

# The Effect of E-Performance Technology Implementation, Hr Competence, And Work Discipline on The Quality of Public Services Through Job Satisfaction As An Intervening Variable In Wara District, Palopo City

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## Abstract

This study examines how digital performance systems, employee competence, and work discipline influence the quality of public services, with job satisfaction as a mediating factor. The research is set in Kecamatan Wara, Palopo City, where e-Performance has been gradually introduced to improve accountability and service standards. Using a quantitative design with Partial Least Squares Structural Equation Modeling (PLS-SEM), data were collected from civil servants and service users to test both direct and indirect effects. Results show that e-Performance directly enhances job satisfaction and public service quality, while HR competence and work discipline do not significantly improve service quality on their own. However, both factors strongly increase job satisfaction, which then translates into higher service quality. This indicates that job satisfaction serves as a full mediator for competence and discipline, and a partial mediator for e-Performance. The findings highlight that technology alone is not enough to improve services; competent, disciplined, and satisfied employees are essential for delivering responsive and citizen-oriented public service. The study contributes to theory by integrating information systems, HR, and service-quality perspectives, and offers practical insights for policymakers in strengthening local service delivery.

Keywords: e-Performance; HR\_competence; Work\_discipline; Job\_satisfaction; Public\_service\_quality

## 1. Introduction

Indonesia's civil service is mandated to digitalize performance management through an e-performance system integrated with SIASN, as formalized in PermenPANRB No. 6/2022 and BKN Circular No. 11/2023. Palopo City has begun extending *e-Performance* from SKPDs to kelurahan and kecamatan, including frontline offices like Kecamatan Wara [1]. However, systematic evaluations of its impact on subdistrict service quality remain scarce [2]. This study addresses the gap by proposing that *e-Performance*'s effects are conditioned by HR competence and work discipline, and mediated by job satisfaction. The framework reflects public management perspectives that digital tools must be embedded within capable, disciplined organizations and positive employee attitudes to improve citizen-facing services. Testing this model in Kecamatan Wara provides both local policy insights and broader lessons for Indonesia's service reforms.

This study draws on the Information Systems (IS) Success model, which defines technology success through system, information, and service quality, along with use and user satisfaction, as drivers of individual and organizational outcomes. Applied to *e-Performance*, these dimensions explain how reliability, accuracy, and support can influence employees' motivation and job satisfaction [3]. Service quality is measured with a SERVQUAL-based index (reliability, responsiveness, assurance, empathy, tangibles), widely validated in recent studies. Digitalization is understood as a lever to raise satisfaction by standardizing processes,

improving feedback, and reducing frontline frictions [4]. Building on this, the framework posits that *e-Performance*, HR competence, and work discipline directly affect service quality and indirectly through job satisfaction, a mechanism particularly relevant in public organizations where clarity and fairness shape employee attitudes and citizen experience. The model thus integrates IS, HRM, and public-service perspectives into a unified approach for subdistrict administration [5].

Indonesian studies suggest that job satisfaction mediates links between e-government quality and perceived service quality, while separate research connects work discipline to stronger performance and community satisfaction, and competence to improved service quality and citizen satisfaction through quality pathways [6][7]. However, these factors are usually examined separately rather than in an integrated model. This study situates its analysis in Kecamatan Wara during the roll-out of *e-Performance*, testing how technology, competence, and discipline affect service quality directly and through job satisfaction. The approach advances theory by combining IS-success and service-quality perspectives, and informs practice by offering evidence to guide digital and human-capital reforms [8] [9].

### **Problem Statement**

Indonesia's civil service is rapidly digitizing performance management through platforms like *e-Performance*, which tracks activities, attendance, allowances, and appraisals. Palopo City began implementing it in late 2020 and expanded mentoring across agencies, with plans to reach subdistricts and kelurahan such as Kecamatan Wara. The aim is to improve accountability and frontline service quality, though formal evaluations of its impact at the local level remain limited [10]. Evidence from Palopo and similar contexts shows persistent variation in service quality and transparency, suggesting that technology alone is insufficient without strong HR competence and discipline [11]. Job satisfaction also plays a role: systems like *e-Performance* influence perceptions of fairness, clarity, and rewards, which in turn shape service quality. Prior studies highlight job satisfaction as a mediator between managerial practices and outcomes, but this has not been tested in an integrated model at the kecamatan level in Palopo. This study therefore examines whether *e-Performance* adoption, HR competence, and work discipline enhance service quality in Kecamatan Wara, with job satisfaction as a mediating factor [12].

### **State of the Art**

Prior studies on digital performance management in Indonesia show that e-performance systems improve transparency, alignment with targets, and in some cases motivation. However, barriers such as limited user competence and infrastructure remain, and few studies directly connect these systems to citizen-rated service quality [12]. Research also indicates that HR competence and work discipline play crucial roles in strengthening organizational performance and enhancing citizen satisfaction, while job satisfaction often mediates the effects of managerial and technological drivers on service quality [8]. Despite these insights, integrated models combining e-Performance adoption, HR competence, and discipline within one framework are still rare [13].

### **Identification of Research Gaps**

Several research gaps remain. First, little peer-reviewed work evaluates *e-Performance*'s impact on citizen-perceived service quality in Kecamatan Wara; most records

are descriptive [10]. Second, prior studies isolate technology and HR factors, without testing an integrated model linking e-Performance, competence, and discipline through job satisfaction [14]. Third, evaluations often treat digital systems as mere presence or usefulness, rarely applying IS-success constructs that connect system attributes to satisfaction and service outcomes [15]. Fourth, most focus on employee performance or accountability, not citizen-rated service quality via SERVQUAL, nor satisfaction as a mediator [16]. Finally, reliance on single-source surveys and limited staff capacity in Wara suggest that without competent, disciplined personnel, technology reforms may not improve services [17].

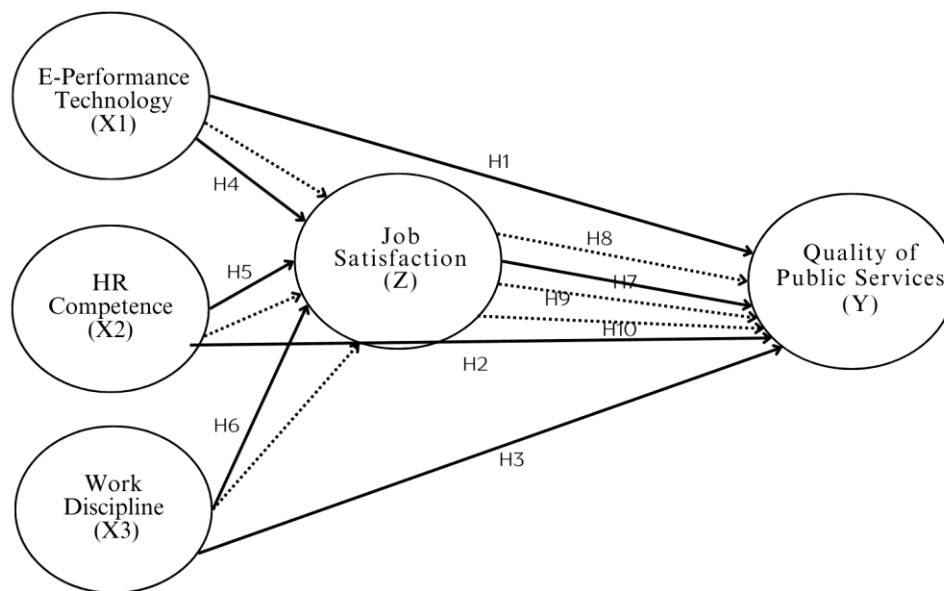


Figure 1. conceptual framework

## 2. Methodology

This study used a quantitative approach with an explanatory research design to examine the influence of e-Performance, HR competency, and work discipline on public service quality, with job satisfaction as a mediating variable. The research location was Wara District, Palopo City. Data were collected through questionnaires distributed to civil servants in public service units. The sampling technique used purposive sampling, selecting respondents who met the research requirements. Data analysis used Partial Least Squares – Structural Equation Modeling (PLS-SEM) to examine direct and indirect relationships between variables.

The population comprises: (1) front-office and back-office ASN staff in the Wara District Office and affiliated service units; and (2) service users (citizens) who received services in the last three months. Because the hypothesized model contains multiple latent constructs and a mediation path, we employ PLS-SEM and determine minimum sample size using the inverse square-root and gamma-exponential methods (Kock & Hadaya), which outperform legacy “10×” rules. We cross-validate target  $N$  with G\*Power 3.1 for multiple regression/SEM-equivalent tests at  $\alpha = 0.05$  and  $1-\beta \geq 0.80$ , then oversample by ~20–30% to

offset attrition and missingness. Stratified random sampling (by unit and function) is applied to staff; time-location intercept sampling is used for citizens [20][21]. The population in this study was all ASN and PPPK employees. The sample size for this study was 102 people.

### Measures and instrument development

Constructs & scales.

- a. *e-Performance implementation quality*: measured as a latent construct adapted from DeLone–McLean (system, information, and service quality) contextualized to BKN's platform (e.g., stability, usefulness, accuracy, support) using validated IS-success items [3].
- b. *HR competence*: reflective indicators of knowledge, skills, abilities, and service orientation, adapted from competence literature and tailored to Indonesian public administration.
- c. *Work discipline*: items covering punctuality, adherence to SOPs, target compliance, and attendance, based on recent Indonesian studies linking discipline to service outcomes [14].
- d. *Job satisfaction* (mediator): measured with the JSS-2 (Spector, 2020), a seven-facet instrument including general satisfaction, retaining reverse-coded items for psychometric integrity [22].
- e. *Public service quality* (outcome): operationalized through SERVQUAL dimensions (reliability, responsiveness, assurance, empathy, tangibles), adapted for administrative services, consistent with recent public-service applications [19].

### Bias control, common-method variance, and data quality

To reduce common-method bias (CMB) we: (a) collect measures from different sources where feasible (e.g., employees rate e-Performance and their own job satisfaction; citizens rate service quality), (b) separate measurement psychologically and temporally, (c) ensure anonymity and neutral wording, and (d) include both positively and negatively keyed items (as in JSS-2). Post-hoc, we test CMB using full-collinearity VIF (expect  $VIF < 3.3$ ) and compare early vs. late respondents for nonresponse bias [23].

### Data preparation

We screen for outliers, straight-lining, and patterned response times; apply missing-data diagnostics and, if needed, use expectation-maximization or multiple imputation when missingness is  $< 5\%$  per item and MCAR/MAR holds. Assumptions for PLS-SEM (distributional flexibility, multicollinearity) are verified prior to modeling [24].

### Analysis strategy (PLS-SEM)

Analyses are performed in SmartPLS (or equivalent). Justification for PLS-SEM: prediction orientation, model complexity, potential non-normality, formative possibilities, and a mediator with multiple antecedents [25].

#### 1. Measurement model evaluation

- a. Reflective constructs: indicator loadings  $\geq 0.70$  (retain  $\geq 0.40$  with strong theoretical justification), Composite Reliability  $\geq 0.70$ , AVE  $\geq 0.50$ . Convergent validity via AVE; discriminant validity via HTMT ( $< 0.85$  conservative;  $< 0.90$  liberal) with bootstrapped 95% CI not crossing 1.00, and Fornell-Larcker as supplementary evidence [24].

- b. Formative constructs (if any): assess multicollinearity ( $VIF < 3$ ), indicator relevance/weights with bootstrapped significance, and potential redundancy [24].
  - c. Overall fit: report SRMR (target  $\leq 0.08$  as commonly used benchmark) alongside model-specific diagnostics [24].
2. Structural model evaluation [24]
    - a. Assess collinearity among predictors (VIF), path coefficients ( $\beta$ ) with 5,000–10,000 bootstrap resamples,  $R^2$ ,  $f^2$  effect sizes, and  $Q^2$  predictive relevance. Mediation is tested using bootstrapped indirect effects (and VAF reporting).
    - b. Out-of-sample prediction: apply PLSpredict and report RMSE/MAE relative to LM benchmark; evidence of smaller prediction error supports external predictive validity.
  3. Robustness & additional tests [24]
    - a. Multi-group analysis (MGA) by tenure, unit, or gender (per power) to examine invariance of structural paths.
    - b. Sensitivity analyses: alternative specifications (e.g., excluding usage from e-Performance block), and checks with covariance-based SEM if distributional and identification conditions allow.

### Reliability, validity, and reporting

We pre-register hypotheses, measurement, and analysis decisions; provide codebooks; and release de-identified data and analysis scripts when permissible under UU-PDP. Reporting follows contemporary PLS-SEM guidelines (rationale, data screening, measurement and structural results, predictive assessment) [24].

#### Technical Notes for Analysis

- a. Calculate the score for each dimension by averaging the items; reverse the score for item [R].
- b. Test reliability ( $\alpha/CR \geq 0.70$ ), convergent validity ( $AVE \geq 0.50$ ), and discriminant validity ( $HTMT \leq 0.85-0.90$ ) before testing the structural model.
- c. For e-Performance, you can model it as a second-order construct (dimensions SQ, IQ, SSQ, USE, USAT) according to the DeLone–McLean framework.

### 3. Result and Discussion

The hypothesis testing for this study used the Structural Equation Modeling (SEM) technique with the SmartPLS v.3 program. All SEM elements were used as a measurement and structural model, depicted in a flowchart of causal relationships. The SEM-PLS schematic can be seen in the figure below:

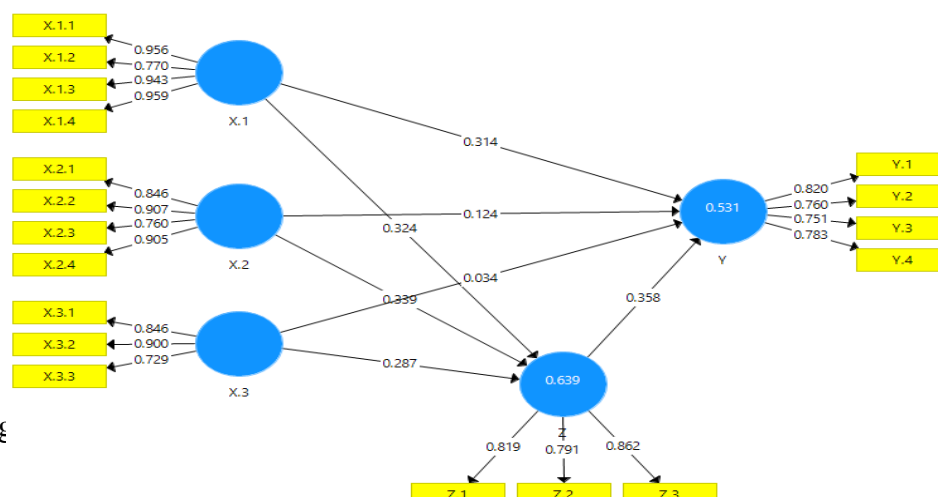


Figure 2. SEM-PLS Scheme (Algorithm)

### Indicator Validity Test

To test the validity of an indicator, the outer loading value can be used. An indicator can be considered to meet the criteria if the outer loading value is  $>0.7$ .

Table 1. Factor Validity Test

	X.1	X.2	X.3	Y	Z
X.1.1	0,956				
X.1.2	0,770				
X.1.3	0,943				
X.1.4	0,959				
X.2.1		0,846			
X.2.2		0,907			
X.2.3		0,760			
X.2.4		0,905			
X.3.1			0,846		
X.3.2			0,900		
X.3.3			0,729		
Y.1				0,820	
Y.2				0,760	
Y.3				0,751	
Y.4				0,783	
Z.1					0,819
Z.2					0,791
Z.3					0,862

Based on the table, it is explained that of the 18 indicators in the study, all have an outer loading value  $> 0.7$  with values ranging from 0.729 - 0.959, then it can be interpreted that the 18 indicators have a good correlation with the construct or all indicators can be declared valid because they have met the requirements for indicator validity..

### Internal Reliability Test

Reliability testing is conducted by calculating a Composite Reliability value, which measures the reliability of the variable indicators. Additionally, reliability testing can use Cronbach's alpha. Ghozali also stated that a variable meets composite reliability if its value is  $>0.6$  and its Cronbach's alpha is  $>0.7$ .

Tabel 2 Composite Reliability

Variable	Cronbach's Alpha	Composite Reliability	Keterangan
X.1	0,929	0,951	Reliabel
X.2	0,877	0,916	Reliabel

X.3	0,770	0,867	Reliabel
Y	0,787	0,860	Reliabel
Z	0,764	0,864	Reliabel

Based on this explanation, the composite reliability value for all variables exceeds the 0.6 requirement, falling between 0.860 and 0.951. Meanwhile, the Cronbach's alpha value for all variables is  $>0.7$ , ranging from 0.764 to 0.929. These results indicate that all variables meet the criteria, and it can be concluded that all variables have good reliability. The AVE (Average Variance Extracted) value for each variable is explained in the table below:

Tabel 3. Average Variance Extracted

Variabel	Rata-rata (AVE)	Varians	Diekstrak	Keterangan
E-Performance	0,829			Reliabel
Kompetensi SDM	0,734			Reliabel
Disiplin Kerja	0,686			Reliabel
Kepuasan Kerja	0,607			Reliabel
Kualitas Pelayanan Publik	0,680			Reliabel

Based on the table, the AVE values for all variables exceed 0.5, with values ranging from 0.607 to 0.829. This indicates that each variable has good convergent validity.

#### Discriminant Validity Test

Based on the AVE values obtained, a discriminant validity test is conducted. An indicator is considered to have discriminant validity if the square root of the AVE of its variable is greater than that of the other variables. Furthermore, cross-loading values between the indicator and the latent variable can be observed, which exceed the values of the other variables.

Table 4. Discriminant Validity Test

	X.1	X.2	X.3	Y	Z
X.1.1	0,956	0,530	0,509	0,591	0,662
X.1.2	0,770	0,498	0,501	0,520	0,481
X.1.3	0,943	0,450	0,524	0,581	0,650
X.1.4	0,959	0,538	0,509	0,642	0,636
X.2.1	0,471	0,846	0,538	0,429	0,591
X.2.2	0,489	0,907	0,537	0,516	0,616
X.2.3	0,459	0,760	0,415	0,441	0,604
X.2.4	0,468	0,905	0,466	0,530	0,519
X.3.1	0,436	0,521	0,846	0,459	0,595
X.3.2	0,540	0,518	0,900	0,480	0,597
X.3.3	0,406	0,362	0,729	0,326	0,432
Y.1	0,780	0,440	0,474	0,820	0,551
Y.2	0,439	0,666	0,413	0,760	0,445
Y.3	0,302	0,286	0,268	0,751	0,453
Y.4	0,361	0,331	0,412	0,783	0,643
Z.1	0,638	0,539	0,596	0,476	0,819
Z.2	0,497	0,486	0,505	0,721	0,791

Z.3	0,526	0,668	0,536	0,454	0,862
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### Inner Model Evaluation

#### Coefficient of Determination

The coefficient of determination (R<sup>2</sup>) evaluation is used to show the extent of the effect or influence of the independent variable on the dependent variable.

Table 5. Coefficient of Determination (R<sup>2</sup>)

	R Square	R Square Adjusted
Job Satisfaction	0,531	0,512
Public Service Quality	0,639	0,627

Based on the table, this study has two dependent variables: Work Motivation (Z), which is influenced by Work Discipline (X1), Career Development (X2), and Organizational Climate (X3), and Employee Performance (Y), which is influenced by Work Discipline (X1), Career Development (X2), Organizational Climate (X3), and Work Motivation (Z).

1. The intervening variable, Work Motivation (Z), obtained an R-Square value of 0.639. This indicates that the predictor variables, namely Work Discipline (X1), Career Development (X2), and Organizational Climate (X3), can explain 63.9% of Work Motivation (Z). The remaining 36.9% (100% - 63.9% = 36.9%) is influenced by other factors not examined.
2. The dependent variable, Employee Productivity (Y), obtained an R-Square value of 0.832. This indicates that the predictor variables, namely Work Discipline (X1), Career Development (X2), Organizational Climate (X3), and Work Motivation (Z), can explain 53.1% of Employee Productivity (Y). The remaining 46.9% (100% - 53.1% = 46.9%) is influenced by other factors not discussed.

#### Hypothesis Testing

Based on the data processing results in the previous sub-chapter, the researcher can determine the results of this research hypothesis. Hypothesis testing involves the T-statistic value, where the hypothesis is accepted if the T-statistic value is greater than the T-table value. The hypotheses discussed in this study are:

H0: There is no partial effect between the independent variable and the dependent variable. H1: There is a partial effect between the independent variable and the dependent variable.

#### 1) Direct Influence

Table 6. Direct Influence

Variable	Stand ard Deviation (STDEV)	T Statistics ( O/STDEV )	P Values	n	Keterangan
E-Performance Service Quality -> Public	0,108	2,913	<b>0,004</b>		Significant

E-Performance Satisfaction	->	Job	0,090	3,588	<b>0,000</b>	Significant
Human Competence Quality	->	Public Service	0,126	0,980	<b>0,327</b>	Not Significant
Human Competence Satisfaction	->	Job	0,071	4,792	<b>0,000</b>	Significant
Work Discipline Service Quality	->	Public	0,138	0,243	<b>0,808</b>	Not Significant
Work Discipline Satisfaction	->	Job	0,095	3,010	<b>0,003</b>	Significant
Job Satisfaction Service Quality	->	Public	0,107	3,340	<b>0,001</b>	Significant

Based on the table above, we find that:

**a. E-Performance → Public Service Quality.**

This path is significant (T-Statistic = 2.913; P-value = 0.004). This means that the implementation of e-performance has a direct impact on improving service quality through clear targets, real-time performance monitoring, and stronger accountability, thus boosting service standards in both the front and back offices.

**b. E-Performance → Job Satisfaction.**

This relationship is also significant (T-Statistic = 3.588; P-value < 0.001). The implementation of e-performance tends to increase the sense of fairness in assessments, clarity of expectations, and rapid feedback; all of which boost employee job satisfaction. This effect is important because satisfaction has been shown to play a role in service quality in subsequent paths.

**c. Human Resource Competence → Public Service Quality.**

This direct path is not significant (T-statistic = 0.980; P-value = 0.327). Good competence alone does not automatically translate into better service; without supportive systems, motivation, and working conditions, individual skills do not translate into a higher-quality service experience in the eyes of users.

**d. Human Resource Competence → Job Satisfaction.**

Conversely, the relationship between human resource competence and job satisfaction is significant (T-statistic = 4.792; P-value < 0.001). Competent employees are typically more confident, feel their work is meaningful, and are better able to fulfill role demands; this increases job satisfaction and opens up the possibility of an indirect effect on service quality through the mediator of satisfaction.

**e. Work Discipline → Public Service Quality.**

This path is not significant (T-statistic = 0.243; P-value = 0.808). Compliance with regulations and punctuality, without the support of other psychological/organizational factors, are not sufficient to increase perceptions of service quality. This indicates that discipline may need to "translate" through attitudinal/affective variables (e.g., satisfaction) to impact service output.

**f. Work Discipline → Job Satisfaction.**

Work discipline—>job satisfaction is significant (T-statistic = 3.010; P-value = 0.003). An orderly and consistent work environment reduces role burden and conflict, resulting in employees feeling more comfortable and satisfied. Thus, discipline has the potential to have an indirect effect on service quality through increased job satisfaction.

**g. Job Satisfaction → Public Service Quality.**

This path is significant (T-statistic = 3.340; P-value = 0.001). Satisfied employees tend to be friendlier, more responsive, and more proactive in resolving customer issues; as a result, public service quality improves. This finding confirms job satisfaction's position as a key mediator in your model.

**2) Indirect Influence**

Table 7. Indirect Influence

Variable	Standard Deviation (STDEV)	T Statistic ( O/STDEV )	P Values	Description
E-Performance -> Job Satisfaction -> Public Service Quality	0.048	2.426	<b>0.016</b>	<b>Significant</b>
Human Resources Competence -> Job Satisfaction -> Public Service Quality	0.051	2.385	<b>0.017</b>	<b>Significant</b>
Work Discipline -> Job Satisfaction -> Public Service Quality	0.046	2.228	<b>0.026</b>	<b>Significant</b>

Based on the table above, we find:

- The effect of e-Performance on Public Service Quality through Job Satisfaction. This indirect effect is significant (T-statistic value = 2.426; P-value = 0.016; STDEV value = 0.048). This means that e-Performance increases job satisfaction, and job satisfaction drives better service quality. The estimated absolute indirect effect size is  $\approx 0.116$  ( $t \times SE$ ). The direction follows the sign of the original path coefficient; if both are positive, the total impact strengthens service quality.
- Human Resource Competence on Public Service Quality through Job Satisfaction. This indirect path is also significant (T-statistic value = 2.385; P-value = 0.017; STDEV value = 0.051). Competence increases job satisfaction because it creates a sense of competence, role clarity, and efficacy, which then translates into better public service. Linked to previous results (the direct path of competence to quality was not significant), this pattern indicates full mediation through job satisfaction.
- Work Discipline on Public Service Quality through Job Satisfaction. The indirect effect is significant (T-Statistic Value = 2.228; P-Value = 0.026; STDEV Value = 0.046). Work discipline creates order and a lighter role load, so that job satisfaction increases, from here the quality of service is driven. With a direct path of work discipline on quality that was previously insignificant, this is consistent as a full mediation through job satisfaction.

**The bottom line:** all three Xs impact service quality through job satisfaction. E-Performance has both direct and indirect pathways (partial mediation), while HR Competence and Work Discipline primarily work through job satisfaction (full mediation).

### **The Impact of E-Performance on Public Service Quality.**

The implementation of e-performance has been proven to have a direct impact on improving service quality through clear targets, real-time performance monitoring, and stronger accountability, thus boosting service standards in both the front and back offices. This aligns with the implementation of e-Performance by the National Civil Service Agency (BKN) as not merely a technological implementation, but rather a manifestation of the government's commitment to building modern, transparent, and results-oriented performance management, thereby supporting improved public service quality [26]. The development of the BKN e-Performance application is based on the SPBE principle as mandated by Ministerial Regulation No. 5 of 2018 and the principle of sharing economy to prevent system duplication, increase efficiency between agencies, and build an integrated government ecosystem, with shared use by all central and regional government agencies as a manifestation of the vision of standardizing a uniform performance assessment system across the bureaucracy [27][28].

### **The Impact of E-Performance on Job Satisfaction.**

The implementation of e-performance increases fairness in assessments, clarity of expectations, and prompt feedback, thus boosting civil servant job satisfaction. This satisfaction grows through clearer target setting, transparency, and objectivity in assessments, which in turn contributes to improved service quality [29]. This is in line with findings that the implementation of e-performance, work engagement, and organizational culture have a positive effect on job satisfaction, which ultimately improves the performance of Doloksanggul Regional Hospital employees [30].

### **The Influence of Human Resource Competence on Public Service Quality.**

The influence of human resource competence on public service quality has been shown to be insignificant, as good competence alone does not guarantee quality service without a supportive system, motivation, and working conditions. However, improving employee knowledge, skills, attitudes, and creativity remains a crucial factor in achieving fast, transparent, and satisfactory public service in the processing of SLF permits [31]. Furthermore, work discipline also plays a crucial role, with indicators such as goals and capabilities, exemplary leadership, remuneration, fairness, and sanctions influencing the level of employee discipline within an organization [32].

### **The Influence of Human Resource Competence on Job Satisfaction.**

Human resource competence has been shown to significantly influence job satisfaction, as competent employees tend to be more confident, feel their work is meaningful, and are able to fulfill role demands. This increases job satisfaction while simultaneously creating the potential for an indirect effect on service quality through the mediator of satisfaction. This is in line with findings that job placement that aligns with employee abilities and expertise also increases job satisfaction because employees feel valued, comfortable, and able to perform their duties better [33]. Research at PT Angkasa Pura I (Persero) Sam Ratulangi International Airport in Manado also found that selection variables had a significant positive effect on employee performance, and placement had a significant positive partial effect on employee performance [34].

### **The Effect of Work Discipline on Public Service Quality**

The effect of work discipline on public service quality is found to be insignificant. Compliance with rules and punctuality alone are not sufficient to enhance citizens' perception of service; discipline must be mediated by attitudinal factors such as job satisfaction to produce real improvements in service outcomes. This contrasts with studies showing that work discipline, work environment, and motivation significantly affect service quality in the Panyabungan Subdistrict Office, where these three factors jointly determine the effectiveness, responsiveness, and citizen satisfaction of public services [35]. Public service is essentially a continuous process carried out through specific systems and procedures to meet individual or collective rights, measurable against appropriate standards [36]. However, service delivery cannot be optimal without professional public servants committed to realizing governmental goals [37].

### **The Effect of Work Discipline on Job Satisfaction**

Work discipline significantly influences job satisfaction. Orderly and consistent work routines reduce role strain and conflict, allowing employees to feel more comfortable and satisfied, which in turn can enhance service quality. This aligns with findings that effective discipline positively affects satisfaction and motivation both directly and indirectly, making discipline key to improving employee outcomes [38]. The results support prior studies showing that work motivation contributes to job satisfaction [39], though some evidence suggests the effect may be relatively small [40].

### **The Effect of Job Satisfaction on Public Service Quality**

Job satisfaction significantly improves public service quality, as satisfied employees tend to be friendlier, more responsive, and proactive in solving problems, thereby enhancing service delivery. This supports the role of job satisfaction as a crucial mediator linking organizational factors to service quality [41]. Related findings from UPT RSUD Haji Makassar show that career development, compensation, and commitment positively and significantly affect employee performance, highlighting the importance of growth opportunities, fair rewards, and loyalty in achieving optimal outcomes [42]. However, a study of civil servants in West Sumatra Province indicates that public service motivation has only a marginal effect on service quality [43], suggesting that effective services require not only systems and procedures but also internal motivation to prioritize public interests above personal gain [44].

### **The Effect of E-Performance on Public Service Quality through Job Satisfaction**

The influence of e-performance on public service quality occurs indirectly via job satisfaction. Implementing e-performance increases employees' satisfaction, which subsequently improves service outcomes. This is consistent with findings that satisfaction, leadership style, and organizational commitment strongly influence public-sector performance, while public service motivation does not have a significant effect [45]. Globally, demands for transparency and accountability are pushing civil servants to work more efficiently while upholding ethical standards [46]. At the same time, digitalization and e-government require continuous skill development and adaptation [47]. Yet public organizations still face budget constraints, staff shortages, and heavy workloads that undermine performance and morale [48]. Other gaps remain concerning the role of intrinsic

motivation, leadership, organizational culture, job design, and digital transformation across cultural contexts [49] [50].

### **The Effect of HR Competence on Public Service Quality through Job Satisfaction (Indirect Pathway)**

HR competence affects public service quality indirectly through job satisfaction. Competence enhances employees' confidence, role clarity, and self-efficacy, which translate into better service. This indicates full mediation, as competence does not directly influence service quality without job satisfaction. Moreover, competence and employee character strengthen HR readiness, while motivation has little effect; however, motivation and character significantly impact service quality, often through HR readiness as a mediator [51]. Similarly, the implementation of Total Quality Management (TQM) in the Bengkulu Tengah Population Office improved service quality through technology use, system improvements, and optimized staffing [52]. Character is also shaped by a supportive work environment that reduces negative behaviors, underscoring the importance of positive traits in effective service delivery [53].

### **The Effect of Work Discipline on Public Service Quality through Job Satisfaction**

Work discipline influences service quality indirectly through job satisfaction. Regularity and consistency in work routines reduce role strain, increase employee satisfaction, and ultimately improve service quality. This represents full mediation, as the direct path from discipline to service quality is not significant. Thus, job satisfaction is the key factor that translates discipline into service excellence, which is central to improving citizens' welfare and serves as a benchmark for government effectiveness [54][55]. However, limited resources and rising public expectations risk creating dissatisfaction and widening the gap between state and society if not addressed through more adaptive service strategies [56][57].

## **4. Conclusion**

This study concludes that the implementation of e-Performance, human resource competency, and work discipline influence the quality of public services, but largely through job satisfaction as a mediating variable. E-Performance has been shown to increase job satisfaction through transparency and clarity of targets, which in turn drive service quality. Competence and work discipline do not directly impact service quality, but both contribute through increased employee satisfaction. Thus, job satisfaction is a key factor bridging the influence of technology, competence, and discipline on more responsive, friendly, and quality public services.

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Proceedings Series on Proceedings of Multidisciplinary Sciences, Volume 2, No. 1  
International Conference of Business, Education, Health, and Scien-Tech (ICBENS)  
ISSN: -

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