensions of intellectual intelligence used are figure ability, verbal ability, and numerical ability. The dimensions of the emotional intelligence variable are self awareness, self management, motivation, empathy, and relationship management. In addition, the dimensions of spiritual intelligence used are absolute honesty, openness, self-knowledge, focus on contribution, and non-dogmatic spirituality, while the dimensions of performance used are quality, quantity, timeliness, effectiveness, independence, and commitment. The results of this study indicate that intellectual, emotional, and spiritual intelligence have a positive and significant effect on employee performance. The variable that has the highest influence on employee performance is intellectual intelligence" (Trihandini, 2005). And this research is also supported by research with the title "the influence of employee competence on employee performance at the Pupuan Sub-District Office, Tabanan Regency in 2012" (N. W. Santiasih, 2013). "The variables taken from this study are intellectual competence, emotional competence, and social competence as independent variables. While employee performance as the dependent variable" (N. W. Santiasih, 2013).

The construction of new variables and the dimensions of variable measurement used are the differences between this research and previous research. Masruhi Kamidin's research used

"four dimensions of performance (work performance) namely quantity, quality, efficiency, and effectiveness" (M. Kamidin, 2010), while research conducted by Trihandini "the dimensions of performance used are quality, quantity, timeliness, effectiveness, independence, and commitment" (Trihandini, 2005). "So there are differences, because in the current study the performance dimensions used are quantity of work, quality of work, job knowledge, creativeness, cooperation, dependability, initiative, and personal qualities" (Faustino Cardoso Gomes, 2003). And research conducted by Santiasih, "the population used was less than 100 people so that the sample used was the same as the population" (N. W. Santiasih, 2013).

This research focuses on the influence of intellectual, emotional, and social competencies of employees on performance, both partially and simultaneously. Specifically, which competencies have the greatest effect on employee performance at The Indonesian Coast Guard Ship 2023. This research aims to gather descriptive information about the significant influence that an employee's intellectual competence, emotional competence, and social competence have on their performance, both partially and simultaneously. The research will also investigate which competencies have the most influence on employee performance at The Indonesian Coast Guard Ship 2023.

2. Literature Review

2.1 Theory

"Competence is an ability to carry out a job or task based on skills and knowledge and supported by the work attitude required by the job. Adequate employee competence means that they will be able to complete their work properly in accordance with the time and targets set in the work program" (M. K. Wibowo, 2016). Another opinion states "competence is understood as a combination of abilities and skills that exist in management circles, which show stable characteristics related to a person's maximum physical and mental abilities" (Kinicki, A., Kreitner, 2003).

"So competence is the knowledge, abilities, and skills or personal characteristics of a person that determine the level of behavior and expertise of individuals in doing their work which is expected to provide superior performance in their work. There are five main characteristics of competence that affect individual performance, namely (1) motives, (2) character, (3) self-concept, (4) knowledge, and (5) skills. Competencies are also classified, based on personal human dimensions. Spencer classifies the dimensions and components of individual competence into three, namely, (1) intellectual competence, (2) emotional competence, and (3) social competence" (M. Spencer, 2008).

"Competencies can be grouped into (1) intellectual competence, (2) emotional competence, and (3) spiritual competence. Intellectual competence is the character of attitudes and behaviors or willingness and intellectual abilities of individuals (in the form of knowledge, skills, professional understanding, conceptual understanding and others) that are relatively stable when facing problems in the workplace, which are formed from the synergy of character, self-concept, internal motivation, and contextual knowledge capacity. The dimensions of measuring intellectual competence are achievement, work certainty, initiative, mastery of information, analytical thinking, conceptual thinking, practical expertise, linguistic ability, and narrative ability" (Willy Susilo, 2002).

"Emotional competence is the character of one's attitude and behavior, willingness, and ability to manage one's own and others' emotions, as well as establish positive relationships with others, so as to encourage towards achieving better performance. Emotional competence can also be said to be a person's ability to control themselves in various situations. Emotional competence is the character of attitudes and behaviors or the willingness and ability to control oneself and understand the environment objectively and understand the environment objectively and morally so that emotional patterns are relatively stable when facing various problems in the workplace which are formed through a synergy between character, self-concept, internal motivation and mental or emotional knowledge capacity Emotional competence can be measured by six levels of willingness and ability, namely sensitization, concern for customer satisfaction, self-control, self-confidence, adaptability, and commitment to the organization" (Danah Zohar, 2001).

"Spiritual competence is a character and attitude that is part of a person's deepest consciousness related to awareness that not only recognizes the existence of values but is also creative to find new values. Nine characteristics of the development of high spiritual competence, namely (a) the ability to be flexible or adaptive, (b) a high level of self-awareness, (c) the ability to face and overcome suffering, (d) the ability to face and go beyond pain, (e) a quality of life inspired by vision and values, (f) an unwillingness to do unnecessary harm, (g) a tendency to see things holistically, (h) a tendency to always ask why, and (i) having the ease to go against convention. Spiritual intelligence allows one to think creatively, be far-sighted, create and even change the rules, which makes one work better" (Willy Susilo, 2002).

"Individual competence is one of the determinants of a person's high and low performance. Employee performance is very important in an organization, because employee performance is a contribution to the achievement of the performance of each organizational function. Performance is also called achievement or achievement of employee work results based on predetermined standards and assessment measures. Performance is the result of work in quality and quantity achieved by an employee in carrying out his duties, in accordance with the responsibilities given to him" (Mangkunegara, A. P. Prabu, 2009). "Performance is the result of work contributed by an employee related to his duties and responsibilities to the organization based on spiritual intelligence, intelligence, emotional, and intelligence to turn obstacles into opportunities and physical skills directed at utilizing the resources provided by the organization. So performance can be concluded as the total work results in the form of goods and services produced by a person in a certain unit of time" (Gorda, 2004).

"Individual performance is influenced by several factors such as individual competencies which include abilities and skills, organizational support, and management support. Dimensions or criteria that need to be assessed in performance appraisal activities are Quantity of work, Quality of work, Job knowledge, Creativeness, Cooperation, Dependability, Initiative, and Personal qualities" (Faustino Cardoso Gomes, 2003).

"Performance appraisal is very important because it has benefits for the organization to determine the planning of organizational policies, such as compensation adjustments, training and development needs, and decision making in terms of placement of promotions, transfers, splits, dismissals and workforce planning. Performance appraisals are also useful for performance improvement. Performance appraisal will directly show the location of the

strengths and weaknesses of the work process, so that if there is a mismatch between the work process and planning, it can be immediately corrected" (Wibowo, 2016).

2.2 Theory 2

After the research instrument was compiled, the next step was to distribute questionnaires as an instrument to collect data. To complement the data obtained through the questionnaire, the researchers also used document review techniques. The data required in this study include primary data and secondary data, namely:

- a. Primary data is data obtained / collected from respondents through questionnaires distributed to employees. As well as data obtained through interviews with the Coordinator of the Bakamla RI Personnel Division and and the Sub-Coordinator of the Bakamla RI Personnel Planning and Development Division.
- b. Secondary Data, namely data obtained through reports on employee performance results and other related literature.

Furthermore, the data obtained is analyzed using the help of the SPSS version 22 program. And descriptive analysis of the resulting data results is carried out.

3.1 Material and Method

Based on the results of preliminary research conducted at KN Bakamla RI, in the form of interviews with the Coordinator of the Bakamla RI Personnel Division and and the Sub-Coordinator of the Bakamla RI Personnel Planning and Development Division, it shows that employee performance is not optimal. According to the statement of the Coordinator of the Personnel Division, this is thought to be because the skills and expertise of employees are not in accordance with their field of work, which causes frequent complaints about the results of employee work obtained from the assessment of the Commander of KN Bakamla RI. Problems often occur, such as delayed or untimely completion of work, and results that are not in accordance with what is expected by the leadership. For example, plotting shipping lanes and ship engine maintenance. Employees are often unable to complete assigned tasks because they are incapable. As a result, tasks that should be done by the employee concerned are often delegated to employees of other departments who are considered more capable.

Employees who are placed in KN Bakamla RI have various academic backgrounds. Of the 73 employees, two people (2.74%) have elementary school education, eight people (10.96%) have junior high school education, thirty-five people (47.95%) have high school education, eighteen people (24.66%) have diploma, and ten people (13.70%) have undergraduate degree. From the academic qualifications, the Bakamla RI Personnel Coordinator feels that human resources still need to be improved because most employees are still in high school. Leaders often have difficulty in directing and communicating work.

The organizational structure and work procedures are also important positions such as Chief of Staff and Machinist are still occupied by employees with a high school education. According to the Coordinator of Personnel of Bakamla RI, this situation is suspected to be a factor that causes employee performance which is considered not optimal. As is known, of the eight employees who occupy the position of Chief of Staff, there are five people (62.5%) with a high school education and only three people (37.5%) with a Bachelor's degree. And of the five employees who occupy the position of Machinist, there are three people (60%) with a

High School education and only two people (40%) with a Bachelor's degree. According to the Coordinator of Personnel of Bakamla RI, important positions are ideally occupied by individuals with a minimum diploma level of education.

"The placement of high school-educated employees in important positions, even though their performance is not optimal, is based on humanitarian considerations, namely longer work experience. But this has an impact on the situation, employees who have a diploma or bachelor's degree with work experience that is not much different in competence are not channeled into their work. This situation can certainly lead to non-optimal employee performance. The fact is supported that the factors that affect performance include ability or competence factors, and psychologically employee abilities consist of potential abilities (IQ) and reality abilities (education), therefore employees need to be placed in jobs that are in accordance with their expertise" (Anwar Prabu Mangkunegara, 2005).

The inability of employees to maintain a positive work environment is also a competency issue. An example is the attitude of employees who do not comply with the rules, such as leaving the ship during active service hours for personal matters without permission from the oldest on the Ship or the Commander of KN Bakamla RI, thus causing delays in both work completion. This shows that employees have not been able to control themselves to maintain a work culture in order to maintain the quality of performance in the KN Bakamla RI environment. Another fact is that employees' skills in operating tools at KN Bakamla RI are also still low. Of the 73 employees, there are thirty-two people (43.84%) who are skilled in operating tools at KN Bakamla RI. Whereas all employees are required to be able to operate tools properly, because most of the employees' work is related to the tools installed on KN Bakamla RI.

Based on the problems and objectives to be achieved. The problem-solving strategy is to improve employee performance by considering how much influence intellectual, emotional, and social competencies have on employee performance the Indonesian Coast Guard Ship.

3.2 Design Study and Data Analysis

This research is located at the Bakamla RI Headquarters Office. The research was conducted for two months, April-May 2024. The focus of this study is how employee competencies, including intellectual, emotional, and social competencies, impact their performance, both partially and simultaneously. The most dominant competencies impact employee performance. This research uses quantitative descriptive methodology. Each variable has a causal relationship with each other. There are two independent variables in the study: the independent variable is ability, such as intellectual ability, emotional ability, and social ability. The dependent variable is employee performance.

The subject of the research is the Commander and employees of KN Bakamla RI Year 2023. However, the object of this research is employee competence and performance. Intellectual competence, emotional competence, social competence, and employee performance are all examined in this study. There are two types of quantitative data used: primary data, which consists of scores from questionnaires and interviews, and secondary data, which consists of the number of employees and their level of education. The quantitative data used includes answer scores regarding staff members' competencies. The population of this study consists of all 381 employees of KN Bakamla RI. "If the subject is less than 100, then

the entire population becomes the research sample. But if the subject is more than 100 then 10-15% or 15-25% can be taken. Therefore, the sample of this study amounted to 73 people or 19.16% of the total population" (Arikunto, 2003)

Documentation, interviews, and questionnaires were used to collect data. The questionnaire scoring method used a Likert scale from 1 to 5. Data on performance, intellectual competence, emotional competence, and social competence were collected through questionnaires. The data analysis used was multiple linear regression analysis. This was done to determine whether employee competency factors, including intellectual competence, emotional competence, and social competence, affect their performance in KN Bakamla RI year 2023.

F test and t test were used to test the hypothesis. The F test is a simultaneous test that measures the level of influence of all independent variables on the dependent variable. The F-count and F-table values are compared. If F-count is greater than F-table, then Ha is accepted or Ho is rejected. The effect of the independent variables on the dependent variable is partially measured by a partial test. Partial tests measure how much influence each independent variable (intellectual competence, emotional competence, and social competence) has on the dependent variable (employee performance). To perform the t-test, the t-count value is compared with the t-table value. If the t-count value is greater than the t-table value, then Ha is accepted and Ho is rejected.

4. Result

The regression analysis results were generated using the SPSS for Windows version 22 program, and the multiple regression results associated with this study are shown in Table 1:

Table 1. Regression Analysis Results

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	41.910	4.042	
KOMP_INTELEKTUAL	.115	.150	.150
KOMP_EMOSIONAL	.114	.195	.136
KOMP_SOSIAL	.079	.126	.109

a. Dependent Variable: KINERJA_PEGAWAI

From table 1, the regression equation can be made as follows:

$$Y = 41,910 + 0,115X_1 + 0,114X_2 + 0,079X_3$$

Y = Employee Performance

X₁ = Intellectual Competence

X₂ = Emotional Competence

X₃ = Social Competence

The multiple linear regression equation shows the following:

- 1) $\alpha = 41.910$ is a constant number which means that if the independent variables X_1 , X_2 , and X_3 are equal to zero, then the magnitude of variable Y is 41.910.
- 2) Intellectual competence regression coefficient (β) is 0.115 and has a positive sign. This means that each intellectual competency variable increases by one unit, it will be followed by an increase in employee performance by 0.115 so that performance becomes 42.025 assuming the variables of emotional competence and social competence remain.
- 3) Emotional competence regression coefficient (β) of 0.114 and positive. This means that each emotional competence variable increases by one unit, it will be followed by an increase in employee performance by 0.114 so that performance becomes 42.024 assuming that the intellectual competence and social competence variables remain.
- 4) Social competence regression coefficient (β) is 0.079 and positive. This means that when each social competency variable increases as a whole, the level of employee productivity will increase. by 0.079 so that performance becomes 41.989 because intellectual and emotional abilities do not change.

Table 2. R Value Coefficient

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.753 ^a	.623	.619	2.08232

a. Predictors: (Constant), KOMP_SOSIAL, KOMP_INTELEKTUAL, KOMP_EMOSIONAL

Table 2 shows that intellectual, emotional, and social competencies simultaneously affect performance with a coefficient of determination (R^2) of 0,623. This shows that 62.3% of employee performance at KN Bakamla RI is influenced by intellectual, emotional, and social abilities, while 37.7% is influenced by other factors not discussed in this study. Thus, the research hypothesis that intellectual competence, emotional competence, and social competence simultaneously affect performance can be accepted.

Table 3 below shows the magnitude of the partial influence of intellectual, emotional, and social competencies on employee performance:

Table 3. Coefficient Parsial

Coefficients ^a			
Model		t	Sig.
1	(Constant)	10.370	.000
	KOMP_INTELEKTUAL	.766	.446
	KOMP_EMOSIONAL	.583	.562
	KOMP_SOSIAL	.628	.532

a. Dependent Variable: KINERJA_PEGAWAI

Table 3 shows that intellectual, emotional, and social competencies have a partial effect on employee performance at KN Bakamla RI. The value shows the magnitude of the effect of intellectual competence on employee performance is 76.6%, Furthermore, the relationship between emotional competence and employee performance is 58.3%, and the effect of social competence on employee performance is 62.8%. Everyone knows that the research hypothesis that intellectual, emotional, and social competencies partially affect performance can be accepted.

5. Discussion

Based on the calculation results shown in Table 3, there is confidence that the intellectual competence variable is the most influential on performance, because it has the highest t value of 0.766 or 76.6%. Therefore, it can be accepted the research hypothesis which states that intellectual competence is the factor that has the greatest effect on performance.

In this study, intellectual competence, emotional competence, and social competence affect performance simultaneously and partially. Table 2 below shows the level of simultaneous influence of intellectual competence, emotional competence, and social competence on performance.

The results of this study are in accordance with previous research conducted by Santiasih, Masruhi Kamidin, and Trihandini. Both previous research and new research show that competence affects performance. The results of this study strengthen the conclusion of previous research that competence affects performance.

According to Masruhi Kamidin's research, knowledge is the dominant variable affecting performance. Meanwhile, according to Trihandini's research, intelligence or intellectual ability is the dominant variable affecting performance... Meanwhile, Santiasih's research concluded that intellectual competence is the competence that has the greatest effect on performance, which shows that the findings of the current study support the results of previous research. Santiasih and Trihandini, However, the results are different from Masruhi Kamidin's research: Masruhi's research found that knowledge has a dominant effect on performance, while this study found that intellectual competence is the dominant effect on performance. This difference occurs because Masruhi's research uses different competency variables, including the level of knowledge, skills, work experience, and explanation.

The results of the study are in line with "the theory of individual performance is influenced by competency factors, the higher the competence of employees the higher the performance they achieve" (Payaman Jan Simanjuntak, 2011). "And competency factors are needed to support a performance, especially intellectual competence, emotional competence, and social competence" (M. Spencer, 2008). "So the effectiveness of employee performance is influenced by intellectual, emotional, and social competencies" (Stephen P . Robbins, 2008). From the description above, it can be concluded that competencies consisting of intellectual, emotional, and social competencies have a positive impact on performance 62.3%. Intellectual competence has a significant partial impact of 76.6%, emotional competence of 58.3%, and social competence of 62.8% on employee performance. Intellectual competence has a dominant impact on employee performance at KN Bakamla RI by 76.6%

6. Conclusion and Recommendation

In KN Bakamla RI in 2023, intellectual competence, emotional competence, and social competence each have an influence of 62.3% on employee performance. The partial effect of intellectual competence is 76.6%, the effect of emotional competence is 58.3%, and the effect of social competence is 62.8%. Intellectual competence has a dominant influence on employee performance by 76.6%.

This study makes a significant theoretical contribution, particularly in the field of human resource management. The findings of this study indicate that intellectual competence has a major influence on employee performance. So it is suggested that there is a need to increase intellectual competence periodically so that employees can develop their competence to further improve employee performance.

After conducting this research, the researcher provided recommendations in the form of future researchers to start the research by finding out the subjects to be interviewed and taking a persuasive approach to them. Future researchers must also adjust the time to the subject to be studied. This is important to be more systematic and focused on the research carried out. And for research that uses the same method, it can be developed with research that uses a more comprehensive blue economy theory

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