

## THE ROLE OF COMPETENCY IN MEDIATING TRAINING AND KNOWLEDGE MANAGEMENT ON WORK ABILITY OF INDONESIA MIGRANT WORKERS IN TAIWAN

R Deni Muhammad Danial<sup>1\*</sup>, Rizki Hegia Sampurna<sup>2</sup>, Yanti Lestari Pujiastuti<sup>3</sup>,  
Siska Hestiana<sup>4</sup>

Universitas Muhammadiyah Sukabumi, Indonesia

Email: rdmdanial043@ummi.ac.id<sup>1\*</sup>, rizkicdn@ummi.ac.id<sup>2</sup>, yantilp@ummi.ac.id<sup>3</sup>,  
siskahestiana@ummi.ac.id<sup>4</sup>

### Abstract

*This paper studies the Work Ability of Indonesian migrant workers in Taiwan. The workability of these migrant workers is very low due to factors such as lack of appropriate training, knowledge mismatch, cultural and language challenges, non-ideal working conditions, lack of competency development, and mental and physical welfare problems. To increase the Work Ability of migrant workers, good training and knowledge management is needed. The influence of the Training and Knowledge Management program will be significant and optimal in increasing the Work Ability of migrant workers if it is through increasing Competency. This study used quantitative methods and was conducted on 210 migrant workers as respondents. The results of this study show that training has no direct effect on increasing the workability of migrant workers. However, training influences Work Ability through Competency. Knowledge Management has a direct impact on increasing Work Ability. However, Competency does not mediate the influence of Knowledge Management on Work Ability. This means that the training program will be useful in increasing Work Ability if it is mediated by increasing Competency. Good Knowledge Management can directly increase the Work Ability of migrant workers without having to increase Competency.*

**Keywords:** training, knowledge management, competency, work ability

### INTRODUCTION

Indonesian migrant workers in Taiwan have become an inseparable part of the global labor market, making a substantial contribution to the economy in Indonesia and the country where they work, namely Taiwan. However, to maximize their contribution, it is necessary to address the complex challenges they face. Several important aspects to consider are how training, knowledge management, and competence can improve migrant workers' work abilities.

Improving work capabilities by participating in training programs and implementing knowledge management is a very important step to increase the capabilities of migrant workers before they return to their homeland. With thorough preparation, they can bring home the skills and knowledge needed to support economic growth in their home country. Here are several reasons why this preparation is vital: (1) Strengthening Capabilities: By evaluating and improving the capabilities of migrant workers, they will be better prepared to face challenges in the domestic labor market. This could include developing technical skills relevant to a particular sector or enhancing interpersonal skills essential for adapting to a diverse work environment; (2) Needs Based training: Training programs tailored to the needs of migrant workers will help them acquire new skills or hone the skills they already have. This includes training in areas such as technology, project management, or foreign languages, all of which can increase their competitiveness in the labor market; (3)

Implementation of Knowledge Management: By utilizing and sharing knowledge gained while working abroad, migrant workers can become agents of change in their own communities. Effective knowledge management allows them to transfer experiences and skills to colleagues, society, and even future generations; (4) Preparation for Reintegration: Capability preparation, training and knowledge management also prepare migrant workers for reintegration into the work and social environment in their country of origin. This makes it easier for them to adapt to new challenges and take advantage of available opportunities; (5) Contribution to Economic Development: By having the necessary skills and knowledge, migrant workers can contribute more effectively to economic development in their home countries. They can open their own businesses, work in emerging sectors, or even become mentors for the next generation. By paying attention to the importance of capability preparation, training and knowledge management, the government and related organizations can work together to organize appropriate and effective programs for migrant workers before they return to their home countries. This not only benefits individual migrant workers, but also the overall economic and social development of their home countries.

Increasing work ability is very important for Indonesian migrant workers in Taiwan before returning to Indonesia. Improving the skills of migrant workers is influenced by a number of factors. These factors consist of: (1) Challenges in the Work Environment. Migrant workers often face challenges in new work environments, which may require skills adjustments so that they can succeed and thrive in the new workplace (Burbar, 2021; Munch et al., 2021; Raziq & Maulabakhsh, 2015; Xia et al., 2022); (2) Competition in the Labor Market: Competition in the global labor market is increasingly fierce. Therefore, migrant workers need to have relevant and necessary skills to compete in the labor market (Dodini et al., 2022; Haller & Heuermann, 2020; Schøne & Strøm, 2021; Webber & Webber, 2022); (3) Specific Needs of Industries and Sectors: Each industry and sector has specific needs for skills and knowledge. Therefore, improving the skills of migrant workers must be tailored to the specific needs of the industry or sector where they work (Rikala et al., 2024; Yahya et al., 2020); (4) Technological Development and Innovation: Technological development and innovation can change the dynamics in the workplace. Therefore, migrant workers need to continue to improve their skills in order to adapt to these changes (Hakim et al., 2023; Talukder, 2012; Zirar, 2023); (5) Personal and Professional Ambitions: Every individual has different career goals and ambitions. Therefore, improving work skills is often driven by the desire to achieve personal and professional goals, such as increasing income or achieving a promotion (Hirschi & Spurk, 2021). By considering these factors, migrant workers can plan and implement measures to improve their skills effectively. This will help them overcome workplace challenges, compete in the global labor market, and better achieve their career goals.

Work Ability must be supported and strengthened by a good and correct training program. Training programs for migrant workers must be specifically tailored to the challenges they face in different workplaces. The types of training that may be needed include: (1) Language Training: The ability to communicate fluently in the local language in a new workplace is very important so that migrant workers can interact with co-workers,

superiors and customers. Intensive language training can help them feel more confident in communicating and understand instructions better (Akhmatovich, 2021; Hahm & Gazzola, 2022); (2) Technical Skills Training: Training programs that focus on developing technical skills relevant to the industry or sector in which they work are needed. This may include training on the use of special software or equipment, production techniques, or other skills needed to perform job duties well (Diyanti & Swasti, 2023; Pinto et al., 2020; Sabura Banu, 2020); (3) Interpersonal Skills Training: In addition to technical skills, migrant workers must also develop interpersonal skills such as communication, leadership, teamwork, and problem solving. This training helps them adapt to diverse work environments and improve their interpersonal skills (Begum & Bisaria, 2024); (4) Occupational Safety and Health Training: Migrant workers need to understand the safety and health risks associated with their work, as well as ways to reduce these risks. Training on the use of personal protective equipment, work safety procedures and emergency measures is important to maintain their well-being at work (Dahl et al., 2022; Geertshuis et al., 2011; Susilo & Kasmir, 2022); (5) Employment Rights Training: Migrant workers should know their employment rights, including wages, working hours, leave, and protection from discrimination and exploitation. Training on employment law and labor rights can help them understand and fight for their rights effectively (Binaku & Ismajli, 2024; Hamid, 2021); (6) Financial Management and Future Planning Training: Managing finances wisely and planning for the financial future are important skills for migrant workers. Training on personal financial management, investment, and retirement planning can help them build financial stability in the future (Cahaya Suci et al., 2022; Choudhary & Jain, 2023; Ruscitasari et al., 2022; Sudhin et al., 2024). Thus, comprehensive and diversified training programs can help migrant workers develop the skills and knowledge they need to succeed in their new work environment, as well as make a positive contribution to the economic development of their own and the host country.

A migrant worker must also have good knowledge management to be able to improve work abilities. Well-managed knowledge by migrant workers must involve a number of aspects that help them manage relevant information in various work environments. Below are several elements of knowledge management that are crucial for migrant workers: (1) Understanding of Industry and Regulations: It is important for migrant workers to have a deep understanding of the industry in which they work, including industry trends, work processes and applicable regulations. . This helps them adapt and carry out tasks efficiently in the new workplace (Saniuk et al., 2023); (2) Knowledge Sharing Skills: Skills in sharing information and experiences with fellow colleagues are an integral part of knowledge management. Migrant workers must be able to convey information clearly and effectively to their colleagues, and be ready to learn from other people's experiences (Ahmad & Karim, 2019; Leksono, 2024; Rajapathirana & Hui, 2018; Yeboah, 2023); (3) Utilization of Information Technology: Skills in using information technology to access, store and share information are very important (Ninaus et al., 2021; Nteraction & Koekemoer, 2016). They must be proficient in using a variety of applications and software commonly used in their work environment to increase productivity and collaboration; (4) Understanding

Organizational Culture: Understanding the values, norms and practices that exist in an organization's work culture is crucial. Migrant workers must be able to adapt to their organizational culture in order to integrate well in teams and achieve common goals (Copuš et al., 2019; Syafii et al., 2015); (5) Independent Learning Ability: The ability to learn independently and adapt to change is the key to success for migrant workers. They must have the initiative to seek and exploit learning opportunities to improve their knowledge and skills (Huynh et al., 2019); (6) Language and Communication Skills: The ability to communicate well in the local language and understand the communication culture is very important. They must be able to interact with coworkers, superiors, and customers effectively to carry out their duties successfully (Alshurideh et al., 2023). By having a solid knowledge management system, migrant workers can more easily adapt to new work environments, increase productivity, and make a meaningful contribution to the success of the organizations where they work.

Competence is also very important for migrant workers to improve their work abilities. Competency refers to various aspects or attributes that reflect a person's ability to complete tasks or work effectively. Below are several competency elements commonly used in human resource development: (1) Specific Knowledge: The ability to understand and apply knowledge relevant to a particular field or industry, such as technical expertise, operational procedures, or technological principles (Ek Styvén et al., 2022); (2) Thinking Skills: The ability to think analytically, critically and creatively in dealing with complex situations. This includes abilities in sound decision making, problem solving, and strategic planning (Demerouti, 2023); (3) Human Interaction: The ability to communicate and interact effectively with others. These include abilities in verbal and non-verbal communication, empathy, teamwork, and the development of positive interpersonal relationships (Alaassar et al., 2020; Andersson & Gadolin, 2020); (4) Resource Management: The ability to manage time, energy, and other people efficiently. These include leadership, delegation, decision-making, and conflict resolution skills (Cachón-Rodríguez et al., 2022; Martín-Alcázar et al., 2023); (5) Learning and Adaptability: The ability to continuously learn, adapt and develop in a changing work environment. It involves receiving feedback, addressing obstacles, and pursuing new learning opportunities (Rudolph & Lavigne, 2016); (6) Self-Understanding: The ability to recognize personal strengths, weaknesses, values, and motivations. These include self-reflection skills, emotion management, and self-confidence development (Bullini Orlandi et al., 2024); (7) Professional Ethics: Ability to act with integrity, honesty and responsibility in all aspects of work. This involves the application of personal ethical principles and adherence to professional codes of conduct (Bocean et al., 2022; Sapada et al., 2017); (8) Initiative and Independence: Ability to take initiative, work independently, and handle challenges with minimal supervision. These include intrinsic motivation, being proactive in finding solutions, and taking measured risks (Tingo & Mseti, 2022); (9) Flexibility and Adaptability: The ability to adapt to change, new situations, or changing demands. This involves flexibility in thinking, acting, and designing work strategies (Handiyanto et al., 2023; Sabuhari et al., 2020); (10) Communication Skills: The ability to convey information clearly, persuasively and effectively to various parties. This includes the

ability to listen actively, convey messages appropriately, and use appropriate communication media (Sumaiya et al., 2022). Developing these competency dimensions is an important step in preparing individuals to overcome challenges and achieve success in various work contexts.

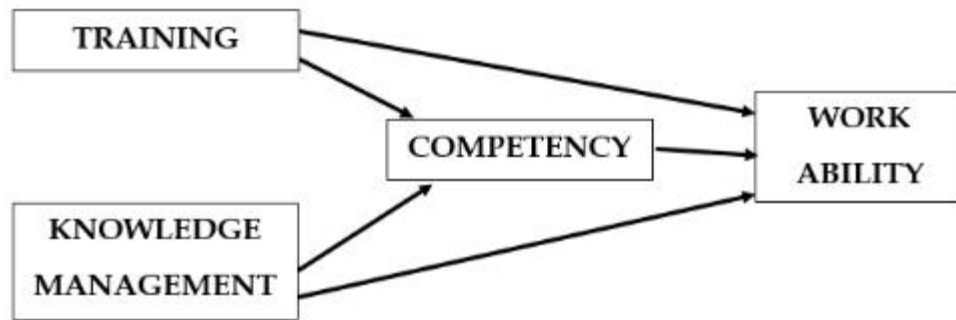
So, the availability of training and knowledge management programs can significantly improve the quality of work of migrant workers. When they receive training tailored to their needs and can access information relevant to their jobs, they will likely become more skilled at carrying out their duties. However, their superiority in work ability will increase if they have solid competencies. This competency includes various aspects such as technical skills, interaction skills, flexibility, and integrity, which will strengthen their overall performance. Therefore, a combination of training, knowledge management and competency development will form a strong foundation for migrant workers to achieve success and thrive in a diverse work environment.

## **METHOD**

This research or study uses quantitative methods with an associative approach. An associative approach is used to connect one variable to another variable. In this study there are four variables, namely: Training and Knowledge Management as independent variables, Work Ability as the dependent variable, and Competency as the mediator variable. The analysis for this research is Path Analysis using statistical tools in the form of SPSS. The total population is 83,216 migrant workers in Taiwan, with a sample size of 210 migrant workers. Primary data was obtained through distributing questionnaires to 210 respondents. The questionnaire has gone through a validity and reliability testing process. The validity test results show that the lowest calculated r value is 0.516 and the highest calculated r value is 0.747. All question items in the questionnaire show valid status because all r calculations show a value greater than 0.138 (as the r table for 200 samples with a significance level of 5%). Meanwhile, for the reliability test, all variables show reliable results. The Training variable has a value of 0.903, the Knowledge Management variable has a value of 0.891, the Competency variable has a value of 0.933 and the Work Ability variable has a value of 0.904. If the Cronbach's alpha value is  $> 0.6$ , then it is reliable. All reliability test results show more than 0.6, so all variables are declared reliable.

## **RESULTS AND DISCUSSIONS**

This research wants to find an answer to whether the influence of training on work ability is mediated by competency. This research also wants to find answers to whether Competency mediates the influence of Knowledge Management on Work Ability. The framework of this research is depicted in the image below:



**Figure 1.** Research Framework

To get answers to the research questions above, below we will explain the process and stages.

**Path Coefficient of Model 1: TN and KM on CP**

The influence of Training (TN) and Knowledge Management (KM) on Competency (CP) needs to be tested statistically. The results of statistical testing can be seen in the table below:

**Table 1.** Model Summary of TN and KM on CP

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.824 <sup>a</sup>	.678	.675	3.278

a. Predictors: (Constant), Knowledge Manag, Training

Based on the results of the Model Summary above, the relationship between variables in the regression equation can be seen. This can be seen in the R-Square column. The R-Square value in this table shows a value of 0.678 or 67.8%. This value means that the influence of Training and Knowledge Management on Competency is 67.8%. The remaining 32.2% is influenced by other variables outside the model. The relationship between these variables can be said to be "good" because the R-Square value is above 50%.

**Table 2.** Coefficients of TN and KM on CP

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.403	2.321		1.035	.302
	Training	.629	.063	.594	9.974	.000
	Knowledge Manag	.304	.065	.278	4.674	.000

a. Dependent Variable: Competency

The results of the Coefficient are used to determine the regression equation and the influence of the independent variable on the dependent variable partially or individually. The

results of the Coefficient can also be used to predict the rise and fall of the dependent variable relative to the independent variable.

The regression equation for the research results above is:

$$Y' = b_0 + b_1X_1 + b_2X_2$$

$$Y' = 2.403 + 0.629X_1 + 0.304X_2$$

**Analysis:**

Constant  $b_0 = 2.403$

This means that if the value for Training and Knowledge Management is 0, then Competency will have a positive value (or the value will increase).

Coefficient  $b_1 = 0.629$

This means that if the Knowledge Management value remains the same and Training is increased by 1, then Competency will increase by 0.629.

Coefficient  $b_2 = 0.304$

This means that if the Training value remains the same and Knowledge Management is increased by 1, then Competency will increase by 0.304.

Based on the table above, the results are  $Sig < Research\ Alpha$  ( $0.000 < 0.05$ ), meaning that  $H_0$  is rejected. In other words, training partially has a significant effect on Competency. Likewise, Knowledge Management partially has a significant effect on Competency.

**Path Coefficient of Model 2: TN, KM, and CP on WA**

The influence of Training (TN), Knowledge Management (KM) and Competency (CP) on Work Ability (WA) needs to be tested statistically. The results of statistical testing can be seen in the table below:

**Table 3.** Model Summary of TN, KM, and CP on WA

Model Summary				
Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.977 <sup>a</sup>	.954	.953	1.143

a. Predictors: (Constant), Competency, Knowledge Manag, Training

Based on the results of the Model Summary above, the relationship between variables in the regression equation can be seen. This can be seen in the R-Square column. The R-Square value in this table shows a value of 0.954 or 95.4%. This value means that the influence of Training, Knowledge Management and Competency on Work Ability is 95.4%. The remaining 4.6% is influenced by other variables outside the model. The relationship between these variables can be said to be "good" because the R-Square value is above 50%.

**Table 4.** Coefficients of TN, KM and CP on WA  
**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.701	.812		2.096	.037
	Training	.005	.027	.005	.190	.849
	Knowledge Manag	.248	.024	.247	10.413	.000
	Competency	.716	.024	.778	29.528	.000

a. Dependent Variable: Work Ability

Based on the table above, the results of Training for Work Ability are  $Sig > Research\ Alpha$  ( $0.849 > 0.05$ ). This means that  $H_0$  is accepted. In other words, partial training has no effect on work ability.

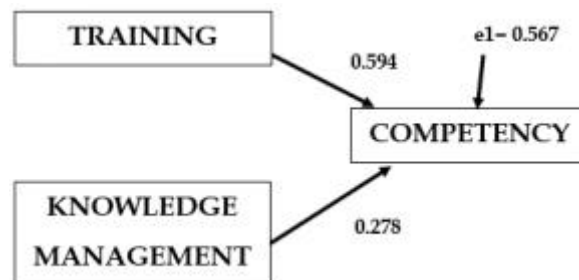
Meanwhile, Knowledge of Work Ability results are  $Sig < Research\ Alpha$  ( $0.000 < 0.05$ ). This means that  $H_0$  is rejected. In other words, Knowledge Management partially has a significant effect on Work Ability. Likewise, Competency partially has a significant effect on Work Ability.

**Calculating Path Coefficient: TN and KM on WA mediated by CP**

At this stage, the path coefficients of model 1 and model 2 will be calculated. The calculation process is as follows:

**1. Path Coefficient of Model 1**

- Referring to the output of Regression Model 1 in the Coefficients table, it can be seen that the significance value of the two variables, namely  $TN = 0.000$  and  $KM = 0.000$ , is smaller than  $0.05$ . These results provide the conclusion that model 1 regression, namely the TN and KM variables, has a significant effect on CP.
- The R square value in the Model Summary table is  $0.678$ . This shows that the contribution of TN and KM to CP is  $67.8\%$ . Meanwhile, the remaining  $32.2\%$  was contributed by other variables not included in the research. Meanwhile, the value of  $e1$  can be found using the formula  $\sqrt{1-0.678} = 0.567$ . Thus, the path diagram for structure model 1 is obtained as follows:



**Figure 2.** Path Diagram of Structural Model 1



## 2. Path Coefficient of Model 2

- Based on the regression output of model 2 in the Coefficients table, it is known that the significance value of the three variables is  $TN = 0.849$  which is greater than 0.05. Meanwhile,  $KM = 0.000$  and  $CP = 0.000$  are smaller than 0.05. These results provide the conclusion that regression model 2, namely the TN variable, has no effect on WA. Meanwhile, KM and CP have a significant effect on WA.
- The R Square value in the Model Summary table is 0.954. This shows that the contribution of TN, KM and CP to WA is 95.4%. Meanwhile, the remaining 4.6% is the contribution of other variables not studied. Meanwhile, the value of  $e2 = \sqrt{(1 - 0.954)} = 0.214$ . Thus, the path diagram for structure model 2 is obtained as follows:

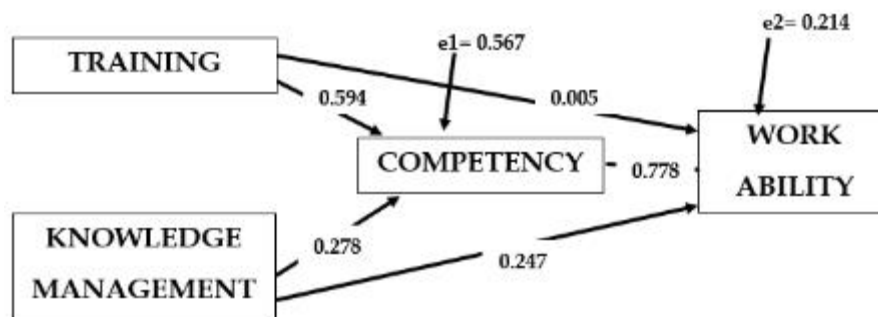


Figure 3. Path Diagram of Structural Model 2

## Hypothesis Testing Stage

The hypothesis testing stage is a series of procedures used to check the validity of an assumption or statement (hypothesis) about a population using sample data. The following are the steps applied in the hypothesis testing process for this research:

1. Analysis of the influence of TN on CP. From the above analysis, the TN significance value is  $0.000 < 0.05$ . So it can be concluded that there is a direct significant influence of TN on CP. The impact of training on increasing worker competency can be explained as follows (Cik et al., 2021; Muslih, 2021): (1) Through training, workers have the opportunity to gain new knowledge and develop the competency needed to do their work more effectively. This could be a better understanding of work procedures, the latest technology, or current methods in their industry; (2) By increasing knowledge and competency, workers can carry out their duties better. Appropriate training can help increase their productivity, reduce error rates, and improve the overall quality of work; (3) When workers feel more confident in carrying out their tasks and feel more skilled in their work, this can increase their job satisfaction. Good training can help them feel appreciated and recognized for their efforts in developing competency; (3) Through training, workers can be introduced to new ideas, new techniques, or new approaches to solving problems. This can encourage innovation and creativity in the workplace as workers feel more confident to try new things and think outside conventional boundaries; (4) Workers who feel they have the opportunity to develop and grow in their work tend to be more loyal and tend to stay with the company longer. Therefore, effective training

can help reduce employee turnover rates. Overall, the impact of training on increasing worker competency is very important in creating a productive, innovative and satisfying work environment for workers.

2. Analyze the influence of KM on CP. From the analysis above, the KM significance value is  $0.000 < 0.05$ . So it can be concluded that there is a direct, significant influence of KM on CP (Nasikhin & Danila, 2018). Knowledge management is the process of managing the collection, storage, sharing and management of relevant knowledge within an organizational entity. When implemented effectively, knowledge management has the potential to increase worker competency. The explanation is as follows: (1) With knowledge management, workers have easy access to information that is in accordance with their responsibilities and duties. This helps them make better decisions and carry out their tasks efficiently; (2) Knowledge management allows workers to take advantage of the experience and knowledge accumulated in the organization. They can access best practices, case studies, or lessons learned from previous projects, which can help them develop their skills and knowledge; (3) With effective knowledge management, organizations can reduce repetition of efforts and avoid losing valuable knowledge when workers leave or move from the organization. This allows organizations to continue operating efficiently and innovatively; (4) Knowledge management facilitates collaboration between individuals and teams. By sharing knowledge and experience, workers can support each other and create an inclusive and collaborative work atmosphere; (5) By having access to diverse and broad knowledge, workers are more likely to be creative and innovative in solving complex problems. They can combine ideas and apply new approaches to solve these challenges. Overall, knowledge management can improve workers' competency by ensuring that they have access to relevant knowledge, can learn from experiences with the organization, and can collaborate effectively with their colleagues.
3. Analyze the influence of TN on WA. From the above analysis, the TN significance value is  $0.849 > 0.05$ . So it can be concluded that there is no direct influence of TN on WA. Training does not directly affect work ability because the focus is on strengthening individual competency. This means training helps acquire or improve the skills necessary to perform the job better. Thus, increasing work ability occurs through increasing competence resulting from training. As a result, competence acts as an intermediary between training and increasing work ability, because training indirectly influences work ability by increasing individual competence.
4. Analyze the influence of KM on WA. From the analysis above, the KM significance value is  $0.000 < 0.05$ . So it can be concluded that there is a direct, significant influence of KM on WA (Alyoubi et al., 2018). Knowledge Management (KM) plays an important role in workers' work ability because it involves the process of managing individual, group or organizational knowledge to improve performance and achieve goals. This means that: (1) KM helps workers access information and knowledge relevant to their work, increasing work efficiency and effectiveness; (2) KM encourages a culture of continuous learning in the work environment, enabling workers to continue to learn and

develop, and improve their competence and work abilities; (3) KM facilitates collaboration between individuals and teams, strengthens relationships between team members, and increases their ability to achieve common goals; (4) KM creates an environment that supports innovation by utilizing existing knowledge and encouraging collaboration between workers, so that organizations can produce new ideas and creative solutions; (5) With a good KM system, workers can avoid duplication of effort and errors, increase work efficiency and reduce the risk of errors; (6) KM assists in developing individual and organizational capacity with a focus on managing and sharing knowledge, so that workers can develop the necessary skills and competencies; (7) KM enables organizations and workers to adapt to rapidly changing business environments by providing access to relevant knowledge. Thus, implementing effective KM practices can significantly improve workers' employability through increasing access to knowledge, collaboration, innovation, and adaptation to change.

5. Analyze the influence of CP on WA. From the above analysis, the CP significance value is  $0.000 < 0.05$ . So it can be concluded that there is a direct, significant influence of CP on WA (Effendi et al., 2024; Wijayanto & Riani, 2021). Competency is crucial in improving workers' work abilities because it includes a combination of knowledge, skills, attitudes and personal character needed to complete tasks effectively. Competency can influence workers' work ability because of the following: (1) Competency involves mastery of the knowledge and skills needed to complete tasks with efficiency and effectiveness. Workers who have relevant competencies will be better prepared to face challenges in brand work; (2) Competency also includes the ability to continue learning and adapting to changes in the work environment. Workers who have these abilities will be better prepared to deal with changes in tasks, technology, or work processes; (3) Competency also includes skills in solving problems. Workers who are adept at solving problems will be better able to overcome obstacles that arise in their work; (4) Competency also includes the ability to communicate well. Workers who are able to communicate clearly and effectively will be more successful in working in teams, completing projects well, and interacting with customers or business partners; (5) Competency also includes the ability to manage time and effective leadership. Workers who are able to manage time well and lead teams effectively will be more likely to achieve the desired goals and results; (6) Workers who have competencies appropriate to their tasks tend to be more motivated and satisfied with their work. This can improve their work ability because they are more motivated to do a good job. Therefore, the right competencies are very important in determining workers' work abilities because they influence their ability to complete tasks well, adapt to changes, and achieve desired results.
6. Analyze the influence of TN on WA through CP. It is known that the direct influence that TN has on CP is 0.005. Meanwhile, the indirect effect of TN on WA through CP is the multiplication of the Beta value of TN on CP with the Beta value of CP on WA, namely:  $0.594 \times 0.778 = 0.462$ . So the total influence that TN has on WA is the direct influence plus the indirect influence, namely:  $0.005 + 0.462 = 0.467$ . Based on the

calculation results above, it is known that the direct influence value is 0.005 and the indirect influence is 0.462. This means that the indirect influence value is greater than the direct influence value. This shows that indirectly TN through CP has a significant influence on WA. The meaning of this statement is that competency functions as a link between the training received by workers and the work abilities they have. Training is provided to workers to improve the understanding, skills and attitudes needed to carry out their work. However, the success of training in improving work abilities does not only depend on the fact that the training has been carried out, but also the extent to which the competencies obtained from the training can be applied in the context of daily work. Thus, competency acts as an intermediary between the training received and increased work ability. The better the competencies obtained from training can be applied in work situations, the greater the likelihood that the worker's employability will increase. In other words, competency functions as a link between training and increasing desired work abilities.

7. Analyze the influence of KM on WA through CP. It is known that the direct influence that KM has on CP is 0.247. Meanwhile, the indirect effect of KM on WA through CP is the multiplication of the Beta value of KM on CP with the Beta value of CP on WA, namely:  $0.278 \times 0.778 = 0.216$ . So the total influence that KM has on WA is the direct influence plus the indirect influence, namely:  $0.247 + 0.216 = 0.463$ . Based on the calculation results above, it is known that the direct influence value is 0.247 and the indirect influence is 0.216. This means that the indirect influence value is smaller than the direct influence value. This shows that indirectly KM via CP does not have a significant influence on WA. In essence, competency does not act as a link between knowledge management and work ability. Knowledge management is used to organize the knowledge possessed by individuals, teams, or organizations in order to improve performance and achieve certain goals. However, in some situations, individual competence is not necessary as a mediator between knowledge management practices and their employability. For example, even if an organization has a solid knowledge management system, the presence of relevant competencies in individuals is not always the link between knowledge management practices and their employability. This means that, even though there is access to knowledge stored in the knowledge management system, success in improving employability does not depend on competency mediation. In this context, the importance of having abilities that match existing knowledge is emphasized. In other words, not only is access to knowledge necessary, but also the ability to apply it effectively in everyday work situations.

## CONCLUSION

The results of this research provide several conclusions as follows:

1. Training has no direct effect on increasing the Work Ability of migrant workers. However, training influences Work Ability through Competency. This means that the training program will be useful in increasing Work Ability if it is mediated by increasing Competency. Thus, increasing work ability occurs through increasing competence

resulting from training. As a result, competence acts as an intermediary between training and increasing work ability, because training indirectly influences work ability by increasing individual competence.

2. Knowledge Management has a direct effect on increasing Work Ability. However, Competency does not mediate the influence of Knowledge Management on Work Ability. This means that good Knowledge Management can directly increase the Work Ability of migrant workers without having to increase Competency. Knowledge management can have a direct positive impact on migrant workers' performance without having to upgrade their qualifications. In this context, efficient knowledge management refers to an organization's ability to manage and optimize the use of knowledge in order to improve performance and achieve set goals. In short, organizations have effective systems, procedures and practices for managing knowledge aspects. It can be concluded that even if the qualification level of migrant workers remains the same, effective knowledge management can directly improve their performance. This can happen by ensuring that relevant and necessary knowledge is available to migrant workers when needed, and also by encouraging learning and collaboration processes between them. Therefore, emphasis is placed on the importance of effective knowledge management in improving the performance of migrant workers without having to change their qualification level. This highlights that access to appropriate and supportive knowledge, as well as a work environment that facilitates learning and collaboration, can directly improve migrant worker performance.

## REFERENCES

- Ahmad, F., & Karim, M. (2019). Impacts of knowledge sharing: a review and directions for future research. *Journal of Workplace Learning*, 31(3), 207–230. <https://doi.org/10.1108/JWL-07-2018-0096>
- Akhmatovich, E. Z. (2021). The role of a foreign language in world development. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(3), 824–828. <https://doi.org/10.5958/2249-7137.2021.00698.4>
- Alaassar, A., Mention, A. L., & Aas, T. H. (2020). Exploring how social interactions influence regulators and innovators: The case of regulatory sandboxes. *Technological Forecasting and Social Change*, 160(November 2019). <https://doi.org/10.1016/j.techfore.2020.120257>
- Alshurideh, M. T., Al Kurdi, B., Alzoubi, H. M., Akour, I., Obeidat, Z. M., & Hamadneh, S. (2023). Factors affecting employee social relations and happiness: SM-PLUS approach. *Journal of Open Innovation: Technology, Market, and Complexity*, 9(2), 100033. <https://doi.org/10.1016/j.joitmc.2023.100033>
- Alyoubi, B., Hoque, M. R., Alharbi, I., Alyoubi, A., & Almazmomi, N. (2018). Impact of Knowledge Management on Employee Work Performance: Evidence from Saudi Arabia. *The International Technology Management Review*, 7(1), 13. <https://doi.org/10.2991/itmr.7.1.2>
- Andersson, T., & Gadolin, C. (2020). Understanding institutional work through social

- interaction in highly institutionalized settings: Lessons from public healthcare organizations. *Scandinavian Journal of Management*, 36(2), 101107. <https://doi.org/10.1016/j.scaman.2020.101107>
- Begum, B., & Bisaria, G. (2024). *A Study On Impact Of Interpersonal Relationships On Quality Of Work Life : Special Reference To Educational Sector In Kanpur*. 30(4), 5900–5909. <https://doi.org/10.53555/kuey.v30i4.2312>
- Binaku, M., & Ismajli, S. (2024). the Respect for the Rights of Employees in the Private and Public Sectors: Evidence From a Developing Economy. *Corporate Law and Governance Review*, 6(1), 77–84. <https://doi.org/10.22495/clgrv6i1p8>
- Bocean, C. G., Nicolescu, M. M., Cazacu, M., & Dumitriu, S. (2022). The Role of Social Responsibility and Ethics in Employees' Wellbeing. *International Journal of Environmental Research and Public Health*, 19(14). <https://doi.org/10.3390/ijerph19148838>
- Bullini Orlandi, L., Veglianti, E., Zardini, A., & Rossignoli, C. (2024). Enhancing employees' remote work experience: Exploring the role of organizational job resources. *Technological Forecasting and Social Change*, 199(December 2023), 123075. <https://doi.org/10.1016/j.techfore.2023.123075>
- Burbar, M. Y. (2021). The Impact of Work Environment on Employees' Performance in Banking Sector in Palestine. *International Business Research*, 14(8), 85. <https://doi.org/10.5539/ibr.v14n8p85>
- Cachón-Rodríguez, G., Blanco-González, A., Prado-Román, C., & Del-Castillo-Feito, C. (2022). How sustainable human resources management helps in the evaluation and planning of employee loyalty and retention: Can social capital make a difference? *Evaluation and Program Planning*, 95(September). <https://doi.org/10.1016/j.evalprogplan.2022.102171>
- Cahaya Suci, S., Jandi Anwar, C., Mutia Zahara, V., & Adi Fahmi Ginanjar, R. (2022). Financial Literacy Improvement Through Family Financial Planning Management Training. *MOVE: Journal of Community Service and Engagement*, 1(6), 160–167. <https://doi.org/10.54408/move.v1i6.113>
- Choudhary, H., & Jain, H. (2023). Addressing Financial Exclusion through Financial Literacy training programs: a Systematic Literature Review. *Empirical Research in Vocational Education and Training*, 15(1), 1–18. <https://doi.org/10.1186/s40461-023-00147-9>
- Cik, A., Asdar, M., Anwar, A. I., & Efendi, S. (2021). Impact of Training and Learning Organization on Employee Competence and Its Implication on Job Satisfaction and Employee Performance of Bank in Indonesia. *Psychology and Education Journal*, 58(1), 140–156. <https://doi.org/10.17762/pae.v58i1.753>
- Copuș, L., Šajgalíková, H., & Wojčák, E. (2019). Organizational Culture and its Motivational Potential in Manufacturing Industry: Subculture Perspective. *Procedia Manufacturing*, 32, 360–367. <https://doi.org/10.1016/j.promfg.2019.02.226>
- Dahl, Ø., Rundmo, T., & Olsen, E. (2022). The Impact of Business Leaders' Formal Health and Safety Training on the Establishment of Robust Occupational Safety and Health

- Management Systems: Three Studies Based on Data from Labour Inspections. *International Journal of Environmental Research and Public Health*, 19(3). <https://doi.org/10.3390/ijerph19031269>
- Demerouti, E. (2023). Effective employee strategies for remote working: An online self-training intervention. *Journal of Vocational Behavior*, 142(December 2022), 103857. <https://doi.org/10.1016/j.jvb.2023.103857>
- Diyanti, E. W., & Swasti, I. K. (2023). The Effect of Technical Competence and Certification Training on Employee Performance at PT. Petrokopindo Cipta Selaras. *Indonesian Journal of Business Analytics*, 3(5), 1803–1814. <https://doi.org/10.55927/ijba.v3i5.5603>
- Dodini, S., Løken, K. V., & Willén, A. (2022). The Effect of Labor Market Competition on Firms, Workers, and Communities. *SSRN Electronic Journal*, November. <https://doi.org/10.2139/ssrn.4279300>
- Effendi, F., Tjahjono, H. K., & Widowati, R. (2024). Trend research of employee competence on employee performance using VOSviewer. *Multidisciplinary Reviews*, 7(1), 1–9. <https://doi.org/10.31893/multirev.2024005>
- Ek Styvén, M., Näppä, A., Mariani, M., & Natarajan, R. (2022). Employee perceptions of employers' creativity and innovation: Implications for employer attractiveness and branding in tourism and hospitality. *Journal of Business Research*, 141(December 2021), 290–298. <https://doi.org/10.1016/j.jbusres.2021.12.038>
- Geertshuis, S., Holmes, M., Geertshuis, H., Clancy, D., & Bristol, A. (2011). *Journal of Workplace Learning Emerald Article : Evaluation of workplace learning Article information : Evaluation of workplace learning*.
- Hahm, S., & Gazzola, M. (2022). The Value of Foreign Language Skills in the German Labor Market. *Labour Economics*, 76(December 2021). <https://doi.org/10.1016/j.labeco.2022.102150>
- Hakim, S., Laelawati, L. N., & Mardiana, R. (2023). *The Role of Digital Skills and Technological Innovation in Improving the Performance of Small and Medium Industries: Systematic Literature Review* (Vol. 1). Atlantis Press International BV. [https://doi.org/10.2991/978-94-6463-068-8\\_7](https://doi.org/10.2991/978-94-6463-068-8_7)
- Haller, P., & Heuermann, D. F. (2020). Opportunities and competition in thick labor markets: Evidence from plant closures. *Journal of Regional Science*, 60(2), 273–295. <https://doi.org/10.1111/jors.12460>
- Hamid, A. (2021). The application of the rights and obligations of workers during the Covid-19 outbreak in Indonesia. *International Journal of Business Ecosystem & Strategy* (2687-2293), 3(3), 26–37. <https://doi.org/10.36096/ijbes.v3i3.269>
- Handiyanto, C., Munaf, D., Suria, F., Syahrussa, I., & Astari, R. T. (2023). Adaptation of Flexible Working System to Support Team Productivity in Pandemic-Changing Situations. *Indonesian Business Review*, 6(1), 15. <https://doi.org/10.21632/ibr.6.1.15-33>
- Hirschi, A., & Spurk, D. (2021). Ambitious employees: Why and when ambition relates to performance and organizational commitment. *Journal of Vocational Behavior*,

- 127(April), 103576. <https://doi.org/10.1016/j.jvb.2021.103576>
- Huynh, T., Duong, M. H., Phan, T. T., Van Do, T., Do, T. T. T., & Nguyen, K. T. (2019). Team dynamics, leadership, and employee proactivity of Vietnamese firms. *Journal of Open Innovation: Technology, Market, and Complexity*, 5(1), 16. <https://doi.org/10.3390/joitmc5010016>
- Leksono, A. D. (2024). *The Impact of Knowledge Sharing on Knowledge Management Implementation in Improving Employee Performance*. Atlantis Press International BV. [https://doi.org/10.2991/978-94-6463-244-6\\_24](https://doi.org/10.2991/978-94-6463-244-6_24)
- Martín-Alcázar, F., Ruiz-Martínez, M., & Sánchez-Gardey, G. (2023). Research across disciplines: influence of human resource management practices. In *Management Decision* (Vol. 62, Issue 13, pp. 26–45). <https://doi.org/10.1108/MD-03-2023-0397>
- Munch, P. K., Nørregaard Rasmussen, C. D., Jørgensen, M. B., & Larsen, A. K. (2021). Which work environment challenges are top of mind among eldercare workers and how would they suggest to act upon them in everyday practice? Process evaluation of a workplace health literacy intervention. *Applied Ergonomics*, 90(November 2019). <https://doi.org/10.1016/j.apergo.2020.103265>
- Muslih. (2021). Effect of Training and Work Motivation on Employee Competence at Regional Office VI of Medan State Staffing Agency. *International Journal Reglement & Society (IJRS)*, 2(1), 127–130. <https://doi.org/10.55357/ijrs.v2i1.92>
- Nasikhin, M. A., & Danila, N. (2018). The Impact of Knowledge Management on Work Performance through the Employees' Competence: A Case Study of MP Bank. *Journal of Economics, Business, & Accountancy Ventura*, 20(3), 341–346. <https://doi.org/10.14414/jebav.v20i3.1135>
- Ninaus, K., Diehl, S., & Terlutter, R. (2021). Employee perceptions of information and communication technologies in work life, perceived burnout, job satisfaction and the role of work-family balance. *Journal of Business Research*, 136(August 2020), 652–666. <https://doi.org/10.1016/j.jbusres.2021.08.007>
- Nteraction, W. O. R. K. L. I., & Koekemoer, E. (2016). *The Increased Use of Information and Communication Technology (ICT) Among Employees: Implications for*. 19(2), 264–281.
- Pinto, L., Nunes, E., & Sousa, S. (2020). A framework to improve training and development of workers' technical skills: Effects on operational performance during company relocation. *Procedia Manufacturing*, 51(2019), 1806–1813. <https://doi.org/10.1016/j.promfg.2020.10.251>
- Rajapathirana, R. P. J., & Hui, Y. (2018). Journal of Innovation. *Journal of Innovation and Knowledge*, 3(1), 44–55.
- Raziq, A., & Maulabakhsh, R. (2015). Impact of Working Environment on Job Satisfaction. *Procedia Economics and Finance*, 23(October 2014), 717–725. [https://doi.org/10.1016/s2212-5671\(15\)00524-9](https://doi.org/10.1016/s2212-5671(15)00524-9)
- Rikala, P., Braun, G., Järvinen, M., Stahre, J., & Hämäläinen, R. (2024). Understanding and measuring skill gaps in Industry 4.0 — A review. *Technological Forecasting and Social Change*, 201(June 2023). <https://doi.org/10.1016/j.techfore.2024.123206>



- Rudolph, C. W., & Lavigne, K. N. (2016). Career Adaptability. *Journal of Vocational Behavior*, 1(314), 1–49. <https://www.sciencedirect.com/science/article/abs/pii/S0001879116300604?via%3Dihub>
- Ruscitasari, Z., Nurcahyanti, F. W., & Wibisono, D. (2022). Praktik Literasi Keuangan dalam Pengelolaan Usaha: Studi pada Pemilik UMKM di Kabupaten Bantul, Yogyakarta. *Jurnal Dinamika Akuntansi Dan Bisnis*, 9(1), 107–120. <https://doi.org/10.24815/jdab.v9i1.23620>
- Sabuhari, R., Sudiro, A., Irawanto, D. W., & Rahayu, M. (2020). The effects of human resource flexibility, employee competency, organizational culture adaptation and job satisfaction on employee performance. *Management Science Letters*, 10(8), 1777–1786. <https://doi.org/10.5267/j.msl.2020.1.001>
- Sabura Banu, U. (2020). Technical skill upgradation by project based learning and exposing to state-of-art technologies. *Procedia Computer Science*, 172, 950–953. <https://doi.org/10.1016/j.procs.2020.05.137>
- Saniuk, S., Caganova, D., & Saniuk, A. (2023). Knowledge and Skills of Industrial Employees and Managerial Staff for the Industry 4.0 Implementation. *Mobile Networks and Applications*, 28(1), 220–230. <https://doi.org/10.1007/s11036-021-01788-4>
- Sapada, A. F. A., Modding, H. B., Gani, A., & Nujum, S. (2017). The Effect of Organizational Culture and Work Ethics on Job Satisfaction and Employees Performance. *The International Journal of Engineering and Science (IJES)*, 6(12), 28–36. <https://doi.org/10.9790/1813-0612042836>
- Schøne, P., & Strøm, M. (2021). International labor market competition and wives' labor supply responses. *Labour Economics*, 70(January 2020). <https://doi.org/10.1016/j.labeco.2021.101983>
- Sudhin, M. S., Jha, R. S., Sudheer, K., Pradnya, M., Gaikwad, M., & Sumaiya, P. (2024). *Financial Management Strategies For Human Resource Development : Case Studies In Global Organizations*. 30(4), 4540–4548. <https://doi.org/10.53555/kuey.v30i4.2242>
- Sumaiya, B., Srivastava, S., Jain, V., & Prakash, V. (2022). The Role of Effective Communication Skills in Professional Life. *World Journal of English Language*, 12(3), 134–140. <https://doi.org/10.5430/wjel.v12n3p134>
- Susilo, R. A., & Kasmir, K. (2022). The Effect of Job Training, Work Motivation, Occupational Health and Safety (K3) on Employee Performance at Cibitung Medika Hospital. *Journal of Social Research*, 2(1), 234–243. <https://doi.org/10.55324/josr.v2i1.511>
- Syafii, L. I., Thoyib, A., Nimran, U., & Djumahir. (2015). The Role of Corporate Culture and Employee Motivation as a Mediating Variable of Leadership Style Related with the Employee Performance (Studies in Perum Perhutani). *Procedia - Social and Behavioral Sciences*, 211, 1142–1147. <https://doi.org/10.1016/j.sbspro.2015.11.152>
- Talukder, M. (2012). Factors affecting the adoption of technological innovation by

- individual employees: An Australian study. *Procedia - Social and Behavioral Sciences*, 40, 52–57. <https://doi.org/10.1016/j.sbspro.2012.03.160>
- Tingo, J., & Mseti, S. (2022). Effect of Employee Independence on Employee Performance. *International Journal of Engineering, Business and Management*, 6(2), 01–11. <https://doi.org/10.22161/ijebm.6.2.1>
- Webber, D. A., & Webber, D. (2022). Labor Market Competition and Employment Adjustment over the Business Cycle. *Journal of Human Resources*, 57(Special Issue 1), S87–S110. <https://doi.org/10.3368/jhr.monopsony.0119-9954R1>
- Wijayanto, B. K., & Riani, A. L. (2021). The Influence of Work Competency and Motivation on Employee Performance. *Society*, 9(1), 83–93. <https://doi.org/10.33019/society.v9i1.290>
- Xia, N., Ding, S., & Yuan, J. (2022). The impact of a challenging work environment: Do job stressors benefit citizenship behavior of project managers? *International Journal of Project Management*, 40(3), 205–217. <https://doi.org/10.1016/j.ijproman.2022.01.007>
- Yahya, M., Yasdin, Y., Muadz, A., Zulfikar Yusuf, A., & Rauf, B. (2020). *Analysis of industrial needs for job seekers*. 3, 50–56. <https://doi.org/10.32698/tech3235>
- Yeboah, A. (2023). Knowledge sharing in organization: A systematic review. *Cogent Business and Management*, 10(1). <https://doi.org/10.1080/23311975.2023.2195027>
- Zirar, A. (2023). Can artificial intelligence's limitations drive innovative work behaviour? *Review of Managerial Science*, 17(6), 2005–2034. <https://doi.org/10.1007/s11846-023-00621-4>