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Developing NasDem Party Officials' Competency in Bogor Regency through Training, Caderization, and Organizational Culture

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ABSTRACT

The suboptimal electoral performance of the NasDem Party Regional Executive Board in Bogor Regency, which secured only four of six targeted legislative seats, indicates challenges in organizational capacity and officials' competence. These challenges involve task understanding, managerial capability, organizational commitment, and the effectiveness of training and cadre development. This study examined the effects of training and cadre development programs on officials' competence, both directly and indirectly through organizational culture as a mediating variable. A quantitative survey was conducted among active NasDem officials at the Regional Executive Board and Branch Executive Board levels in Bogor Regency. Using a census sampling approach with voluntary participation, 143 valid responses were obtained. Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The findings show that training has a positive and significant effect on officials' competence, whereas cadre development has no significant direct effect. Organizational culture positively and significantly affects competence and partially mediates the relationship between training and competence. In contrast, organizational culture fully mediates the relationship between cadre development and competence. These findings indicate that improving officials' competence requires needs-based training, systematic post-training evaluation, a learning-oriented organizational culture, and cadre development emphasizing organizational values, loyalty, and leadership succession. The study concludes that strengthening organizational culture is essential to optimize the contribution of training and cadre development to officials' competence and organizational effectiveness.

INTRODUCTION

Political parties in Indonesia are increasingly expected to function as professional organizations with strong institutional capacity and competent human resources. Competitive elections and growing demands for public accountability require parties to strengthen organizational management and the capacity of their officials (Kristiyanto et al., 2022; Kristiyanto et al., 2023; Faturrahman, 2024; Mappanyukki et al., 2025). Law Number 2 of 2011 also requires political parties to conduct continuous political education and cadre development (Republik Indonesia, 2011). These programs are important for developing competent and committed political actors (Arifin et al., 2025; Azhar et al., 2024). However, their implementation at the local level still faces challenges, particularly in strengthening officials' capacity (Lubis *et al*; Rahayu & Rafni, 2023).

Competence is an important factor in organizational effectiveness because it includes the knowledge, skills, and characteristics needed to perform tasks effectively (Arifin, 2021; Mazurchenko, 2025; Midhat Ali et al., 2021). For political party officials, competence includes organizational management, political communication, voter mobilization, and electoral strategy (Nurlaela et al., 2025; Gani et al., 2023; Kristiyanto & Hanief, 2022; Lamabelawa, 2020; Licenji, 2026). This issue is evident in the Regional Executive Board of the NasDem Party in Bogor Regency. The party obtained three legislative seats in 2014, no seats in 2019, and four seats in 2024 (Bogor Regency General Election Commission, 2019, 2026). Despite this improvement, the party secured seats in only four of six electoral districts, indicating continuing challenges in organizational capacity and electoral performance.

Preliminary interviews also identified competency gaps among party officials, particularly in understanding organizational duties, managerial skills, work professionalism, and organizational commitment. These conditions suggest that training and cadre development need to be examined as mechanisms for strengthening competence. Training can improve knowledge and skills, but its effectiveness depends on training design, individual characteristics, and organizational support (Yaqub *et al*., 2021). Cadre development has a broader role in developing leadership capacity, organizational values, and political commitment (Da'im *et al*, 2024; Pitrar *et al*, 2023). Previous studies, however, report inconsistent findings regarding the effects of training on competence, with some showing significant effects while others indicate the importance of mediating factors (Gunawan & Hartanto, 2022; Faizah & Hartoyo, 2025; Wahyudi, 2022; Setiawanto et al., 2024; Widianingsih et al., 2023).

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Organizational culture may explain these differences because it shapes how learning is supported and applied within an organization. A learning-oriented culture can facilitate the transfer of knowledge and skills into work practices (Chatterjee et al., 2018; El Mazyani et al., 2025; Gemmano et al., 2022). Nevertheless, empirical studies examining the mediating role of organizational culture between training, cadre development, and political party officials' competence at the regional level in Indonesia remain limited. Therefore, this study aims to examine the effects of training and cadre development on the competence of NasDem Party officials in Bogor Regency and to analyze the role of organizational culture as a mediating variable. Specifically, the study examines whether training and cadre development affect competence, whether they affect organizational culture, whether organizational culture affects competence, and whether organizational culture mediates the relationships between the two development programs and officials' competence.

LITERATURE REVIEW

Competence of Political Party Officials

Competence refers to the knowledge, skills, attitudes, and individual characteristics that enable effective performance (Calhau *et al*., 2024). In political parties, competence extends beyond technical abilities to include organizational management, political communication, leadership, and electoral strategy (Sari *et al*., 2024; Gani *et al*., 2023; Herdiansyah *et al*.,2026). Competence can be developed through training, experience, and organizational learning, indicating that it is dynamic rather than static (Garavan et al., 2021; Koehorst et al., 2022). Political party officials therefore require both individual capabilities and organizational support to perform effectively. Previous studies also indicate that weak strategic management competence can reduce cadre quality and organizational adaptability (Sari et al., 2024), while stronger human resource practices contribute to competence development (Otoo & Mishra, 2021). Thus, competence in this study is viewed as an outcome of individual development and organizational processes.

Training Program as a Competence Development Instrument

Training is a systematic process designed to improve the knowledge, skills, and attitudes required for effective performance. Its effectiveness depends not only on the training itself but also on needs analysis, program design, participant engagement, and organizational support (Blanchard & Thacker, 2023; Saputro & Syaebani, 2024). Empirical evidence generally supports a positive relationship between training and competence, although the strength of this relationship varies across organizational contexts (Otoo & Mishra, 2021; Jusuf & Rahmi, 2023). Training transfer is particularly important because knowledge and skills must be applied in the workplace to produce meaningful outcomes (Dixit & Sinha, 2022; Salamon *et al*., 2022). Therefore, in political parties, training should be relevant to officials' organizational responsibilities and supported by an environment that encourages the application of learning.

Cadre Development as a Competence Development Instrument

Cadre development is a continuous process of recruiting, educating, developing, and preparing party members for organizational and political roles (Da'im *et al.,* 2024). Unlike training, which primarily emphasizes knowledge and skills, cadre development encompasses the internalization of political values, ideology, organizational identity, and loyalty, while also developing leadership and managerial capacities (Danuwidjaja & Manan, 2023; Da'im *et al*., 2024; Fitriyah et al., 2025). Recent evidence further suggests that systematic, value-based cadre development can strengthen ideological commitment, loyalty, and organizational sustainability (Rahmat *et al*., 2026). However, evidence from Indonesia shows that cadre development may be constrained by weak management systems and discontinuous programs (Purnomo et al., 2023). These differences suggest that the effect of cadre development on competence depends on how consistently the program is implemented and supported by the internal organizational environment.

Organizational Culture

Organizational culture encompasses shared values, norms, and practices that shape members' behavior and organizational processes. A learning-oriented organizational culture can encourage knowledge sharing, collaboration, continuous learning, and the development of individual competencies (Lee, 2023; Meher et al., 2022; Zhao, 2024). Recent empirical evidence further indicates that organizational learning culture plays an important role in translating human resource development practices into employee competencies, with organizational learning culture mediating the relationship between training and development and competence (Otoo, 2024). Therefore, organizational culture may function as an important mechanism connecting training and cadre development with officials' competence.

Relationship Between Training and Competence

Previous studies generally indicate that training contributes to competence development by enhancing individuals' knowledge, skills, and capabilities. Recent empirical evidence shows that training and development are significantly associated with employee competencies, while training effectiveness can also contribute to competency development through improvements in employees' capacities and skills (Otoo, 2024; Tamsah *et al*., 2023; Elshifa *et al*., 2024). However, other studies suggest that training does not always produce significant direct outcomes because its effectiveness depends on motivation, organizational support, and the learning environment (Wahyudi, 2022; Setiawanto

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et al., 2024; Widianingsih et al., 2023). These contrasting findings indicate that the relationship between training and competence may be context-dependent. In the context of political parties, training is therefore expected to strengthen officials' competence when its content and implementation are aligned with organizational needs.

Relationship Between Cadre Development and Competence

Cadre development is expected to strengthen competence by providing continuous learning, political education, leadership development, and organizational experience. Shambaugh (2008) and Keping (2016) found that structured cadre education can improve leadership and managerial capabilities, while Badriawan (2021) showed that training within cadre development can contribute to cadre quality. Nevertheless, Purnomo et al. (2023) found that weaknesses in cadre management and program continuity may limit its effectiveness, while Usman et al. (2025) emphasized the importance of organizational support. This inconsistency suggests that cadre development does not necessarily improve competence directly and may depend on the organizational conditions in which the program operates.

Relationship Between Organizational Culture and Competence

Organizational culture can shape competence by creating an environment that encourages learning, collaboration, knowledge sharing, and the application of new knowledge and skills (Meher et al., 2022; Iman et al., 2025). Empirical evidence indicates that organizational learning culture is positively associated with employee competencies, as a learning-oriented environment encourages continuous learning, knowledge exchange, and capability development (Potnuru et al., 2021; Meher et al., 2022). Furthermore, organizational learning culture has been shown to mediate the relationship between training and development and employee competencies, suggesting that organizational culture can serve as an important mechanism through which development programs are translated into competence (Otoo, 2024). Therefore, a supportive organizational culture is expected to contribute positively to the competence of political party officials.

Organizational Culture as a Mediator

The relationship between training, cadre development, and competence may not occur solely through direct effects. Although training and development provide opportunities to acquire knowledge and skills, organizational learning culture can facilitate the sharing, internalization, and application of these outcomes, thereby contributing to employee competence (Meher et al., 2022; Otoo, 2024). Similarly, cadre development can shape organizational values and identity, which may become meaningful for competence when these values are embedded in organizational practices (Tian & Tsai, 2021; Liao et al., 2022). Research on human resource development also indicates that organizational learning culture can mediate the relationship between development practices and employee competencies (Potnuru et al., 2021; Otoo, 2024). Thus, organizational culture is positioned in this study as a mediating mechanism that may explain how training and cadre development contribute to the competence of political party officials.

Research Gap and Conceptual Position

The existing literature provides substantial evidence that training, cadre development, and organizational culture are related to competence development, but the findings are not entirely consistent. Training generally has a positive effect, while the effect of cadre development appears more dependent on program continuity and organizational support. Moreover, previous research has paid greater attention to employees and general organizations than to political party officials at the regional level in Indonesia. The literature also indicates that organizational culture may explain how development programs are translated into actual competence (Potnuru et al., 2021; Otoo, 2024). This gap provides the basis for examining the direct effects of training and cadre development on officials' competence and the mediating role of organizational culture in the context of the NasDem Party in Bogor Regency.

METHOD

This study followed a sequential research procedure, beginning with the specification of a quantitative explanatory design and conceptual model. The target population comprised active DPD and DPC officials, who were invited to participate through a census approach. Questionnaire and documentary data were then collected, and the responses were screened for completeness, consistency, and eligibility. This process resulted in 143 valid questionnaires for analysis, as illustrated in Figure 1. Descriptive analysis was subsequently conducted to profile the respondents and study variables. The PLS-SEM model was then estimated using SmartPLS 4, followed by assessments of the measurement and structural models. Finally, hypotheses and mediation effects were tested through bootstrapping, and the findings were interpreted to draw conclusions.

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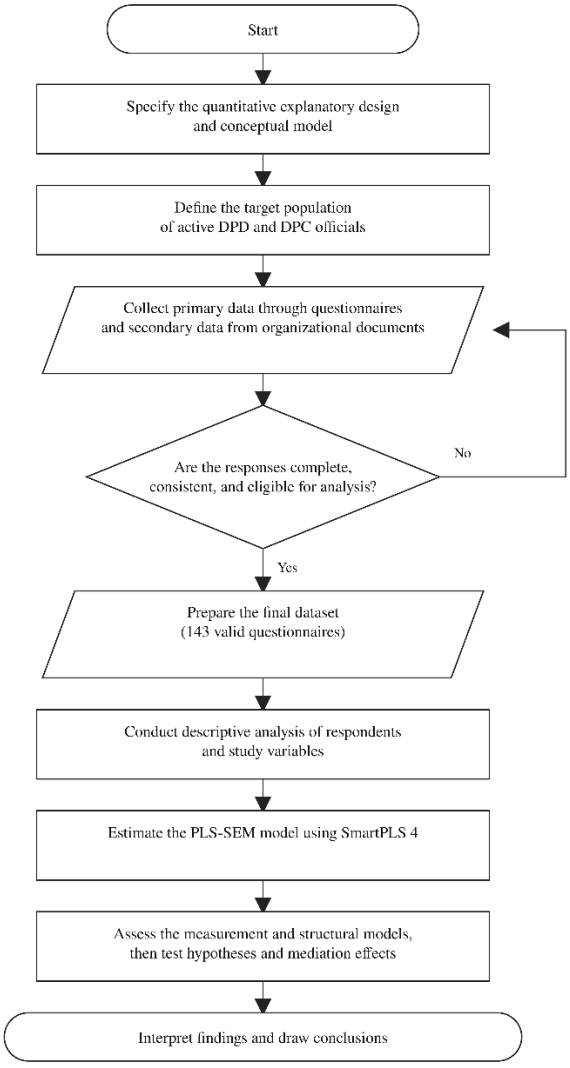


Figure 1. Research Stages

This study employed a quantitative explanatory research design to examine the causal relationships among training program, cadre development program, organizational culture, and the competence of political party officials. The study was conducted among active officials of the NasDem Party at the Regional Executive Board and Branch Executive Board levels in Bogor Regency. A census sampling approach with voluntary participation was used, resulting in 143 valid respondents. Primary data were collected through a structured questionnaire using a five-point Likert scale, while secondary data were obtained from organizational documents, training curricula, previous electoral records, and party regulations. The questionnaire measured four constructs: training program, cadre development program, organizational culture, and officials' competence. The use of a quantitative explanatory approach was intended to provide empirical evidence regarding the relationships among these variables (Joseph-Richard, 2025).

The collected data were analyzed using Partial Least Squares Structural Equation Modeling with SmartPLS 4. This method was selected because it can examine complex relationships among latent variables and assess both direct and indirect effects, including mediation relationships, with relatively small to medium sample sizes (Richter *et al*., 2022; Hair et al., 2022). The analysis consisted of measurement model and structural model evaluations. The measurement model was assessed through indicator reliability, internal consistency reliability, convergent validity, and discriminant validity using outer loading, Cronbach's alpha, composite reliability, average variance extracted, Fornell–Larcker criterion, cross-loading, and Heterotrait–Monotrait (HTMT) ratio. The structural model was evaluated through collinearity, coefficient of determination, effect size, path coefficients, and predictive relevance. Hypotheses and mediation effects were tested using bootstrapping, with statistical significance determined at the five percent level (Hair et al., 2022).

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RESULT

The study involved 143 valid respondents who were active officials of the NasDem Party in Bogor Regency at the Regional Executive Board and Branch Executive Board levels. The respondents were predominantly male, with 104 respondents (72.7%), while 39 respondents (27.3%) were female. By generation, Generation Y represented the largest group with 76 respondents (53.1%), followed by Generation X with 50 respondents (35.0%), Generation Z with 10 respondents (7.0%), and Baby Boomers with 7 respondents (4.9%). Regarding marital status, 125 respondents (87.4%) were married, 10 (7.0%) were unmarried, and 8 (5.6%) were divorced or widowed. In terms of education, 86 respondents (60.1%) had completed senior high school or equivalent, 45 (31.5%) had higher education, and 12 (8.4%) had junior high school or lower education. Regarding occupation, 57 respondents (39.9%) were private-sector employees, 53 (37.1%) were entrepreneurs, 18 (12.6%) had other occupations, 12 (8.4%) were homemakers, and 3 (2.1%) were members of the Regional House of Representatives. Based on organizational tenure, 52 respondents (36.4%) had served for less than one year, 51 (35.7%) for one to three years, and 40 (28.0%) for more than three years. By organizational level, 112 respondents (78.3%) were Branch Executive Board officials and 31 (21.7%) were Regional Executive Board officials. A complete summary of the respondents' demographic and organizational characteristics is provided in Table 1.

Table 1. Demographic and Organizational Characteristics of Respondents

Respondent Demographics and Organizational	Frequency (Persons)	Proportion (%)
Gender		
Female	39	27.3
Male	104	72.7
Generation		
Generation Z	10	7.0
Generation Y	76	53.1
Generation X	50	35.0
Baby Boomers	7	4.9
Marital Status		
Married	125	87.4
Single	10	7.0
Divorced (live/die)	8	5.6
Education Level		
≤ Junior High School	12	8.4
High School or Equivalent	86	60.1
Higher Education (Diploma/Bachelor's/Master's/Doctorate)	45	31.5
Occupation		
Entrepreneur	53	37.1
Private Employee	57	39.9
Regional Legislative Council Member	3	2.1
Housewives	12	8.4
Others	18	12.6
Duration as a Board Member		
< 1 year	52	36.4
1–3 years	51	35.7
> 3 years	40	28.0
Board Member Level		
DPC	112	78.3
DPD	31	21.7
Total Respondents	143	100.0

Descriptive analysis was conducted using a five-point Likert scale, with mean scores interpreted according to the predetermined scale intervals. Overall, respondents reported relatively favourable perceptions of all four constructs, as indicated by mean scores ranging from 3.82 to 3.86. As shown in Table 2, organizational culture recorded the highest overall mean (3.86), followed by the training program and cadre development program, both of which had a mean of 3.84. Officials' competence also showed a high mean score of 3.82.

At the indicator level, clarity of training objectives received the highest score within the training program (3.87), whereas opportunities to provide feedback received the lowest score (3.82). Within the cadre development program, guidance from more experienced officials was rated most favorably (3.87), while opportunities and programs for leadership preparation received the lowest rating (3.77). Organizational values were the most highly rated aspect of organizational culture (3.92), whereas ethical norms and participatory work practices each recorded a mean of 3.82. For officials' competence, understanding of organizational duties and work commitment received the highest scores (3.83), while technical skills recorded the lowest score (3.80). These patterns indicate generally positive assessments, while also

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identifying specific areas that may require further attention.

Table 2. Distribution of Respondents' Answers to Training Program Variable Indicators

Code	Statements	SD (%)	D (%)	N (%)	A (%)	SA (%)	Mean
PLT1	The training objectives	0.70	6.30	23.10	44.80	25.20	3.87
PLT2	The training materials helped improve to understand	0.70	5.60	27.30	44.80	21.70	3.81
PLT3	The training methods used made the training materials easier to understand.	1.40	5.60	23.10	45.50	24.50	3.86
PLT4	The instructor has adequate knowledge and experience.	0.70	6.30	21.00	51.70	20.30	3.85
PLT5	Participants were given the opportunity to provide feedback.	0.70	7.00	25.90	42.70	23.80	3.82
	Average of PLT	0.84	6.16	24.08	45.90	23.02	3.84
PKD1	The recruitment process is clear and transparent	1.40	5.60	23.10	46.90	23.10	3.85
PKD2	The Party regularly holds development activities	1.40	6.30	25.90	39.90	26.60	3.84
PKD3	Guidance from more experienced administrators	1.40	4.90	23.80	44.80	25.20	3.87
PKD4	The party provides clear opportunities and programs	1.40	7.00	25.90	44.80	21.00	3.77
PKD5	Conducts regular evaluations to assess the development and performance	0.70	4.90	23.10	51.00	20.30	3.85
	Average of PKD	1.26	5.74	24.36	45.48	23.16	3.84
BDO1	Clean, transparent politics, social justice, and restoration guide the organization.	0.70	5.60	21.00	46.20	26.60	3.92
BDO2	Unwritten norms encourage honest, ethical, and idea-based politics.	1.40	6.30	25.20	43.40	23.80	3.82
BDO3	Members are committed to organizational goals and community interests.	0.70	4.20	26.60	42.70	25.90	3.89
BDO4	Participatory work prioritizes the public interest and community values.	1.40	7.00	24.50	42.70	24.50	3.82
BDO5	Solid cooperation and mutual support strengthen the achievement of common goals.	1.40	6.30	24.50	43.40	24.50	3.83
	Average of BDO	1.12	5.88	24.36	43.68	24.96	3.86
KPG1	Understand the duties, rules, and role in the NasDem Party.	0.70	6.30	25.90	44.10	23.10	3.83
KPG2	Have the skills to perform my organizational duties effectively.	1.40	5.60	24.50	48.30	20.30	3.80
KPG3	Demonstrate commitment, responsibility, and a positive work ethic.	0.70	6.30	26.60	42.00	24.50	3.83
KPG4	Can manage organizational activities and make sound decisions.	0.70	7.00	25.20	44.10	23.10	3.82
KPG5	Communicate and interact effectively with members and the public.	1.40	7.00	21.70	49.00	21.00	3.81
	Average of KPG	0.98	6.44	24.78	45.50	22.30	3.82

Description: SS=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree. PLT=Training; PKD=Cadre Development; BDO=Organizational Culture; KPG=Competence.

The Partial Least Squares Structural Equation Modeling analysis consisted of measurement model and structural model evaluations. The measurement model was assessed through indicator reliability, internal consistency reliability, convergent validity, and discriminant validity, following established guidelines for reporting Partial Least Squares Structural Equation Modeling (Hair et al., 2019; Hair et al., 2022). The specification and indicator loadings of the measurement model are presented in Figure 2.

The results showed that all indicators of the four main reflective constructs had outer loading values above 0.708. For the training program, outer loadings ranged from 0.925 to 0.953, with Cronbach's alpha of 0.969, composite reliability of 0.970, and average variance extracted of 0.891. For the cadre development program, outer loadings ranged from 0.923 to 0.946, with Cronbach's alpha of 0.962, composite reliability of 0.963, and average variance extracted of 0.869. Organizational culture had outer loadings ranging from 0.928 to 0.946, with Cronbach's alpha of 0.966,

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composite reliability of 0.967, and average variance extracted of 0.882. Officials' competence had outer loadings ranging from 0.926 to 0.951, with Cronbach's alpha of 0.965, composite reliability of 0.965, and average variance extracted of 0.876. The control variables were treated as single-item constructs and therefore had values of 1.000 for outer loading, Cronbach's alpha, composite reliability, and average variance extracted.

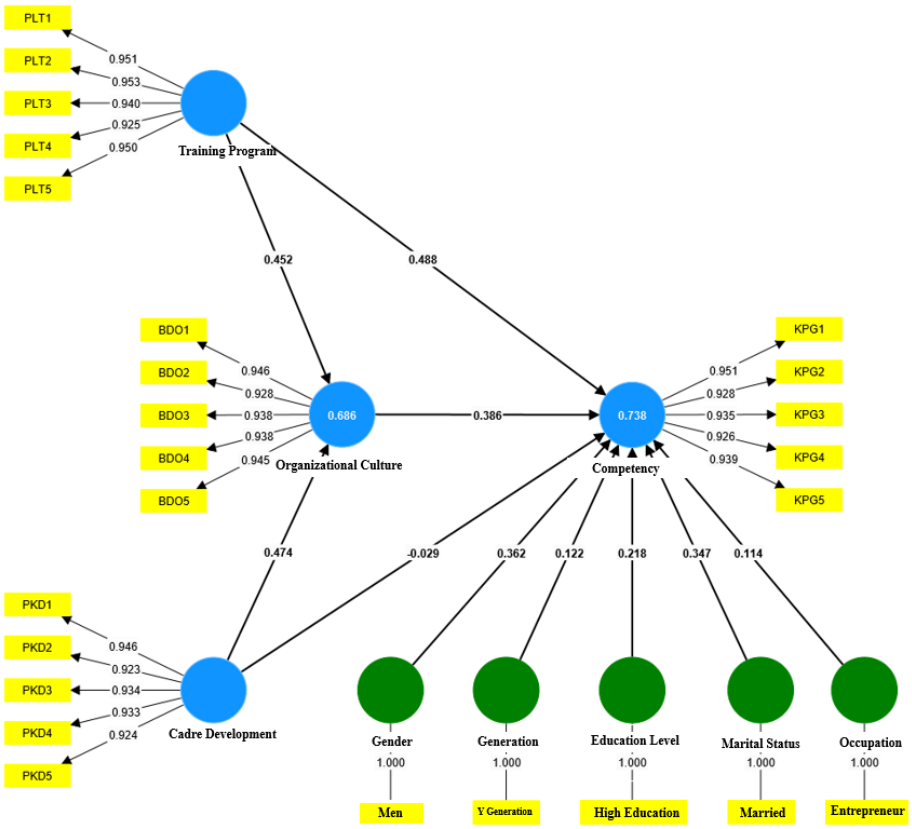


Figure 2. Measurement Model Assessment

Indicator reliability, internal consistency reliability, and convergent validity were assessed using outer loadings, Cronbach's alpha, composite reliability, and average variance extracted. As reported in Table 3, all indicators exceeded the 0.708 loading threshold, while Cronbach's alpha and composite reliability values were above 0.70 and AVE values ranged from 0.869 to 0.891. These results confirm the reliability and convergent validity of the four main reflective constructs. Discriminant validity was supported by the Fornell–Larcker criterion, cross-loadings, and HTMT values: the square roots of AVE exceeded interconstruct correlations, each indicator loaded most strongly on its intended construct, and the highest HTMT value was 0.799, below the 0.90 threshold.

Table 3. Validity and Reliability Test Results

Variable	Indicator	Outer loadings	CA	CR	AVE
Training (PLT)	PLT1	0.951	0.969	0.970	0.891
	PLT2	0.953			
	PLT3	0.940			
	PLT4	0.925			
	PLT5	0.950			
Cadre Development (PKD)	PKD1	0.946	0.962	0.963	0.869
	PKD2	0.923			
	PKD3	0.934			
	PKD4	0.933			
	PKD5	0.924			
Organizational Culture (BDO)	BDO1	0.946	0.966	0.967	0.882
	BDO2	0.928			
	BDO3	0.938			
	BDO4	0.938			
	BDO5	0.945			
Management (KPG)	KPG1	0.951	0.965	0.965	0.876
	KPG2	0.928			

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	KPG3	0.935			
	KPG4	0.926			
	KPG5	0.939			
Gender (JK)	Men	1.000	1.000	1.000	1.000
Generation (GEN)	Generation Y	1.000	1.000	1.000	1.000
Marital Status (SP)	Married	1.000	1.000	1.000	1.000
Education Level (PDD)	High Education	1.000	1.000	1.000	1.000
Occupation (PKJ)	Entrepreneur	1.000	1.000	1.000	1.000

The structural model was evaluated following the PLS-SEM assessment criteria proposed by Hair et al. (2022). The evaluation considered collinearity, effect size, predictive relevance, model fit, explanatory power, and the significance of the proposed direct and indirect relationships. The estimated model, including the relationships among training, cadre development, organizational culture, officials' competence, and the control variables, is visualized in Figure 3. The figure also presents the explained variance of the endogenous constructs, providing an overview of the model's explanatory structure.

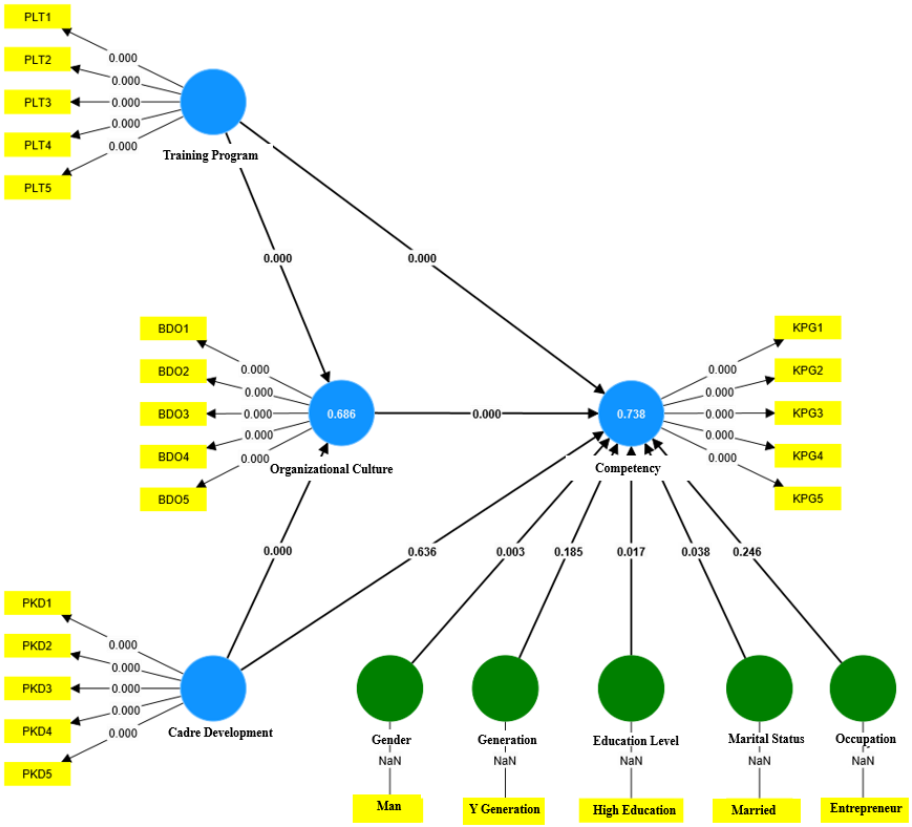


Figure 3. Structural Model Assessment

The diagnostic statistics used to assess the adequacy of the structural model are summarized in Table 4. These statistics indicate whether collinearity is within an acceptable range, identify the relative contribution of each predictor, and assess the model's predictive relevance and overall fit. The VIF values ranged from 1.038 to 3.414, remaining below the threshold of 5 and indicating no critical collinearity concerns. Training had large effects on organizational culture ($f^2 = 0.417$) and officials' competence ($f^2 = 0.387$). Cadre development also had a large effect on organizational culture ($f^2 = 0.459$), but its direct effect on officials' competence was negligible ($f^2 = 0.001$). Organizational culture had a medium effect on officials' competence ($f^2 = 0.167$). The model showed positive predictive relevance, with Q^2 values of 0.679 for organizational culture and 0.114 for officials' competence. In addition, the SRMR of 0.028 was below the recommended threshold of 0.08, indicating an acceptable model fit.

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Table 4. Collinearity, Effect Size, Predictive Relevance, and Model Fit Results

Relationship	VIF	f^2	Q^2-predict	SRMR
Training Program -> Organizational Culture	1.558	0.417	0.679	0.028
Cadre Development Program -> Organizational Culture	1.558	0.459		
Training Program -> Management Competencies	2.353	0.387	0.114	
Cadre Development Program -> Management Competencies	2.362	0.001		
Organizational Culture -> Management Competencies	3.414	0.167		
Gender -> Management Competencies	1.175	0.084		
Generation -> Management Competencies	1.141	0.012		
Marital Status -> Management Competencies	1.152	0.044		
Highest Education -> Management Competencies	1.038	0.038		
Occupation -> Management Competencies	1.176	0.010		

The significance tests for the proposed direct and indirect relationships are reported in Table 5. Panel A presents the hypothesis-testing results, Panel B reports the associations between control variables and officials' competence, and Panel C compares the explanatory power of the model before and after the inclusion of control variables. The results are based on bootstrapping, with statistical significance assessed at the five-percent level. The direct-effect results in Panel A of Table 5 show that training had a positive and significant effect on officials' competence ($\beta = 0.488$, $t = 7.325$, $p < 0.001$), supporting H1. Organizational culture also positively affected officials' competence ($\beta = 0.386$, $t = 5.014$, $p < 0.001$), supporting H3. Both training ($\beta = 0.452$, $t = 7.875$, $p < 0.001$) and cadre development ($\beta = 0.474$, $t = 7.695$, $p < 0.001$) had positive and significant effects on organizational culture, supporting H4 and H5. In contrast, cadre development did not have a significant direct effect on officials' competence ($\beta = -0.029$, $t = 0.473$, $p = 0.636$); therefore, H2 was not supported.

The indirect-effect results reveal different mechanisms for the two development programs. Training had a significant indirect effect on officials' competence through organizational culture ($\beta = 0.175$, $t = 4.203$, $p < 0.001$, 95% CI [0.100, 0.264]), supporting H6. Because both the direct and indirect effects of training were positive and significant, organizational culture demonstrates complementary partial mediation. Cadre development also had a significant indirect effect on officials' competence through organizational culture ($\beta = 0.183$, $t = 4.016$, $p < 0.001$, 95% CI [0.103, 0.282]), supporting H7. Given that its direct effect was not significant, this pattern indicates indirect-only mediation through organizational culture.

Panel B of Table 5 indicates that gender, marital status, and education were significantly associated with officials' competence, whereas generation and occupation were not statistically significant. Panel C shows that the model explained 56.7% of the variance in officials' competence before the control variables were included (adjusted $R^2 = 0.558$). The explained variance increased to 73.8% after their inclusion (adjusted $R^2 = 0.723$). The model explained 68.6% of the variance in organizational culture (adjusted $R^2 = 0.681$).

Table 5. Structural Model Results: Direct, Indirect, and Control-Variable Effects

Hypothesis	Relationship	β	*t-statistic*	*p-value*	95% CL	Results
Panel A: Hypothesis Testing						
H1	Training Program -> Management Competencies	0.488	7.325	0.000	[0.353; 0.616]	Accepted
H2	Cadre Development Program -> Management Competencies	-0.029	0.473	0.636	[-0.152; 0.091]	Rejected
H3	Organizational Culture -> Management Competencies	0.386	5.014	0.000	[0.237; 0.542]	Accepted
H4	Training Program -> Organizational Culture	0.452	7.875	0.000	[0.337; 0.566]	Accepted
H5	Cadre Development Program -> Organizational Culture	0.474	7.695	0.000	[0.348; 0.589]	Accepted
H6	Training Program -> Organizational Culture -> Management Competencies	0.175	4.203	0.000	[0.100; 0.264]	Accepted
H7	Cadre Development Program -> Organizational Culture -> Management Competencies	0.183	4.016	0.000	[0.103; 0.282]	Accepted
Panel B: Control Variables						
	Gender	0.362	2.973	0.003	[0.128; 0.601]	Significant
	Generation	0.122	1.326	0.185	[-0.053; 0.308]	Not significant

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Marital Status	0.347	2.071	0.038	[0.011; 0.664]	Significant
Highest Education	0.218	2.378	0.017	[0.033; 0.393]	Significant
Occupation	0.114	1.160	0.246	[-0.074; 0.313]	Not Significant

Panel C: Coefficient of Determination

Dependent Variable	Without Control Variables		With Control Variables	
	R^2	R^2 *adjusted*	R^2	R^2 *adjusted*
Management Competencies	0.567	0.558	0.738	0.723
Organizational Culture	0.686	0.681	0.686	0.681

Note: H6 shows partial mediation of Organizational Culture on the relationship between Training Programs and Management Competence, while H7 shows full mediation of Organizational Culture on the relationship between Cadre Development Programs and Management Competence.

DISCUSSION

The results show that the training program has a positive and significant effect on the competence of NasDem Party officials, with a path coefficient of 0.488, t-statistic of 7.325, and p-value of 0.000. This finding indicates that training contributes directly to improving officials' knowledge, skills, and ability to perform organizational tasks. The result is consistent with Human Capital Theory, which views training as an organizational investment that increases individual capabilities (Schultz, 1961; Becker, 1993). It also supports previous findings that training and human resource development interventions can improve employee competence (Arthur et al., 2003; Potnuru & Sahoo, 2016). In the context of this study, the relatively high descriptive score for training (3.84) and competence (3.82) suggests that training activities are relevant to officials' development. The finding also supports the view that training is more effective when its objectives and content are aligned with organizational needs (Blanchard & Thacker, 2023; Salas et al., 2012).

The cadre development program does not have a significant direct effect on officials' competence, as indicated by a path coefficient of −0.029, t-statistic of 0.473, and p-value of 0.636. This result differs from studies emphasizing structured cadre development as an important mechanism for developing political leadership and competence (Day, 2000; Shambaugh, 2008; Keping, 2016). One possible explanation is that cadre development has a broader orientation than technical competence because it also emphasizes organizational values, ideology, loyalty, and leadership formation (Panebianco, 2019; Scarrow, 2015). The descriptive results show that the cadre development program was rated relatively high at 3.84, but opportunities for leadership preparation received the lowest score (3.77). This suggests that participation in cadre development does not necessarily translate directly into measurable competence, particularly when opportunities to apply learning and assume greater organizational responsibilities remain limited. The finding is also consistent with Purnomo et al. (2023), who identified conceptual and management problems in political party cadre development in Indonesia.

Organizational culture has a positive and significant effect on officials' competence, with a path coefficient of 0.386, t-statistic of 5.014, and p-value of 0.000. This finding indicates that a supportive organizational environment contributes to the development and application of officials' capabilities. The result is consistent with Schein's (2010) view that organizational culture shapes members' perceptions and behavior and with Denison's (1990) argument that organizational culture is related to organizational effectiveness. The finding also supports research showing that organizational culture can facilitate learning, knowledge sharing, and competency development (De Vos et al., 2015; Chatterjee et al., 2018). In this study, organizational culture recorded the highest descriptive mean among the main variables at 3.86, with organizational values receiving the highest score of 3.92. This indicates that shared values and organizational practices provide an important context for developing officials' competence.

The training program has a positive and significant effect on organizational culture, with a path coefficient of 0.452, t-statistic of 7.875, and p-value of 0.000. This finding suggests that training can contribute not only to individual capability but also to the development of shared learning practices within the organization. Training activities provide opportunities for officials to interact, exchange knowledge, and develop common understandings of organizational tasks and values. This result supports the argument that training and organizational culture have a reciprocal relationship because organizational culture influences training transfer, while training can also reinforce learning-oriented practices (Kissack & Callahan, 2010; Chatterjee et al., 2018). It is also consistent with research showing that organizational learning capability is associated with training and development practices (Hussain et al., 2023).

Cadre development has a positive and significant effect on organizational culture, with a path coefficient of 0.474, t-statistic of 7.695, and p-value of 0.000. Among the direct relationships examined, this represents the strongest effect on organizational culture. The finding reflects the distinctive function of cadre development in transmitting organizational values, political identity, norms, and loyalty. This is consistent with Panebianco (2019), who emphasizes the importance of internal organizational processes in maintaining party continuity, and with Danuwidjaja and Manan (2023), who found that cadre development can strengthen the internalization of party ideology. Thus, although cadre

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development does not directly improve competence, it appears to contribute substantially to the organizational environment in which competence can develop.

Organizational culture significantly mediates the relationship between training and competence, with an indirect effect of 0.175, t-statistic of 4.203, and p-value of 0.000. Because the direct effect of training on competence remains significant, the mediation is partial. This result indicates that training improves competence both directly and through organizational culture. Training provides knowledge and skills, while organizational culture supports their internalization and application in organizational activities. This finding is consistent with the training transfer perspective, which emphasizes that the organizational environment influences whether learning obtained through training is transferred into actual work behavior (Baldwin & Ford, 1988; Blume et al., 2019). It also supports findings that organizational learning culture can strengthen the relationship between human resource development practices and employee competencies (Potnuru et al., 2021; Otoo, 2024).

Organizational culture also significantly mediates the relationship between cadre development and competence, with an indirect effect of 0.183, t-statistic of 4.016, and p-value of 0.000. However, because the direct effect of cadre development on competence is not significant, organizational culture fully mediates this relationship. This finding is important because it shows that cadre development does not automatically translate into competence. Instead, its contribution occurs through the organizational values, norms, and learning environment that are developed within the organization. The result supports the view that organizational culture determines how development experiences are internalized and transformed into behavior (Schein, 2010; Chatterjee et al., 2018). It also reinforces the argument that cadre development should not be evaluated solely by participation in formal programs but by the extent to which its values and learning outcomes become embedded in organizational practices.

Taken together, the findings demonstrate different mechanisms through which training and cadre development contribute to officials' competence. Training has both a direct effect and an indirect effect through organizational culture, whereas cadre development influences competence primarily through organizational culture. This difference reflects the distinct functions of the two programs: training is more closely related to the acquisition of knowledge and skills, while cadre development emphasizes values, identity, loyalty, and leadership formation (Armstrong & Taylor, 2023; Panebianco, 2019). The findings therefore support a more integrated view of competency development in political party organizations, in which formal development programs need to be accompanied by an organizational culture that enables learning to be internalized and applied. This perspective is consistent with the broader literature emphasizing the interaction between human resource development practices, organizational learning, and individual competence (De Vos et al., 2015; Garavan et al., 2021).

CONCLUSION

This study concludes that the training program has a positive and significant effect on the competence of NasDem Party officials in Bogor Regency, while the cadre development program does not have a significant direct effect; however, both programs significantly influence organizational culture, which in turn positively affects officials' competence. Organizational culture partially mediates the relationship between training and competence and fully mediates the relationship between cadre development and competence, indicating that competency development requires not only formal development programs but also an organizational environment that supports learning and the application of knowledge and values. Practically, the findings suggest that the party should strengthen needs-based training, systematic post-training evaluation, learning-oriented organizational practices, and cadre development focused on organizational values, loyalty, and leadership succession. The study contributes empirical evidence to the limited literature on competency development within regional political party organizations in Indonesia. Nevertheless, the findings are limited by the use of self-reported questionnaire data, a cross-sectional design, voluntary participation, and a focus on officials of the NasDem Party in Bogor Regency, which may limit generalizability. Future studies should involve broader samples, longitudinal designs, and complementary qualitative or objective competency assessments to provide a more comprehensive understanding of competency development in political party organizations.

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