Original Research Article

Enhancing Employee Performance in Academic Libraries: The Mediating Role of HR Competencies and the Moderating Influence of Core Values in Indonesia

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Abstract: This study investigates the interplay between Human Resource (HR) Development, HR Competencies, ASN Core Values, and Employee Performance in the Library Unit of State University of Malang. Adopting a quantitative approach with Partial Least Squares - Structural Equation Modeling (PLS-SEM), the research examines the mediating role of HR Competencies and the moderating influence of ASN Core Values (Service Orientation, Accountability, Competence, Adaptability, and Collaboration). Findings reveal that HR Development significantly enhances HR Competencies but lacks direct influence on employee performance. Similarly, HR Competencies fail to mediate the relationship between HR Development and performance. Additionally, ASN Core Values do not significantly moderate the relationship between competencies and performance, suggesting insufficient internalization of these values within organizational practices. These results underscore the need for integrated HR strategies that align competencies with organizational culture and values to optimize employee performance. This study contributes to the theoretical and practical understanding of HR practices in public sector organizations, particularly within academic library settings.

Keywords: Human Resource Development, HR Competencies, ASN Core Values, Employee Performance, Academic Libraries, Public Sector.

I. INTRODUCTION

In the contemporary knowledge economy, human resource (HR) development has emerged as a critical determinant of organizational success. The effectiveness of HR strategies in enhancing employee performance has been widely acknowledged in both public and private sector organizations (Dessler, 2020). Human resource competencies serve as a bridge between developmental initiatives and actual workplace performance, as they translate acquired skills and knowledge into practical applications (Otoo, 2019). However, the impact of HR competencies on performance is not independent of contextual factors, such as organizational culture and core values (Ardiana *et al.,* 2016).

Within the public sector, the implementation of core values is essential for shaping employee behavior and ensuring service excellence (BKN, 2022). The Core Values of Civil Servants (ASN) in Indonesia—comprising Service Orientation, Accountability, Competence, Adaptability, and Collaboration—establish

a framework that guides workforce development and operational efficiency. These values are expected to strengthen the connection between HR competencies and employee performance, particularly in academic institutions, where service delivery and knowledge management are of utmost importance (Ministry of Administrative and Bureaucratic Reform of Indonesia-RB, 2021).

Despite extensive studies on HR development and its relationship with performance (Taufik & Badar, 2023; Otoo & Rather, 2024), limited research has explored the mediating role of HR competencies and the moderating influence of core values within library management settings. Libraries in higher education institutions play a pivotal role in supporting academic excellence and research productivity, necessitating highly competent personnel to manage resources efficiently (National Library of the Republic of Indonesia, 2023). The application of HR development strategies in academic libraries is, therefore, a crucial area of inquiry, particularly concerning the extent to

which core values moderate competency-driven performance outcomes.

Academic libraries are integral to higher education institutions, serving as hubs for knowledge dissemination, research support, and community engagement. The success of these libraries depends on the competencies and performance of their staff, making HRD a critical focus area (National Library of the Republic of Indonesia, 2023). According to the National Standards for Academic Libraries (SNPPT), libraries must adhere to specific guidelines for service delivery, resource management, and staff qualifications (Ministry of Education, Culture, Research, and Technology of Indonesia, 2023).

Research on HRD in library contexts highlights the importance of tailored training programs, competency development, and value-driven practices. Mierke (2016) identified that HRD practices in libraries significantly enhance staff capabilities, enabling them to adapt to technological advancements and user expectations. Furthermore, studies by Atika *et al*., (2024) and Hussain and Saddiqa (2024) emphasized the need for continuous professional development to meet evolving demands in library management and service delivery.

Despite these findings, gaps remain in understanding the specific mechanisms through which HRD influences library staff performance. Existing studies have focused primarily on general HRD practices, with limited attention to the role of competencies and core values in academic library settings. This gap underscores the need for further research to explore the interplay between HRD, competencies, and core values in enhancing library staff performance.

By addressing these research gaps, this study aims to deepen the understanding of HR development dynamics in public sector organizations, particularly within higher education institutions. The results will be valuable for policymakers, administrators, and HR professionals seeking to enhance employee performance through structured development programs and value-driven workforce management.

This study seeks to analyze the mediating role of HR competencies and the moderating effect of ASN Core Values on the relationship between HR development and employee performance at the Library Unit of State University of Malang. Employing a quantitative research approach with a Partial Least Squares - Structural Equation Modeling (PLS-SEM) method, this study aims to provide empirical insights into how HR strategies can be optimized within academic libraries. The findings will contribute both theoretically and practically by offering recommendations for competency-based HR development strategies aligned with institutional objectives.

II. LITERATURE REVIEW

1. Human Resource Development and Its Strategic Importance

Human Resource Development (HRD) is a systematic process aimed at enhancing individual, team, and organizational capabilities to meet strategic objectives. HRD encompasses various initiatives, including training, education, career development, and mentoring, which are instrumental in addressing skill gaps and fostering organizational growth (Dessler, 2020). Hasibuan (2009) emphasized that HRD involves efforts to improve technical, theoretical, conceptual, and moral capabilities, aligning employee competencies with job requirements. In public sector organizations, HRD plays a pivotal role in optimizing human capital to ensure efficient service delivery. The alignment of HRD practices with organizational goals enhances employee productivity and adaptability in dynamic work environments (Armstrong & Taylor, 2020). Studies by Otoo (2019) and Taufik and Badar (2023) revealed that effective HRD practices positively impact employee performance, particularly when they are tailored to address specific organizational challenges. However, Strengers *et al*., (2022) noted that HRD practices can fall short without the support of adaptive organizational cultures. This underscores the need for a strategic approach to HRD that integrates cultural and structural elements, enabling organizations to derive maximum benefits from their investments in human capital.

2. Competency as a Mediator in HRD

Competency is widely regarded as the foundation of employee performance. Defined as the combination of knowledge, skills, and attitudes required to perform tasks effectively, competencies are developed through targeted HRD initiatives (Wibowo, 2016). Ardiana *et al*., (2016) argued that competencies significantly influence the quality and productivity of employees, serving as a critical link between HRD and performance outcomes. Competency-based HRD frameworks have gained traction in both academia and practice. Otoo and Rather (2024) highlighted that competencies mediate the relationship between HRD practices and employee engagement, suggesting that skill acquisition and capability building are essential for achieving long-term organizational objectives. Similarly, Berhanu (2023) demonstrated that job satisfaction mediates the relationship between staff development and performance, reinforcing the role of competencies in bridging HRD efforts and employee outcomes. The effectiveness of competencies as mediators depends on several contextual factors. Bhardwaj and Kalia (2021) emphasized that organizational culture, leadership support, and alignment with strategic goals are critical for leveraging competencies to improve performance. This highlights the complexity of HRD implementation and the need for integrated approaches that address both individual and organizational dimensions.

3. Core Values as Moderators of HR Competencies

Core organizational values serve as guiding principles that shape employee behavior and decision-making. In the context of Indonesia's public sector, the Core Values of Civil Servants (ASN)—BerAKHLAK—comprise Service Orientation, Accountability, Competence, Adaptability, and Collaboration (BKN, 2022). These values are designed to instill professionalism, integrity, and a commitment to public service excellence. Research suggests that core values play a moderating role in the relationship between HR competencies and employee performance. Agustina and Sarikusumaningtyas (2024) found that implementing the ASN Core Values strengthens the link between competencies and performance, fostering a culture of accountability and collaboration. The study highlighted that values-driven behaviors, such as adaptability and

service orientation, enhance organizational resilience and responsiveness. In the other hand, Bhardwaj and Kalia (2021) cautioned that the presence of core values alone is insufficient to drive performance improvements. Without consistent reinforcement through leadership and organizational practices, core values risk becoming symbolic rather than operational. This underscores the importance of integrating core values into HRD initiatives and aligning them with organizational policies and procedures.

4. The Framework of Conceptual Research

The conceptual framework represents a depiction of reality that visualizes and forms a theory or idea about the relationship between the variables being studied. The interconnection between the variables used in this research can be illustrated as follows:
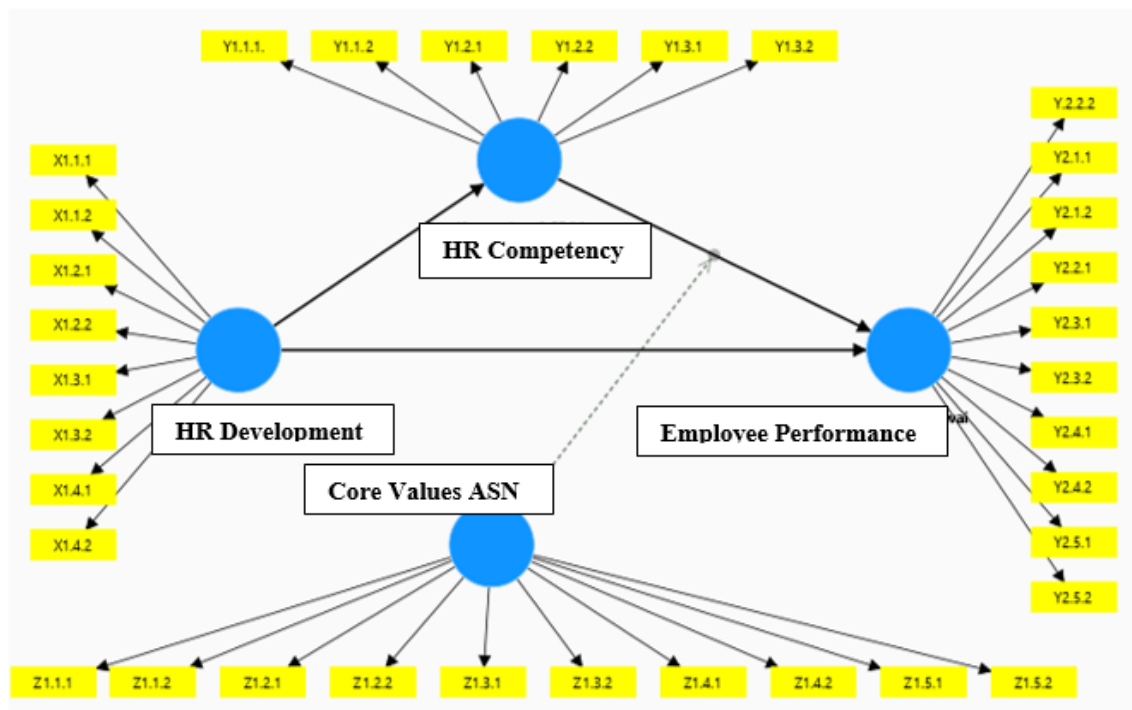

Fig. 1: The frame work of conceptual research

Table 1: Variables and indicators

Variable	Indicator
HR Development (X1)	Education and Training
	Non-Training Activities
	Study Assignments
	Promotion Opportunities
HR Competency (Y1)	Knowledge
	Skills
	Abilities
Core Values ASN (Z)	Service Orientation
	Accountability
	Competence
	Adaptability
	Collaboration

Employee Performance (Y2)	Quality of Work
	Quantity of Work
	Timeliness
	Attendance
	Interpersonal Impact

III. RESEARCH METHODOLOGY

1. Research Design

This study employs a quantitative causal research design to examine the relationships between HR Development, HR Competency, Core Values ASN, and Employee Performance at the Library Unit of State of University Malang. Using a survey-based methodology, data was collected through structured questionnaires with a five-point Likert scale to measure the perceptions of all 34 employees, leveraging a census sampling method for full representation. The research is grounded in a robust analytical framework, utilizing Partial Least Squares - Structural Equation Modeling (PLS-SEM) to explore both direct and indirect effects, including the mediating role of HR Competency and the moderating effect of Core Values ASN.

The design emphasizes a rigorous approach to evaluate the constructs through validated instruments and advanced statistical procedures. There are 17 indicators tested. The use of PLS-SEM enhances the study's ability to handle complex models with latent constructs and small sample sizes, making it suitable for analyzing the dynamics of HR practices in a public sector context. By addressing gaps in the literature, this research contributes empirical evidence on how HR Development and organizational values influence performance, providing practical insights for enhancing HR strategies in similar organizational settings.

IV. RESEARCH RESULTS

1. Respondents Profile

Tabel 2: Respondents Profile

Category	Subcategory	Frequency	Percentage (%)
Age	21–30 years	1	4%
	31–40 years	11	32%
	41–50 years	11	32%
	50–61 years	11	32%
Gender	Male	27	79.4%
	Female	7	20.6%
Education Level	High School	9	26.5%
	Diploma	3	8.8%
	Bachelor's Degree	20	58.8%
	Master's Degree	2	5.9%
Work Experience	≤ 5 years	1	2.9%
	5–10 years	5	14.7%
	10–15 years	6	17.6%
	≥ 15 years	22	64.7%

The respondent profile in the Table 2. Provides a detailed understanding of the demographic and professional characteristics of the teachers involved in the study. The gender distribution reveals a predominance of female teachers, who account for 117 respondents (62.9%), compared to their male counterparts, who represent 69 respondents (37.1%). This reflects the general trend of higher female representation in the teaching profession, particularly in secondary education.

In terms of age distribution, the majority of respondents fall within the 20-30 years and 31-40 years age groups, comprising 35.8% and 30.1% of the sample, respectively. Teachers aged 41-50 years constitute 25.3%, while those above 50 years, account for only 8.8%. This age composition suggests a workforce with a balanced mix of early-career, mid-career, and senior educators, contributing diverse perspectives and experiences to the profession.

Regarding educational qualifications, 95.1% of the respondents hold a Bachelor's degree (S1), highlighting a well-qualified teaching staff that meets the national educational standards for secondary school educators. However, only 4.9% of respondents have pursued a Master's degree (S2), indicating limited opportunities or incentives for advanced education among teachers in this region.

The employment status of respondents reflects notable variability in job security. Non-permanent teachers, commonly referred to as "honorer" staff, make up 39.7% of the sample, highlighting a significant reliance on contractual or temporary teaching staff. Permanent non-government teachers account for 35.2%, while government-appointed teachers (PNS/P3K)

represent 25.1%. The high proportion of non-permanent teachers raises concerns about job security and career progression, which could influence their overall job satisfaction and productivity.

Overall, the respondent profile paints a picture of a predominantly female, relatively young, and well-educated teaching workforce. However, challenges such as limited opportunities for advanced education and the prevalence of non-permanent employment emphasize the need for policy interventions to enhance job stability and professional growth opportunities for teachers in the region. These insights provide essential context for understanding the study's findings on job satisfaction, productivity, and related variables.

2. Descriptive Narration of Validity and Reliability Results

The analysis of mean values and loading factors in the Table above provides a comprehensive understanding of the variables and indicators in this study. The mean values reflect the perceptions of respondents regarding each indicator, while the loading factors confirm the validity of these indicators in measuring their respective constructs. The data provide in the Table 3. below:

Table 3: Mean and Loading Factor of Indicators

Variable	Indicator	Mean Score	Loading Factor
HR Development (X1)	Education and Training	4.28	0.811
	Non-Training Activities	4.44	0.788
	Study Assignments	4.36	0.845
	Promotion Opportunities	4.32	0.729
HR Competency (Y1)	Knowledge	4.41	0.785
	Skills	4.20	0.853
	Abilities	4.35	0.825
Core Values ASN (Z)	Service Orientation	4.33	0.760
	Accountability	4.39	0.750
	Competence	4.35	0.798
	Adaptability	4.38	0.734
	Collaboration	4.45	0.768
Employee Performance (Y2)	Quality of Work	4.32	0.742
	Quantity of Work	4.45	0.837
	Timeliness	4.27	0.799
	Attendance	4.25	0.778
	Interpersonal Impact	4.31	0.871

From the table 3 above, the mean scores for HR development indicators reflect a high level of agreement among respondents regarding the effectiveness of development initiatives. The Non-Training Activities indicator scored the highest (4.44) in terms of its perceived impact, supported by a significant loading factor (0.788). This suggests that activities such as informal mentoring or on-the-job learning play a crucial role in HR development. Study Assignments also demonstrated strong agreement (4.36) and the highest loading factor (0.845) within this variable, indicating its critical contribution to workforce development.

The competency indicators reveal a well-rounded perception of employee capabilities. Knowledge scored the highest (4.41) with a strong loading factor (0.785), signifying its foundational role in determining competency. However, Skills demonstrated the highest loading factor (0.853) despite having a slightly lower mean (4.20), emphasizing the technical and professional abilities that significantly contribute to overall competency.

Core Values of ASN are strongly endorsed by respondents, with Collaboration being the most impactful indicator (Mean: 4.45; Loading Factor: 0.768). This reflects the importance of teamwork and collective effort in enhancing organizational performance. Accountability also scored highly (4.39) with a moderate loading factor (0.750), highlighting the importance of transparency and responsibility in work practices.

The performance indicators reveal strong perceptions of effectiveness across all dimensions. The Quantity of Work indicator scored the highest (4.45) with a notable loading factor (0.837), underscoring the workforce's ability to meet targets efficiently. The Interpersonal Impact indicator demonstrated the highest loading factor (0.871) despite a slightly lower mean (4.31), indicating that relationship-building and positive interactions are key contributors to overall performance.

3. Validity and Reliability

The validity and reliability of the measurement model were assessed using Average Variance Extracted (AVE) and Composite Reliability (CR). These indicators are essential in determining the extent to which the constructs are reliable and valid for capturing the intended variables.

Table 4: AVE and Composite Reliability

Variable	AVE	Composite Reliability
HR Development (X1)	0.654	0.938
HR Competency (Y1)	0.610	0.903
Core Values ASN (Z)	0.557	0.926
Employee Performance (Y2)	0.649	0.948

The AVE (Average Variance Extracted) and Composite Reliability results demonstrate strong construct validity and reliability across all variables. The AVE values indicate the proportion of variance captured by each construct relative to the variance due to measurement error, with all variables exceeding the acceptable threshold of 0.50. For HR Development (X1), the AVE value of 0.654 signifies a high level of convergent validity, showing that the indicators effectively explain the construct. Similarly, HR Competency (Y1) achieves an AVE of 0.610, meeting the threshold and reflecting that the competency indicators provide an adequate representation of the variable. Core Values ASN (Z), with an AVE of 0.557, slightly exceeds the minimum requirement, indicating acceptable validity, though it is relatively weaker compared to the other constructs. Finally, Employee Performance (Y2) demonstrates robust convergent validity, with an AVE of 0.649, showing that the indicators explain a significant proportion of the construct variance.

In terms of Composite Reliability, all variables exhibit values well above the recommended threshold of 0.70, confirming high internal consistency among the measurement items. HR Development (X1) shows excellent reliability with a value of 0.938, indicating that the indicators consistently measure this construct. Similarly, HR Competency (Y1) achieves a strong reliability score of 0.903, reflecting the consistency of its indicators in capturing the intended concept. Core Values ASN (Z) demonstrates high reliability with a score of 0.926, suggesting that the indicators reliably measure the values framework. Employee Performance (Y2) displays outstanding reliability with the highest score of 0.948, underscoring the robustness and consistency of the indicators measuring employee performance.

Overall, the AVE and Composite Reliability results validate the constructs used in the study. While all variables meet the required thresholds for validity and reliability, Core Values ASN (Z), with a relatively lower AVE of 0.557, may benefit from further refinement to improve the representativeness of its indicators. Nevertheless, the results provide a strong foundation for further analysis, affirming that the measurement items are reliable and effectively capture the intended constructs. This ensures that the study's findings are supported by robust and credible measurement instruments.

4. Structure Analysis

In quantitative research, particularly in structural equation modeling (SEM), R-Square (R^2) and Q-Square (Q^2) values are critical metrics for evaluating the explanatory and predictive power of a research model. These metrics provide insights into how well the independent variables explain the variance in dependent variables and how accurately the model predicts future outcomes. The application of these measures ensures the robustness of the model, allowing researchers to draw meaningful conclusions and assess its practical implications. In this research R-square (R^2) and Q-square (Q^2) provide in the Table below:

Table 5: R-Square and Q-Square Values

Variable	R-Square (R^2)	Q-Square (Q^2)
HR Competency (Y1)	0.697	0.864
Employee Performance (Y2)	0.551	0.864

From the table 5. Above, the R-Square (R^2) values indicate the proportion of variance explained by the independent variables for each dependent variable in the model. The R^2 value of 0.697 for HR Competency (Y1) suggests that 69.7% of the variance in HR Competency can be explained by HR Development, indicating a strong predictive relationship. Meanwhile, the R^2 value of 0.551 for Employee Performance (Y2) signifies that HR Development, HR Competency, and Core Values ASN collectively explain 55.1% of the variance in Employee Performance. This moderate level of explanatory power suggests that while HR strategies significantly contribute to performance outcomes, other external factors such as organizational climate, leadership, and motivation may also play crucial roles.

The Q-Square (Q^2) values, which assess the predictive relevance of the model using the Stone-Geisser test, further validate the model's ability to predict outcomes. A Q^2 value greater than zero indicates that the model has strong predictive accuracy. Both HR Competency and Employee Performance have Q^2 values of 0.864, confirming that the structural model possesses high predictive relevance. This implies that the independent variables (HR Development and Core Values ASN) effectively contribute to the prediction of HR Competency and Employee Performance, making the model robust and reliable for real-world HR applications in public sector organizations.

5. Path Analysis

This study tested 5 hypotheses regarding the influence of the statistical results reveal that not all hypotheses are supported, with some relationships found to be insignificant based on path coefficients, T-values, and P-values.
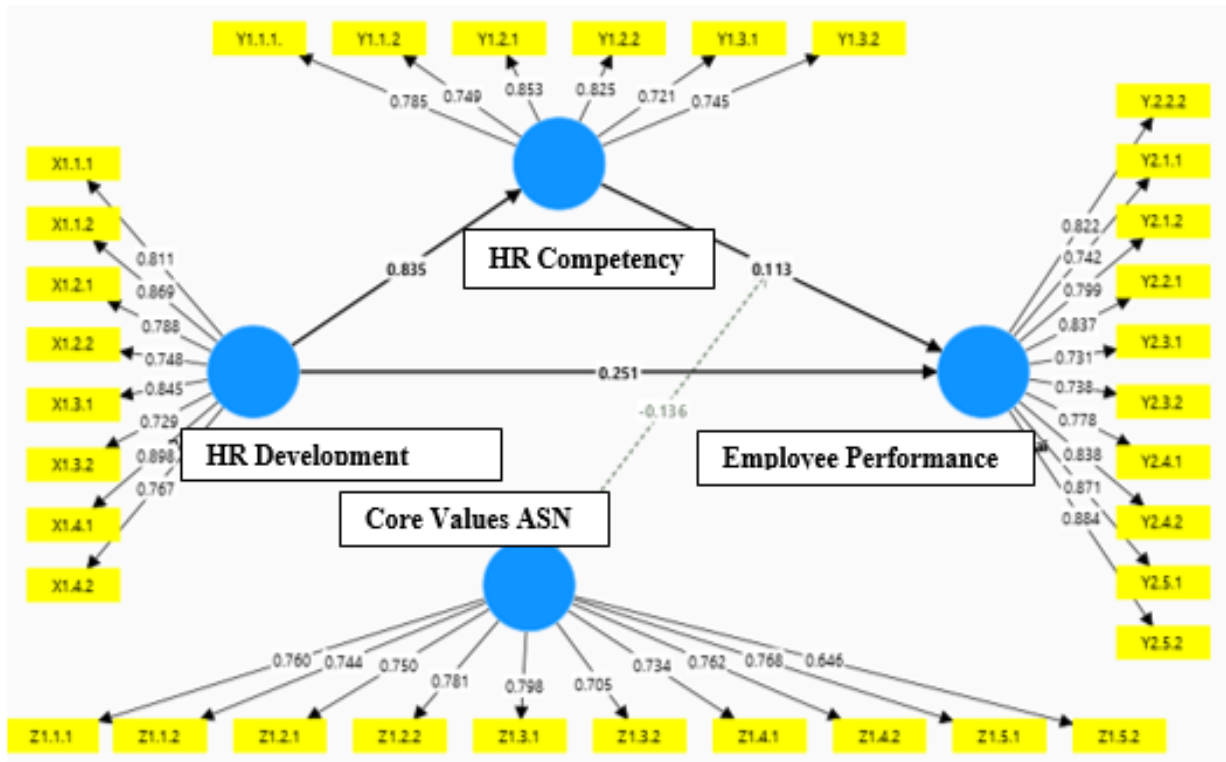

Fig 2. Hypothesis Result
Fig. 2: Hypothesis Result

Table 6: Hypothesis Testing Results

Hypothesis	Relationship	Path Coefficient	T-Value	P-Value	Significance	Hypothesis Status
H1	HR Development → Employee Performance	0.251	1.361	0.173	Not Significant	Rejected
H2	HR Development → HR Competency	0.835	9.136	0.000	Significant	Accepted
H3	HR Competency → Employee Performance	0.113	0.461	0.645	Not Significant	Rejected
H4	HR Development → HR Competency → Employee Performance	0.094	0.454	0.650	Not Significant	Rejected
H5	Core Values ASN × HR Competency → Employee Performance	-0.136	0.818	0.413	Not Significant	Rejected

The results of the hypothesis testing in the table 6. reveal significant insights into the dynamics of HR development, HR competency, Core Values ASN, and their effects on employee performance at the Library Unit of State University of Malang.

Starting with H1, the relationship between HR Development and Employee Performance showed a path coefficient of 0.251, a T-value of 1.361, and a P-value of 0.173, indicating a non-significant relationship. This suggests that while HR development initiatives may have a positive influence on performance, their direct impact is not substantial. This finding aligns with prior studies that emphasize the necessity of intermediate mechanisms, such as competency development, for translating HR development efforts into performance improvements.

For H2, the relationship between HR Development and HR Competency was highly significant, with a path coefficient of 0.835, a T-value of 9.136, and a P-value of 0.000. This underscores that HR development practices, such as training, study assignments, and promotions, effectively enhance employee competencies. The results strongly support the premise that investments in HR development directly contribute to building employees' knowledge, skills, and abilities.

The findings for H3 indicate that the relationship between HR Competency and Employee Performance was not significant (path coefficient: 0.113, T-value: 0.461, P-value: 0.645). This outcome suggests that although competency is a critical factor, its direct influence on performance in this context is limited. This could be due to external factors, such as organizational culture or resource constraints, which may hinder employees from leveraging their competencies to achieve high performance.

H4 tested the mediating role of HR Competency in the relationship between HR Development and Employee Performance. The results showed a non-significant mediation effect, with a path coefficient of 0.094, a T-value of 0.454, and a P-value of 0.650. This indicates that while HR development improves competencies, those competencies do not significantly mediate the effect on employee performance. This highlights a potential gap in the practical application of competencies within the work environment.

Finally, H5 examined the moderating effect of Core Values ASN on the relationship between HR Competency and Employee Performance. The results demonstrated a negative and non-significant moderation, with a path coefficient of -0.136, a T-value of 0.818, and a P-value of 0.413. This suggests that the core values framework is not sufficiently integrated into organizational practices to enhance the impact of competencies on performance. The lack of significance could indicate inadequate internalization of these values or insufficient alignment with daily operational activities.

V. DISCUSSION

The results of this study provide valuable insights into the relationships between HR Development, HR Competency, Core Values ASN, and Employee Performance, particularly in the context of a public sector organization like the Library Unit of State University of Malang. The findings highlight both significant contributions and areas requiring further exploration and development. The relationship between HR Development and Employee Performance (H1) was found to be positive but statistically insignificant, with a path coefficient of 0.251 and a p-value of 0.173. This suggests that while HR Development initiatives, such as training, promotions, and study assignments, are valuable, their direct impact on performance outcomes is limited in this context. This aligns with existing literature, such as Strengers *et al*., (2022), which emphasizes that HR Development alone may not be sufficient to drive performance unless supported by organizational culture, resources, and leadership. The lack of significance might also reflect a gap between training content and the practical challenges employees face in their roles. Organizations must ensure that HR Development programs are not only designed to enhance

skills but also aligned with job-specific requirements and organizational objectives.

The significant relationship between HR Development and HR Competency (H2) underscores the critical role of HR Development initiatives in building employee capabilities. With a high path coefficient of 0.835 and a p-value of 0.000, the results indicate that HR Development practices at the Library Unit of State University of Malang effectively enhance employees' knowledge, skills, and abilities. This finding supports the theories of Armstrong & Taylor (2020) and Otoo (2019), who argue that HR Development is the cornerstone of competency enhancement. The robust nature of this relationship demonstrates that the library's HR strategies, including structured training programs and opportunities for professional growth, are well-executed and impactful. These results reinforce the importance of maintaining and expanding such programs to further develop employee competencies.

Contrary to expectations, the relationship between HR Competency and Employee Performance (H3) was not significant, with a path coefficient of 0.113 and a p-value of 0.645. This suggests that while employees may possess the required competencies, these are not being effectively translated into improved performance. This finding could reflect several contextual barriers, such as limited opportunities to apply competencies, misaligned job roles, or insufficient organizational support. Previous studies, such as Bhardwaj and Kalia (2021), have emphasized that the impact of competencies on performance depends heavily on organizational systems, culture, and leadership support. Without these enablers, even well-trained employees may struggle to achieve optimal performance. Therefore, it is crucial for organizations to create environments where competencies can be effectively utilized, through mechanisms like supportive leadership, performance-based incentives, and collaborative work cultures.

The mediating role of HR Competency in the relationship between HR Development and Employee Performance (H4) was also found to be insignificant, with a path coefficient of 0.094 and a p-value of 0.650. This finding is surprising, as HR Competency is generally expected to act as a bridge between development initiatives and performance outcomes (Otoo & Rather, 2024). The lack of mediation indicates that while HR Development enhances competencies, these competencies are not adequately leveraged to impact performance. Possible reasons for this include a lack of alignment between competency-building programs and job requirements or an absence of mechanisms to integrate competencies into daily work practices. To address this, organizations need to evaluate their HR frameworks, ensuring that competency development is not an isolated activity but part of an

integrated strategy that links learning outcomes with performance metrics.

The role of Core Values ASN as a moderator between HR Competency and Employee Performance (H5) was not significant, with a negative path coefficient of -0.136 and a p-value of 0.413. This finding suggests that the implementation of Core Values ASN—encompassing Service Orientation, Accountability, Competence, Adaptability, and Collaboration—is not effectively strengthening the link between competencies and performance. The insignificance of this relationship could be attributed to the insufficient internalization of these values within the organizational culture. As noted by Agustina and Sarikusumaningtyas (2024), core values need to be actively reinforced through leadership practices, performance evaluations, and employee recognition to become a meaningful part of daily work behaviors. Without such reinforcement, core values risk being perceived as abstract ideals rather than practical guidelines for action. For the Library Unit of State University of Malang, there is a clear need to embed these values more deeply into the organization's processes and culture, ensuring that they guide decision-making, collaboration, and service delivery.

Implication

The findings of this study contribute to the theoretical understanding of HR Development, HR Competency, and Core Values in public sector organizations. While the positive relationship between HR Development and HR Competency reaffirms the foundational role of development initiatives in capability building, the lack of significant relationships in other hypotheses highlights the complexity of translating competencies and values into performance. These results underscore the importance of integrating HR strategies with organizational culture, leadership, and operational practices.

From a practical perspective, the study highlights several actionable recommendations. First, HR Development programs should be tailored to address specific performance gaps and aligned with organizational goals. Second, mechanisms should be established to ensure that competencies are effectively utilized in daily tasks, such as through mentoring, collaborative projects, and performance-based rewards. Third, Core Values ASN should be actively reinforced through training, leadership, and performance management systems, ensuring that they are internalized and operationalized by employees.

VI. CONCLUSION AND RECOMMENDATION

This study highlights the strengths and limitations of HR strategies at the Library Unit of State University of Malang. While HR Development effectively enhances competencies, the findings point to a need for greater integration of competencies and values into organizational practices to achieve meaningful performance improvements. Future research should explore additional mediators and moderators, such as motivation, leadership, and job satisfaction, to gain a deeper understanding of the mechanisms driving employee performance in public sector organizations.

Future research should focus on exploring additional mediators, such as motivation, job satisfaction, and organizational commitment, to better understand the mechanisms linking HR Development to Employee Performance. Qualitative approaches, including interviews or focus group discussions, could provide richer insights into employee perspectives on competency application and the operationalization of Core Values ASN. Longitudinal designs would also allow for a dynamic understanding of how HR initiatives impact performance over time. Expanding the sample size and including diverse organizations and job roles across sectors or regions would improve the generalizability of findings, while comparative studies between public and private sectors could identify unique challenges and best practices. Additionally, examining the integration of Core Values ASN, the influence of technology, and the role of collaboration in team dynamics would enhance the applicability of HR strategies. Finally, cross-cultural studies could uncover region-specific insights, providing a global perspective on effective HR practices.

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