

To cite this article: Nova Deswira and Singmin Johaness Lo (2023). EFFORTS TO IMPROVE SOE EMPLOYEE WORK PERFORMANCE THROUGH TRAINING, COMPETENCE, AND EMPLOYEE MOTIVATION, International Journal of Education and Social Science Research (IJESSR) 6 (4): 169-195 Article No. 812, Sub Id 1284

## EFFORTS TO IMPROVE SOE EMPLOYEE WORK PERFORMANCE THROUGH TRAINING, COMPETENCE, AND EMPLOYEE MOTIVATION

Nova Deswira and Singmin Johaness Lo

Mercu Buana University, Faculty of Economics and Business,  
Jakarta, Indonesia

DOI: <https://doi.org/10.37500/IJESSR.2023.6411>

### ABSTRACT

Employee performance measures how human resources in a company have played a role or not in the organization's progress. The potential of human resources who perform well determines the company's success. To achieve the best performance, managing human resources directed through various policies that can adjust the common interests between employees and the company is undoubtedly necessary. This research was motivated by the problem that there are still employees from one of the SOE companies whose performance decreased from the target work results in the previous year and was not even achieved for the last four years. Given the contribution of SOE companies to a country's economy, employee performance is an essential focus for management to evaluate factors that can help the success rate of performance each year. This study aims to test and analyze the effect of training and competence on the performance of achieving the target of the Asset Management Center Division of the SOE company with employee motivation as a mediating variable. This type of research is quantitative research with a causal research design. The sample in this study was the staff of the Asset Management Center Division of the SOE company, using a saturated sample used by 102 employees as a sample. Data analysis using SEM-PLS version 4.0. The results of this study stated that training does not directly encourage the achievement of employee performance. However, training and competence were found to promote the achievement of employee motivation and performance. The findings further revealed that motivation mediates the relationship between training and competence in employee performance. To that end, based on strategic results, the study will provide practical and academic advice at the end.

**KEYWORDS:** Competency, Motivation, Training, Work Performance.

### 1. INTRODUCTION

Developing a work unit in a company will certainly be connected to human resources. This shows that human resources are no longer considered as executors of company orders and policies but rather act as subjects or actors who help determine the continuity of a company or organization. The human resource function is directed to add high value to a company. According Potu [1], Performance in the organization is the answer to the success or failure of organizational goals that have been set. An

employee's performance is individual because each employee has a different ability level in doing their duties. Employee performance can be improved by setting a good example of a leader, motivating employees and always paying attention to employees at work. For the company's goal of improving employee performance to be achieved, it must motivate employees to increase their loyalty to the company further. Motivation is the drive, desire, desire and driving force that comes from humans to do or to do something [2]. Employee motivation in a company can be considered simple but can also be a complex problem. Work motivation is important in achieving maximum company goals by motivating employees to complete work following predetermined standards. Therefore, the company must be able to motivate employees, namely following the wishes and needs of employees. The company's understanding of internal employee impulses that can spur employee performance needs to be developed to achieve maximum company goals and satisfy employees. Good company performance is supported by the potential of good employees who will produce good quality. For this reason, in achieving these goals, all existing resources in the company must be utilized as well as possible, considering the importance of human resources.

**Table 1: Achievement of Unit Asset Management Center (AMC) Target**

| Year | Target | Realization | %  | Remark      |
|------|--------|-------------|----|-------------|
| 2018 | 261    | 227         | 87 | Not Reached |
| 2019 | 222    | 187         | 84 | Not Reached |
| 2020 | 188    | 155         | 82 | Not Reached |
| 2021 | 165    | 125         | 76 | Not Reached |

Based on the information presented in Table 1, from 2018 to 2021, there was a decrease in achieving project completion targets compared to the previous year due to some AMC Human Resources continuing to complete unfinished projects to be completed in the following year. The target for completion of new projects scheduled for 2021 has decreased significantly compared to the previous year. From the background of the above problems, it can be seen that there is a failure to achieve targets carried out by AMC Unit employees. Based on primary data derived from interviews with the Senior General Manager and Senior Manager of Asset Operation and Monitoring in the AMC Unit, the AMC Unit target has not been achieved in the last 4 (four) years due to a gap between the educational background of AMC employees and their competencies in carrying out operational duties and responsibilities to oversee and ensure project completion following the time plan. The mismatch of project completion time with project planning time causes budget realization to be greater than the previously planned budget. Knowing and understanding the science of project management is a basic competency that can make AMC employees able to oversee a project well so that the project completion time target can be achieved according to the target and impact the efficiency of budget

absorption.

This competency gap causes employee motivation to decrease in overseeing projects due to employees' common knowledge and understanding of project management (Project Management), so the stress and discomfort in carrying out their duties and responsibilities are very high. Sharing knowledge based on the experience of Senior Leaders to their staff is very important as an effort to increase knowledge that will build competence as a provision for employees who become implementers in overseeing and managing projects according to plan. Assignment after assignment will produce experience for the employee concerned to be shared with other employees. Training on project management is one of the methods to build AMC human resource competencies through formal certification channels. Based on the problems that exist in the AMC Unit where there is a failure to achieve targets carried out by AMC Unit employees and the results of interviews with Senior Leaders in the AMC Unit show several factors that cause problems that occur in the AMC Unit that affect the performance of the AMC Unit. Some previous research suggests that to improve employee performance, Wexley and Yukl explain that training and development refers to matters related to planned efforts carried out to achieve mastery of the skills, knowledge and attitudes of employees or members of the organization. Development is more focused on improving decision-making skills and human relations. Furthermore, knowledge and understanding of AMC human resources on project management methodologies following standardization are the main factors to build competence and carry out the main functions of AMC units. Likewise, the ratio of the number of projects to the number of human resources of stakeholders managing the project also determines the achievement of the target of the AMC unit.

Training is part of employee development in a company. This is because its implementation will benefit individual employees in particular and the organization in general. So, later employees will be able to carry out the tasks given. Training can improve an employee's performance in handling current and existing jobs in the future according to the field of duty carried out in the organization. It is undeniable that every company every year must hold training to support employees to develop more. The number of company demands each employee in achieving their work targets will decrease employee productivity in completing their work [3]. To improve employee performance for the better, it is necessary to apply motivation by paying attention to the basic needs of employees as an encouragement that arises in employees to strive to achieve predetermined targets, work hard to achieve success and have the desire to do something better than before [4]. In addition, we found differences in the findings of Mistina's [5] research results the success dimension in the motivation variable was significantly related to the performance improvement dimension in the performance variable. The need to gain power or position can be a motivation that greatly affects a company's performance [6].

Several other researchers also conduct empirical research on factors affecting employee performance. Based on these studies, researchers found differences in findings. Training factors were found to have a positive and significant effect on employee performance by Luhur [7] and Potu [1]. However, research conducted by Reza [8], Andayani and Hirawati [9] as well as Safitri [10] no effect on

employee performance. As well as the training factor, the motivation factor was also found to differ. Competency factors were found to have a positive and significant effect on employee performance by several researchers, including Muslimah [11], Krisnawati and Bagia [12] as well as Muslimat [13]. However, research conducted by Hidayat [14] and Nababan et al [15] found that workload did not affect employee performance. Researchers also found differences in findings regarding the effect of work motivation on employee performance. Some researchers include Luhur [7], Potu [1], Sugiharjo and Aldata [3], Yanti and Saluy [6], Parashakti and Setiawan [16], Perkasa et al. [17], Omolo and Oloko [18] and Tampi [19] Finding a positive and significant influence on employee performance. While Razak's et al. [20] research Found that work motivation did not affect employee performance.

## 2. Literature Review

### 2.1 Employee Work Performance

According [21] performance can be interpreted as the results of work and work behavior achieved in completing tasks and responsibilities in a certain period. According Kasmir [22] Performance is defined as the result of work in quality and quantity achieved by an employee in carrying out his duties following his responsibilities. Colquitt et al. [23] Performance is formally defined as the value of a set of employee behaviors that contribute positively or negatively to the achievement of organizational goals. According Ivancevich and Konopaske [24] states that performance results from work related to organizational goals such as quality, efficiency and other effectiveness criteria. Almost similar to Setiaji and Lo's [25] statements performance results from a process referenced and measured over a certain period based on predefined conditions or agreements. According Robbins [26] performance is a function of the interaction between ability, motivation and opportunity, which means efficiently doing effective work. If performance is seen from work behavior, then what is assessed is the behavior of employees in carrying out their obligations that contribute positively or negatively to fulfilling company goals. Employee performance is also said to be an action, an achievement, or a show of one's skills in doing their work. Another opinion, according to Luthans [27] performance is the quantity or quality of something produced or a service rendered by someone doing the work. The level of employee performance measures an organization's efficiency and effectiveness in achieving predetermined goals [28]. Improving employee performance will also affect the performance of the organization where the employee works to achieve the predetermined organizational goals [28].

Hasibuan [29] it results from a person's work in carrying out his duties on ability, effort and opportunity. Hasibuan also explained that performance is the result of work achieved by a person in carrying out the tasks assigned to him based on ability, experience, sincerity and time. Furthermore, Hasibuan revealed that performance is a combination of three important factors, namely the ability and interest of a worker, the ability and acceptance of the explanation of task delegation and the role and level of motivation of workers. If the performance of each individual or employee is good, the company's performance is expected to be good as well. Another opinion expressed by Sutrisno [30] performance is a person's success in carrying out tasks, work results that a person or group of people can achieve in a company following their respective authorities and responsibilities or how a person is expected to function and behave following the tasks that have been assigned to him and the quantity,

quality and time used in carrying out duties.

### 2.3 Motivation

Motivation comes from the Latin *movere*, which means to move. According Zainal [31] within Afrina [32] Work motivation is a set of attitudes and values that influence individuals to achieve specific things according to individual goals, whereas, Sukardi and Purwanto [33] suggests that work motivation is the process that drives a person to perform a series of activities that lead to achieving a specific goal. Motivation is generally a function of equity in social exchange based on equity theory. With an understanding of organizational correctness, employees can be actively involved. Motivation is related to the drive that exists in humans, both internal and external, to increase the potential within themselves to provide the best performance for the company [34] experts' opinions on work motivation vary greatly from one point of view. According to Senen et al. [35] motivation is a factor that encourages a person to do a certain activity. Therefore motivation is often interpreted as a driving factor for one's behavior. Every activity carried out by someone must have a factor that encourages the activity. The motivating factor of a person to do a certain activity, in general, is the need.

Achievement motivation is one of the determinants that can influence individual behavior to encourage the individual to achieve a desired advantage. Aspects that affect achievement motivation are choosing tasks with a moderate difficulty level, responsibility for their performance, requiring feedback, and being creative-innovative. Motivation is a psychological process that reflects the interaction between attitudes, needs, perceptions and decisions that occur in a person [36]. And motivation as a psychological process arises due to factors within a person himself called intrinsic or factors from outside called extrinsic [37]. Factors from within a person can be in the form of personality, attitudes, experience and education, or different expectations and ideals that reach into the future. In contrast, various factors can cause factors outside the self, which can be due to the influence of leaders, colleagues or other factors that are very complex. Still, intrinsic and external motivation factors arise because there are stimuli [38]. Based on the understandings put forward by some experts about the understanding of motivation above, it can be concluded that the understanding of motivation is a condition or condition that encourages, stimulates or moves a person to do something or various activities he does, namely to achieve a goal.

### 2.3 Training

Training according to Mangkunegara [22] that training is an effort to improve employee performance in his current job or other jobs he will hold immediately. For employees to be ready to be placed in certain fields of work, it is necessary first to attend training. Ready in the sense of being able to work and willing to comply with all regulations set by the company. Training is a process to improve the quality of human resources or employees owned. The expected improvement is increased knowledge, improved skills and improved behavior, where quality improvement results are aimed at achieving organizational goals. New employees need additional knowledge to carry out their duties well, namely through soft and hard competency training. In addition to increasing the knowledge of prospective employees who enter the training is to change the behavior of employees who have been not good.

And, of course, in the end, it is to learn more about the scope of work he faces. According Kasmir [21] training is a process to form and equip employees by increasing their skills, abilities, knowledge and behavior. Training is a process to form and equip employees by adding skills, abilities, knowledge and behavior, so that work can be completed more quickly and effectively and can be done rationally [39]. By being given training, employees will gain special knowledge and be able to practice skills that can later be used in work [40]. From the definition above, training is a facility companies provide to learn work related to employees' knowledge, expertise and behavior. This means that to increase the knowledge, expertise and behavior of employees, it can be done through training which, of course, has been planned by the company beforehand. However, not everyone can participate in training because it requires certain requirements. Therefore only employees whose energy is needed by the company must be included in the training.

#### **2.4 Competence**

According Spencer and Spencer [41] within Malik and Mahyul [42] suggests that competence refers to the underlying characteristics of behavior that describe motives, personal characteristics (traits), self-concept, values, knowledge or skills that a superior performer brings to the workplace. According Kravetz [43] within Benjamin et al. [44] they mention that competence is something that a person demonstrates at work every day. The focus is on workplace behavior, not personality traits or basic skills outside or within the workplace. [45] Competency is defined as a set of high-performance measurement processes as if the organization's skills, knowledge, attitudes, employee behavior, and capabilities offer a sustainable competitive advantage. Competence includes doing something, not just passive knowledge. An employee may be clever, but intelligence is only useful if they translate their intelligence into effective workplace behavior [46]. So competence is more than just knowing what to do. In general, competence can be understood as a combination of skills, personal attributes, and knowledge reflected through job behavior that can be observed, measured and evaluated [47]. In some literature, competencies are often divided into two types: soft competency or competencies closely related to the ability to manage work processes and relationships between people and build interactions with others [48]. From some of these understandings, competence is a mastery of abilities, skills, values, and attitudes that must be possessed, lived, and mastered by employees from education, training, and experience to carry out their work professionally.

#### **2.5 Hypothesis Development**

The existence of training organized by the company will improve competence to support the company's success, which is in line with the understanding of training, according to Mangkunegara [22] That training is an effort to improve employee performance in their current job or other jobs. Job training aims to equip someone with knowledge, skills, and attitudes for daily organizational tasks or activities [49]. Thus, through knowledge and skills and attitudes obtained through training, an employee or member of the organization can be more confident in facing the problems faced in carrying out his duties [50]. Based on research conducted by Ameen and Batool [51] shows that training has a positive and significant effect on employee performance. In addition, research conducted by Kuruppu et al. [52], Niati et al, [53], Hanayanti and Ikhawan [54] It also said that training positively and significantly

affects employee performance. Based on this description, the hypotheses built in this study are:

**Hypothesis 1. Training has a positive and significant effect on work performance**

$$\eta^2 = \gamma^2 \xi^2 + \zeta^2 \dots \dots \dots (1)$$

According Raharjo et al. [55] It is said that training has a close relationship with motivation. The provision of training affects employee motivation because after attending training, employees have skills and are skilled in doing the tasks given by the agency with a heavier task weight, so the attitude of employees is better in accepting tasks and enthusiastic in doing tasks. Cheema et al. [56] states that training can motivate workers to commit and that motivation will lead to higher levels of retention [57] Training is one aspect of employee development that is useful for improving the ability of human resources so that they can improve the standard of living for themselves and others [58]. Training is an activity to improve the knowledge and skills of employees to carry out certain jobs. According Niati et al. [59] It is said that training has a close relationship with motivation. The provision of training affects employee motivation because after attending training, employees have skills and are skilled in doing the tasks given by the agency with a heavier task weight, so the attitude of employees is better in accepting tasks and enthusiastic in doing tasks. Based on research conducted by Nurrizka [60] Shows that training has a positive and significant effect on employee motivation. In addition, research conducted by Arafat et al. [61] and Efendi [62] It also said that training has a positive and significant effect on motivation. Based on this description, the hypotheses built in this study are:

**Hypothesis 2. Training has a positive and significant effect on motivation**

$$\eta^2 = \gamma^2 \xi^2 + \zeta^2 \dots \dots \dots (2)$$

The increase in employee competence will significantly affect the performance of employees and the company in achieving predetermined targets, which is supported by the understanding of competence, according to Malik and Mahyul [42] This suggests that competence refers to the underlying characteristics of behavior that describe motives, personal characteristics (characteristics), self-concept, values, knowledge or skills that a superior performer brings to the workplace. Gunadi and Trisniarty [63] Provide opinions on competence as a basic characteristic of personnel that is a determining factor for the success or failure of a person in performing a job in a particular situation. Pianda [64] it is opening competence as a form of character that is the basis of one's work to increase the effectiveness of individual performance as an individual causal relationship with work references set by the company. Superior and adequate competence is needed for a company to achieve its corporate goals. When viewed from its definition, the term competence contains the notion of positive character and relationship with positive character and relationship with positive behavior (a kind of service performance). Setyabudi et al. [65] defines a person's competence as skills, abilities, or characteristics associated with high performance in the workplace, such as problem-solving, analytical thinking, and leadership. Based on research conducted by Sofiyah et al. [66] demonstrating competence has a positive and significant effect on employee performance. In addition, research conducted by Syahrir et al. [67], Widagdo et al. [68], Fitriah et al. [69] it also said that competence

positively and significantly affects employee performance. Based on this description, the hypotheses built in this study are:

**Hypothesis 3. Competency has a positive and significant effect on work performance**

$$\eta^2 = \gamma^3\xi^2 + \zeta^2 \dots\dots\dots (3)$$

In general, companies expect their employees to have high work competence because by having high work competence, employees will feel confident and encouraged to work well. Competency indicates the characteristics of knowledge and skills possessed by each individual that enable them to perform their duties and responsibilities effectively and raise the standard of professional quality in their work [70]. Companies generally expect their employees to have high work motivation so that employees always have the drive to achieve company goals. Motivation is a factor that encourages a person to do a certain activity; therefore, motivation is often interpreted as a motivating factor for one's behavior [35]. Motivation is the driving force that causes a member of the organization to be willing and willing to take time to carry out various activities to become his responsibility and fulfill his obligations to achieve the organization's goals and various predetermined objectives [71]. Competence is a basic trait of a person related to effectively or very successfully implementing a job [72]. This certainly triggers employees' motivation to do a good job. Based on research conducted by Napisa et al. [73] shows that competence has a positive and significant effect on employee motivation. In addition, research conducted by Hakim [74], Sari [75], Zulvia and Gustilia [76] It is also said that competence positively and significantly affects motivation. Based on this description, the hypotheses built in this study are:

**Hypothesis 4. Competence has a positive and significant effect on motivation**

$$\eta^1 = \gamma^4\xi^2 + \zeta^1 \dots\dots\dots (4)$$

Work motivation is a force in people that influences the direction, intensity and perseverance of one's voluntary behavior to do work [77]. Meanwhile, according to Samadara et al. [78] work motivation is the desire to act. Everyone can be motivated by several different forces. Work motivation results from internal and external forces that cause workers to choose the appropriate action and use certain behaviors [79]. Motivation is generally related to goals, while organizational goals include work-related behavior. Motivation can be formulated as a condition or action that encourages a person to do a job or activity as much as possible and produce [80]. Motivation is also one of the very important factors in increasing enthusiasm for work [81]. Motivation comes from the Latin word "movere," which means drive or driving force [82]. Employee performance according to Hidayat et al. [83] able to increase work targets, complete work on time, create innovation in completing work, create creativity in completing work, and minimize work errors. Based on research that Mardiana has done et al. [84] shows motivation has a positive and significant effect on employee performance. In addition, research conducted by Rivaldo [85], Pratama and Riana [86], Umar dan Norawati [77] Also said, that Motivation has a positive and significant effect on employee performance. Based on this description, the hypotheses built in this study are:



**Hypothesis 5. Motivation has a positive and significant effect on work performance**

$$\eta_2 = \beta_1\eta_1 + \zeta_2 \dots\dots\dots (5)$$

**Hypothesis 6. Motivation mediates the relationship between training and work performance**

$$\eta_2 = \gamma_2\xi_1 + \beta_1\eta_1 + \zeta_2 \dots\dots\dots (6)$$

**Hypothesis 7. Motivation mediates the relationship between employee competence and performance**

$$\eta_2 = \gamma_4\xi_2 + \beta_1\eta_1 + \zeta_2 \dots\dots\dots (7)$$

**3. RESEARCH METHODOLOGY**

**3.1 Research Design**

The research method used in this study is quantitative because, according to [87] Quantitative methods are carried out with research data in numbers and analyzed using statistics. Then, this research is causality research (cause and effect research), known as explanatory research (explanatory research), conducted to identify the level and nature of cause-and-effect relationships. According to Saunders et al. [87], causal research is research that explains the causal relationship between independent variables and dependent variables. This study consists of 2 independent variables, namely employee motivation and performance, with 2 dependent variables, namely training and competence.

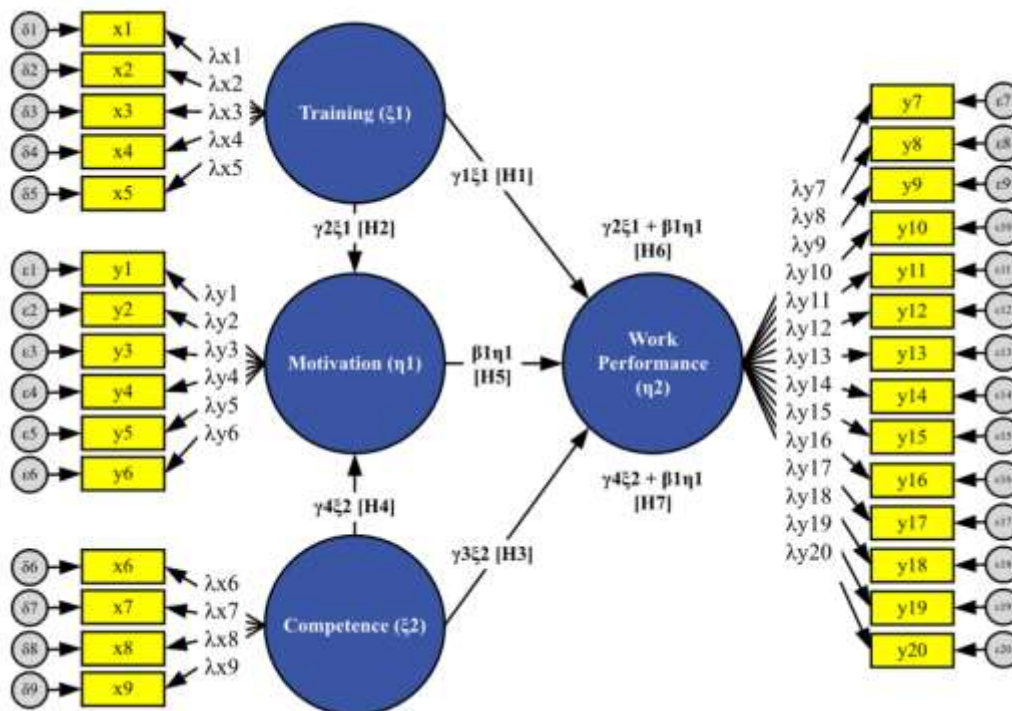


Figure 1: Research Model

Figure 1 shows the following model with notation adapted from Putra [88]. The notation used in this study was  $\xi$  (indicating exogenous latent);  $\eta$  (indicates latent endogenous),  $\beta$  (indicates the path coefficient of the endogenous variable to the endogenous variable);  $\gamma$  (indicates the path coefficient of an exogenous variable to an endogenous variable);  $x$  (indicates the manifest measurement variable of the latent exogenous variable);  $y$  (indicates the manifest measurement variable of the latent endogenous variable);  $\zeta$  (indicates the residual of the latent endogenous variable). Thus, the proposed model is divided into two structural equation models as follows:

**Structural Equation I:**  $\eta_1 = \gamma_2\xi_1 + \gamma_4\xi_2 + \zeta_1$ ..... (8)

**Structural Equation II:**  $\eta_2 = \gamma_1\xi_1 + \gamma_2\xi_2 + \beta_1\eta_1 + \zeta_2$ ..... (9)

### 3.3 Operational Variable and Item Scale Development

Exogenous variables in this study consisted of training and competence. The training variable ( $\xi_1$ ) in this study is defined as a process to form and equip employees in the Asset Management Center (AMC) by adding skills, abilities, knowledge and behavior to complete work more quickly, effectively and rationally. Where this variable is measured using 5 indicators (i.e.,  $x_1, x_2...$ ) adapted from Mangkunegara [22]. Next, the competency variable ( $\xi_2$ ) In this research is defined as the characteristics that underlie employee behavior in the Asset Management Center (AMC) Which describes the motives, personal characteristics (traits), self-concept, values, knowledge or expertise that a superior performer brings to the workplace. Where this variable is measured using 4 indicators (i.e.  $x_6, x_7....$ ) Adapted from Nugraha et al. [89]. Meanwhile, endogenous variables in this study consisted of employee motivation and performance. The motivation variable ( $\eta_1$ ) is defined as the drive that exists in employees in the Asset Management Center (AMC) Both internal and external, to increase the potential within themselves to provide the best performance for the company. Where this variable is measured using 6 indicators (i.e.,  $y_1, y_2....$ ) adapted from Fibriati et al. [90]. Furthermore, the employee performance variable ( $\eta_2$ ) is defined as the internal and external encouragement in the Asset Management Center (AMC) to increase the potential within themselves to provide the best performance for the company. Where this variable is measured using 14 indicators (i.e.,  $y_7, y_8,...$ ) adapted from Widodo et al. [91].

### 3.4 Population and Sample

This data was obtained from questionnaires distributed online to research subjects, namely Asset Management Center (AMC) employees totaling 102 respondents. From 102 research data, it can be seen that the majority of respondents' gender is dominated by the "Male" gender, with as many as 63 respondents (62%). It can be concluded that the majority of respondents have male gender. For age, it can be seen that the majority of respondents ages are dominated by the age of "21 - 30 years," with as many as 64 respondents (63%). It can be concluded that the majority of respondents have the age of 21 – 30 years. In terms of education, the majority of respondents were dominated by the last education, "Bachelor (S1)," as many as 77 respondents (75%). It can be concluded that most respondents' final education is Bachelor's (S1). Regarding length of work, most respondents were dominated by the

length of work for "1 – 3 years" as many as 80 respondents (78%). It can be concluded that most respondents working time is for 1-3 years.

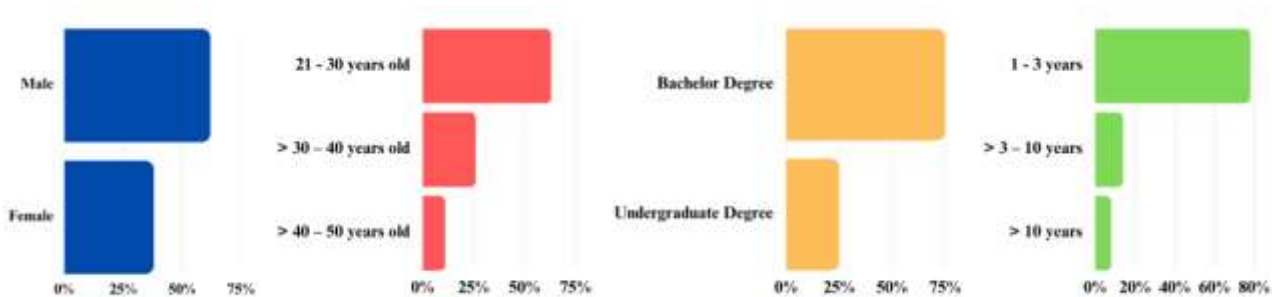


Figure 2: Distribution of Respondents

## 4. RESULTS AND DISCUSSION

### 4.1 Data Normality Evaluation

To test the normality of the data distribution used in the analysis, researchers use statistical tests provided in the Partial Least Square program, namely the outer model test. According to Hair et al [92] assessing the normality assumption is fulfilled if the Critical Value (Skewness) value is less than the value of  $\pm 2.00$  and the kurtosis value is not more than 7. Based on the test results, it can be seen that there is no value number in the Skewness column greater than  $\pm 2.00$  or a kurtosis value of more than 7. Therefore, it can be said that there is no evidence that the distribution of this data is abnormal. Thus in testing the data for SEM modeling seen in the test, there is no evidence that the data used are abnormally distributed. Therefore, the normality assumption has been met, and this data is feasible for use in subsequent estimates.

### 4.2 Outer Model Evaluation

Evaluation of the measurement model or outer model is carried out to assess the validity and reliability of the model. The research measurement model in PLS-SEM is an outer model of relationships between indicators and latent variables [88], [93]–[97]. According Hair et al. [98], to assess convergent validity, the loading factor value must be more than 0.70. But according to Henseler et al. [99], the loading factor of a reflective indicator can be considered a good measure of a latent variable if it is above 0.50 (the loading factor of a reflective indicator  $> 0.50$ ). So the decision that can be taken for the outer loadings acceptance limit is between 0.60. Furthermore, the analysis continued by looking at the average variance extracted (AVE) value to test convergent validity with a cut-off value above 0.50. Based on the validity testing results, we found that all items have loadings values above 0.7 and p-values below 0.05. Therefore, the indicators in the model are valid. Another method to see convergent validity is to see that the average variance extracted (AVE) must be greater than 0.5 recommended; This ratio implies that latent variables have accounted for more than 50% of the variants of reflective indicators. AVE is only relevant for reflective measurement models.

**Table 2: Construct Validity and Reliability**

| Variable         | Item(s) | Loadings | Cronbach's alpha | Composite reliability (rho_a) | Composite reliability (rho_c) | Average variance extracted (AVE) |
|------------------|---------|----------|------------------|-------------------------------|-------------------------------|----------------------------------|
| Training         | X1.1    | 0.790    | 0.872            | 0.876                         | 0.907                         | 0.661                            |
|                  | X1.2    | 0.817    |                  |                               |                               |                                  |
|                  | X1.3    | 0.802    |                  |                               |                               |                                  |
|                  | X1.4    | 0.865    |                  |                               |                               |                                  |
|                  | X1.5    | 0.790    |                  |                               |                               |                                  |
| Competence       | X2.1    | 0.857    | 0.893            | 0.895                         | 0.926                         | 0.757                            |
|                  | X2.2    | 0.883    |                  |                               |                               |                                  |
|                  | X2.3    | 0.892    |                  |                               |                               |                                  |
|                  | X2.4    | 0.847    |                  |                               |                               |                                  |
| Motivation       | Y1.1    | 0.860    | 0.947            | 0.947                         | 0.958                         | 0.792                            |
|                  | Y1.2    | 0.893    |                  |                               |                               |                                  |
|                  | Y1.3    | 0.888    |                  |                               |                               |                                  |
|                  | Y1.4    | 0.902    |                  |                               |                               |                                  |
|                  | Y1.5    | 0.907    |                  |                               |                               |                                  |
|                  | Y1.6    | 0.888    |                  |                               |                               |                                  |
| Work Performance | Y2.1    | 0.784    | 0.972            | 0.973                         | 0.975                         | 0.734                            |
|                  | Y2.2    | 0.825    |                  |                               |                               |                                  |
|                  | Y2.3    | 0.846    |                  |                               |                               |                                  |
|                  | Y2.4    | 0.838    |                  |                               |                               |                                  |
|                  | Y2.5    | 0.866    |                  |                               |                               |                                  |
|                  | Y2.6    | 0.856    |                  |                               |                               |                                  |
|                  | Y2.7    | 0.858    |                  |                               |                               |                                  |

| Variable | Item(s) | Loadings | Cronbach's alpha | Composite reliability (rho_a) | Composite reliability (rho_c) | Average variance extracted (AVE) |
|----------|---------|----------|------------------|-------------------------------|-------------------------------|----------------------------------|
|          | Y2.8    | 0.864    |                  |                               |                               |                                  |
|          | Y2.9    | 0.885    |                  |                               |                               |                                  |
|          | Y2.10   | 0.897    |                  |                               |                               |                                  |
|          | Y2.11   | 0.923    |                  |                               |                               |                                  |
|          | Y2.12   | 0.872    |                  |                               |                               |                                  |
|          | Y2.13   | 0.862    |                  |                               |                               |                                  |
|          | Y2.14   | 0.803    |                  |                               |                               |                                  |

The test results show that all values have met the testing requirements of the loading factor value and average variance extracted (AVE) above 0.50, so it can be said to be valid and used to measure each latent variable. Since there are no problems with convergent validity, the next step tested is the problem related to discriminant validity for each construct with the correlation value between the constitutions in the model [100]. This method is often referred to as Fornell Larcker Criterion, HTMT and Cross Loadings. Nevertheless, according to Henseler et al. [101] the Fornell Larcker Criterion fails to identify discriminant validity in most major cases. To that end, Henseler et al., (2015) suggests assessing discriminatory validity using the heteroit-monotrait ratio of correlations (HTMT). A bootstrapping procedure with a re-sample of 5000 is performed to obtain a confidence interval (CI) value less than or equal to 1.00 to identify no discriminatory validity problems. [99]. In this study, it was found that the confidence interval (CI) value of both 5.0% and 95.0% of each dimension of the variable value less than or equal to 1.00 can be seen in the table below, so it is concluded that each supporting indicator does not have discriminant validity problems.

Testing discriminant validity, reflective indicators can also be seen in cross-loading between indicators and their constructs. An indicator is valid if it has a loading factor to another construct. Thus, latent constructs predict indicators in their blocks better than in others. Thus, latent constructs predict indicators in their blocks better compared to indicators in other blocks [98]. The table above shows that the loading value on each intended construct is greater than the loading value with other constructs. It can be concluded that all existing indicators are valid, and there are no problems with discriminant validity. After the indicators have been evaluated for validity, the next stage is to evaluate the reliability of each latent construct using Cronbach's alpha and composite reliability values. Cronbach's alpha and composite reliability grades can be considered to ensure the reliability of PLS construction scores, as defined in Dijkstra and Henseler. [100] tshat composite reliability is over 0.7, and Cronbach's alpha is over 0.6. We find all constructs have acceptable reliability.

### 4.3 Inner Model Evaluation

After the estimated model meets the criteria of validity and reliability, we then test the structural model. This evaluation aims to predict the relationship between latent variables. Ramayah et al. [102] Suggest looking at the value of Inner VIF, coefficient of determination, model suitability and predictive relevance to assess structural (inner model). We use the inner VIF value to assess multicollinearity in structural models. Our study found no perfect or large correlation among independent variables. The correlation value between observed variables (VIF) has been less than 10.00, as recommended by Hair et al [98] the method used to test the occurrence of multicollinearity can be seen from the variable correlation matrix generated through the VIF value.

The evaluation of the coefficient of determination value showed that the exogenous variable could explain the endogenous variable of motivation by 60.3% (0.603). In contrast, other exogenous variables outside this study explained the rest. Meanwhile, the variable construct of employee performance in this study is 0.973. The results showed that the exogenous variable could explain the endogenous variable of employee performance by 97.3%, while other exogenous variables outside this study explained the rest. Next, we evaluated structural models' predictive relevance ( $Q^2$ ), measuring how well observational values were generated. If the  $Q^2$  value has a value greater than zero for a given endogenous latent variable, the PLS path model has predictive relevance for that construct [98]. The evaluation of the fit model in this study was carried out using two test values, including standardized root mean square residual (SRMR) and normal fit index (NFI) proposed by Ramayah et al. [102] that the model will be considered a good fit if the standardized root mean square residual (SRMR) value is below 0.10 [98].

### 4.4 Hypothesis Testing

This hypothesis testing phase is carried out after the structural model evaluation stage. This stage is carried out to determine whether the research hypothesis proposed in the research model is accepted or rejected. To test the proposed hypothesis, the value of the path coefficient and the value of the T-Statistic through the bootstrapping procedure can be seen. The training factor ( $\xi_1$ ) did not directly influence employee performance ( $\eta_2$ ). Where the effect between training ( $\xi_1$ ) on employee performance ( $\eta_2$ ) has a path coefficient of 0.011 which is close to +1, a T-Statistic value of 4.74 ( $>1.96$ ), and a p-value of 0.636 ( $>0.05$ ), so it can be concluded that the first hypothesis (H1) is rejected and training ( $\xi_1$ ) does not affect employee performance ( $\eta_2$ ), from these results, it can be concluded that the higher the training ( $\xi_1$ ), the performance of employees ( $\eta_1$ ) does not increase by 0.011. Furthermore, training ( $\xi_1$ ) directly influenced motivation ( $\eta_1$ ). Where the effect between training ( $\xi_1$ ) on motivation ( $\eta_1$ ) has a path coefficients value of 0.306 which is close to a value of +1, a T-Statistic value of 3.423 ( $>1.96$ ), and a p-value of 0.001 ( $<0.05$ ), so it can be concluded that the second hypothesis (H2) is accepted and training ( $\xi_1$ ) has a positive and significant effect on motivation ( $\eta_1$ ).

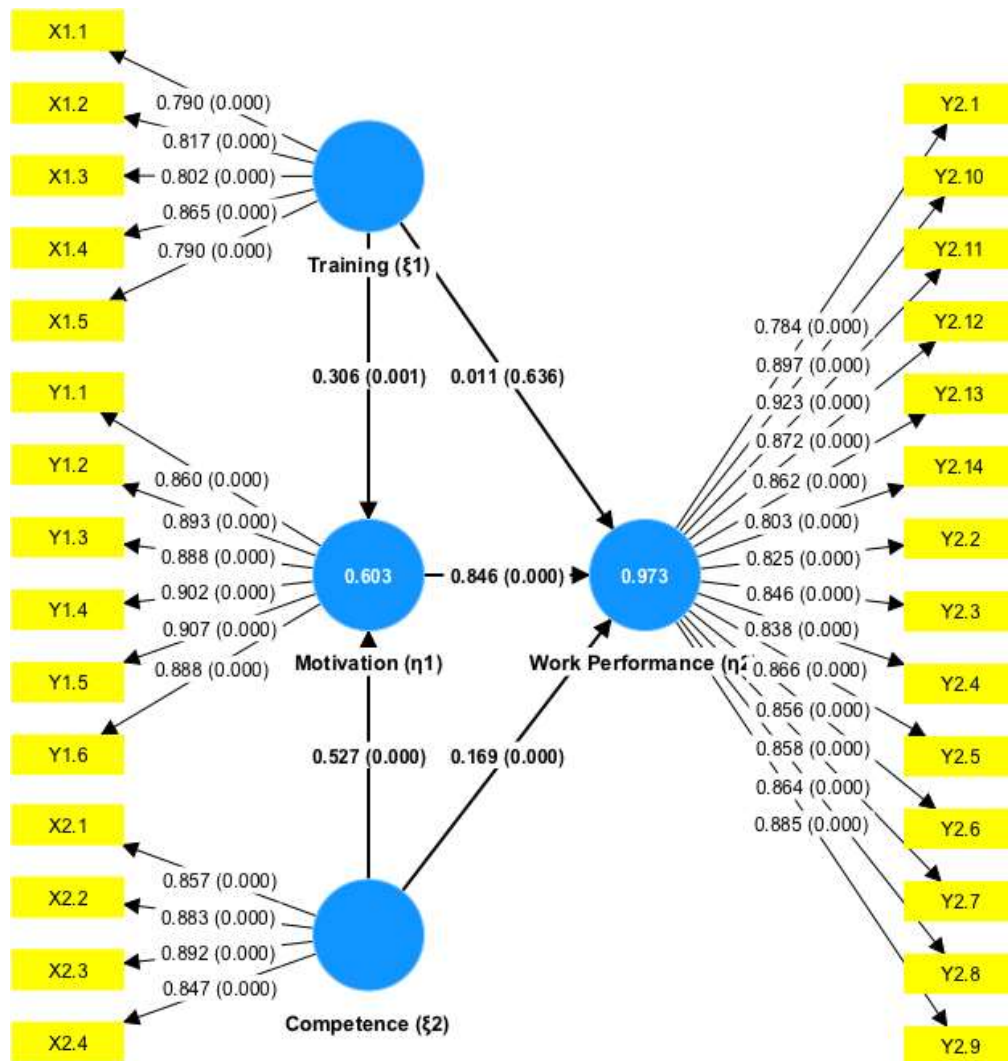


Figure 3: Model Results

The competency factor ( $\xi_2$ ) was found to have an influence on employee performance ( $\eta_2$ ) where the influence between competence ( $\xi_2$ ) on employee performance ( $\eta_2$ ) has a path coefficients value of 0.169 which is close to +1, T-Statistic value 4.596 (>1.96), and p-value 0.000 (<0.05), so it can be concluded that the third hypothesis (H3) is accepted and competence ( $\xi_2$ ) affects employee performance ( $\eta_2$ ). Furthermore, competence ( $\xi_2$ ) was found to influence motivation directly (Y1), where the influence between competence ( $\xi_1$ ) on motivation ( $\eta_2$ ) has a path coefficients value of 0.527 which is close to the value of +1, a T-Statistic value of 5.708 (>1.96), and a p-value of 0.000 (<0.05), so it can be concluded that the fourth hypothesis (H4) is accepted and competence ( $\xi_2$ ) has a positive and significant effect on motivation ( $\eta_2$ ). In addition, motivation ( $\eta_1$ ) was found to influence employee performance ( $\eta_2$ ). Where the influence between motivation (Y1) on employee performance (Y2) has a path coefficients value of 0.846 which is close to +1, T-Statistic value 27.344 (>1.96), and p-value 0.000 (<0.05), so it can be concluded that the fifth hypothesis (H5) is accepted and motivation ( $\eta_1$ )

has a positive and significant effect on employee performance ( $\eta_2$ ).

**Table 3: Hypothesis Testing**

| Direct Effect                                | Original sample (O) | T statistics ( O/STDEV ) | P values | Hypothesis | Conclusion        |
|--|---------------------|--------------------------|----------|------------|-------------------|
| Training -> Work Performance                 | 0.011               | 0.474                    | 0.636    | H1         | Rejected          |
| Training -> Motivation                       | 0.306               | 3.423                    | 0.001    | H2         | Accepted          |
| Competence -> Work Performance               | 0.169               | 4.596                    | 0.000    | H3         | Accepted          |
| Competence -> Motivation                     | 0.527               | 5.708                    | 0.000    | H4         | Accepted          |
| Motivation -> Work Performance               | 0.846               | 27.344                   | 0.000    | H5         | Accepted          |
| Indirect Effect                              | Original sample (O) | T statistics ( O/STDEV ) | P values | Hypothesis | Conclusion        |
| Training -> Motivation -> Work Performance   | 0.259               | 3.503                    | 0.000    | H6         | Full Mediation    |
| Competence -> Motivation -> Work Performance | 0.446               | 5.402                    | 0.000    | H7         | Partial Mediation |

Furthermore, the mediating role of motivation ( $\eta_1$ ) was tested in this study. Where motivation ( $\eta_1$ ) was found to influence its role as a full mediation between training ( $\xi_1$ ) and employee performance ( $\eta_2$ ). Based on the test results on the indirect effect between training ( $\xi_1$ ) on employee performance ( $\eta_2$ ) through motivation ( $\eta_1$ ) has a path coefficients value of 0.259 which is close to +1, T-Statistic value of 3.503 ( $>1.96$ ), and p-value 0.000 ( $<0.05$ ), so it can be concluded that the sixth hypothesis (H6) is accepted and motivation ( $\eta_1$ ) mediates the relationship between training ( $\xi_1$ ) which does not affect employee performance ( $\eta_1$ ) in direct relationships. For this reason, it can be concluded that with the motivation factor ( $\eta_1$ ), the training factor ( $\xi_1$ ) will have an effect in improving employee performance ( $\eta_2$ ). It was previously found that the training factor ( $\xi_1$ ) did not improve employee performance ( $\eta_2$ ). Motivation ( $\eta_1$ ) was found to influence its role as a partial mediation between competence ( $\xi_2$ ) and employee performance ( $\eta_2$ ). Based on the test results on the indirect effect between competence ( $\xi_2$ ) on employee performance ( $\eta_2$ ) through motivation ( $\eta_1$ ) has a path coefficients value of 0.446 which is close to +1, T-Statistic value 5.402 ( $>1.96$ ), and p-value 0.000 ( $<0.05$ ), so it can be concluded that the seventh hypothesis (H7) is accepted and motivation ( $\eta_1$ ) mediates the relationship between competence ( $\xi_2$ ) which has a positive and significant effect on



employee performance ( $\eta_2$ ) in direct relationships. For this reason, it can be concluded that with the presence or absence of motivation factors ( $\eta_1$ ), competency factors ( $\xi_2$ ) will still affect improving employee performance ( $\eta_2$ ). It was previously found that the competency factor ( $\xi_2$ ) positively and significantly improved employee performance ( $\eta_2$ ).

## 5. CONCLUSION

This research found that training is only able to encourage employee performance indirectly. This is because Management Center (AMC) staff generally have yet to maximize participation in the training provided. Training carried out optimally will positively impact the company, so the results of the training obtained cannot be maximally implemented and directly do not improve employee performance. The results of this study contradict the findings of previous studies where Alkhwalidi and Abdulmuhsin [103], [104] Found that training had a significant effect on employee performance. Furthermore, training encourages the achievement of motivation. This is because the Management Center (AMC) staff, generally, can be said to have maximized participation in the training provided. Training has been carried out optimally to positively impact the company so that the results of the training obtained can be maximally implemented and directly increase motivation. Findings from previous studies where Arafat et al. [61] supports the results in this study and Efendi [62] found that training had a significant effect on motivation.

Competency encourages the achievement of employee performance. This is because Management Center (AMC) staff generally have experience and competent skills. Employee experience can support work so that the skills can improve and directly improve employee performance. Findings from previous studies where Syahrir et al [67] supports the results in this study, Widagdo et al. [68], Fitriah et al. [69] Found that competence has a significant effect on employee performance. Meanwhile, competence was found to encourage the achievement of motivation. This is because Management Center (AMC) staff generally have good skills and knowledge. Employee skills and knowledge can facilitate the tasks and work assigned to employees so that work targets can be completed on time and directly increase motivation. Findings from previous studies where Hakim supports the results in this study [74], Sari [75], Zulvia and Gustilia [76] found that competence had a significant effect on motivation.

Motivation drives the achievement of employee performance. This is because Management Center (AMC) staff generally have a structured and clear work plan. The work plan is a process to achieve an achievement so that the company's achievements can increase and directly improve employee performance. The results in this study are supported by findings from previous studies where Alkhwalidi and Abdulmuhsin [103], [104] Found that motivation has a significant effect on employee performance. Furthermore, this study found that training encourages the achievement of employee performance with motivation that also drives its role as a full mediator. This proves that the efforts made by the Management Center (AMC) to improve training can improve employee performance, with motivation that plays a role. Findings from previous studies where Pairs et al. [105] supports the results in this study, Parashakti et al. [106], Sumbogo and Diposumarto [107] Motivation is a mediating

variable in the relationship between training and employee performance. In addition, competence encourages the achievement of employee performance with motivation that also encourages its role as partial mediation. This proves that the efforts made by the Management Center (AMC) to improve competence can improve employee performance, with motivation that plays a role. Findings from previous studies where Mardiana [105] supports the results in this study, [107] motivation is a mediating variable in the relationship between competence and employee performance.

Following the findings described earlier, suggestions can be proposed to improve the training and competence of Asset Management Center (AMC) staff. To improve employee motivation and performance, Management Center (AMC). It can focus on important factors or determinants ranging from those with the largest effect to the smallest sequentially, namely competence in the first order and training in the next. It is expected that employee motivation and performance will increase by focusing on the above strategies. Management Center (AMC) can improve the knowledge, skills, attitudes, and experience of staff so that in carrying out their duties and responsibilities, they can support their work that has met the requirements in attending previous training. The study also had some limitations. First, this study focuses on training and competence at the Management Center (AMC) staff, with the topic chosen to take an approach around employee motivation and performance. Second, this study only took units of analysis in one division with a limited number of respondents. For future research, add other approach models to get even better results. In addition, in this study, respondents only mentioned Management Center (AMC) staff without specifically mentioning where in the next study. It can be expanded regarding respondent segmentation by expanding the population area. This study examines aspects of the influence of motivational mediation, from the results was found to be quite satisfactory results because one of the relationships supports the hypothesis that has been proposed previously, but this also shows how big the role of mediation of motivational variables is in this research model. Future studies should examine the proposed model on actual employee performance. In this study, training and competencies are used to explain the performance of employees of the Management Center (AMC) staff, which serves as a suggestion for future research so that other factors can be adopted to replace, combine or improve the research model.

## REFERENCES

- [1] A. Potu, “Kepemimpinan, Motivasi, Dan Lingkungan Kerja Pengaruhnya Terhadap Kinerja Karyawan Pada Kanwil Ditjen Kekayaan Negara Suluttenggo Dan Maluku Utara Di Manado,” *Jurnal Riset Ekonomi, Manajemen, Bisnis dan Akuntansi*, vol. 1, no. 4, pp. 1208–1218, 2013, doi: 10.35794/emba.v1i4.2894.
- [2] I. Wursanto, *Dasar-dasar ilmu organisasi*, 2nd ed. Jakarta: Andi Offset, 2005.
- [3] R. J. Sugiharjo and F. Aldata, “Pengaruh Beban Kerja dan Motivasi Kerja Terhadap Kinerja Karyawan BPJS Ketenagakerjaan Cabang Salemba,” *Jurnal Ilmiah Manajemen Bisnis*, vol. 4, no. 1, pp. 128–137, 2018.

- [4] D. P. Oktasari, W. Widyanty, and A. Fitriani, "Pengaruh Kompetensi, Budaya Organisasi Dan Motivasi Terhadap Kinerja Pegawai Rumah Sakit Umum Daerah," *Jurnal Ilmiah Manajemen Bisnis*, vol. 4, no. 2, pp. 152–171, 2018.
- [5] R. S. Mistina, "Pengaruh Gaya Kepemimpinan, Motivasi Dan Disiplin Kerja Terhadap Kinerja Karyawan Pt.Dongil Etching Indonesia," *Indikator: Jurnal Ilmiah Manajemen & Bisnis*, vol. 2, no. 3, p. 12, 2016.
- [6] D. D. Yanti and A. B. Saluy, "Pengaruh Kepemimpinan Motivasi dan Beban Kerja Terhadap Kinerja Guru Di SMA Negeri 7 Bengkulu Selatan," *Indikator: Jurnal Ilmiah Manajemen & Bisnis*, vol. 3, pp. 52–59, 2019.
- [7] R. Y. Luhur, "Pengaruh Kepemimpinan, Motivasi Kerja Dan Lingkungan Kerja Terhadap Kinerja Karyawan Pada Biro Pengawasan Dan Pemeriksaan PT Bank Panin Tbk," *Jurnal OE*, vol. VI, no. 3, pp. 327–344, 2014.
- [8] M. Reza, R. Rofiaty, and A. Djazuli, "The Influence of Situational Leadership , Organizational Culture and Training on Employee Performance and Work Motivation of Millennial Generation at the Inspection Office of BRI Malang," *Indonesian Journal of Social and Humanity Study*, vol. 21, no. 2, pp. 89–95, 2018.
- [9] T. B. N. Andayani and H. Hirawati, "Pengaruh Pelatihan Dan Pengembangan Sdm Terhadap Kinerja Karyawan Pt Pos Indonesia Cabang Kota Magelang," *Jurnal Ilmiah Manajemen Ubhara*, vol. 3, no. 2, p. 11, 2021, doi: 10.31599/jmu.v3i2.982.
- [10] D. E. Safitri, "Pengaruh Pelatihan Terhadap Kinerja Karyawan," *Jurnal Dimensi*, vol. 8, no. 2, pp. 240–248, 2019, doi: 10.33373/dms.v8i2.2154.
- [11] N. N. Muslimah, "Pengaruh Kompetensi Terhadap Kinerja Karyawan PT.Kitadin Tanggarong Seberang," *Jmk*, vol. 1, no. 2, pp. 152–161, 2016.
- [12] N. K. D. Krisnawati and I. W. Bagia, "Pengaruh Kompetensi Kerja Terhadap Kinerja Karyawan," *Bisma: Jurnal Manajemen*, vol. 7, no. 1, p. 29, 2021, doi: 10.23887/bjm.v7i1.28736.
- [13] A. Muslimat, "Pengaruh Kompetensi Terhadap Kinerja Karyawan Pada Pt. Gramedia Di Jakarta," *Jurnal Ekonomi Efektif*, vol. 2, no. 4, p. 586, 2020, doi: 10.32493/jee.v2i4.10691.
- [14] R. Hidayat, "Pengaruh Motivasi, Kompetensi Dan Disiplin Kerja Terhadap Kinerja," *Widya Cipta: Jurnal Sekretari dan Manajemen*, vol. 5, no. 1, pp. 16–23, 2021, doi: 10.31294/widyacipta.v5i1.8838.
- [15] F. L. Nababan, B. Sembiring, L. Bancin, L. Sianturi, and M. A. Tanjung, "Pengaruh Kepemimpinan, Motivasi, Dan Kompetensi Terhadap Kinerja Karyawan Pada Pt Intertama Trikencana Berisnar Medan," *Jurnal Darma Agung*, vol. 28, no. 3, p. 496, 2020, doi: 10.46930/ojsuda.v28i3.811.
- [16] R. D. Parashakti and D. I. Setiawan, "Gaya Kepemimpinan dan Motivasi terhadap Kinerja Karyawan pada Bank BJB Cabang Tangerang," *Jurnal Samudra Ekonomi dan Bisnis*, vol. 10, no. 1, 2019, doi: 10.33059/jseb.v10i1.1125.
- [17] D. H. Perkasa, H. Surachman, and H. Ali, "The Effect of Leadership Style and Work Motivation on Employees' Performance ( A Case Study on Employees at Department of Human Resource Development ESDM )," *Saudi Journal of Humanities and Social Sciences (SJHSS)*, vol. 3, no. 2, pp. 240–246, 2018, doi: 10.21276/sjhss.2018.3.2.9.

- [18] P. A. Omolo and Oloko, "Effect of motivation on employee performance of commercial banks in Kenya: A case study of Kenya Commercial Bank in Migori County," *International Journal of Human Resource Studies*, vol. 5, no. 2, p. 87, 2015, doi: 10.5296/ijhrs.v5i2.7504.
- [19] B. J. Tampi, "Pengaruh Gaya Kepemimpinan Dan Motivasi Terhadap Kinerja Karyawan Pada PT. BANK NEGARA INDONESIA, TBK (Regional Sales Manado)," *Journal Acta Diurna*, vol. III, no. 4, pp. 1–20, 2014.
- [20] A. Razak, S. Sarpan, and R. Ramlan, "Effect of Leadership Style, Motivation and Work Discipline on Employee Performance in PT. ABC Makassar," *International Review of Management and Marketing*, vol. 8, no. 6, pp. 67–71, 2018.
- [21] Kasmir, *Manajemen Sumber Daya Manusia Teori Dan Praktik*. Rajawali Pers, 2016.
- [22] A. A. A. P. Mangkunegara, *Manajemen Sumber Daya Manusia Instansi*, XIV. Bandung: PT Remaja Rosdakarya, 2020.
- [23] J. Colquitt, J. Lepine, and M. Wesson, "Organizational behavior : improving performance and commitment in the workplace , 6e chapter by chapter changes," 2019.
- [24] J. M. Ivancevich and R. Konopaske, *Human Resource management*. Twelfth Edition John, 2012.
- [25] P. Setiaji and S. Lo, "The effects of employees work stress and work discipline on the performance of employees mediated by organizational citizenship behaviour (ocb)," *Dinasti International Journal of Digital Business Management*, vol. 1, pp. 315–327, Apr. 2020, doi: 10.31933/dijdbm.v1i3.218.
- [26] S. P. Robbins, *Organizational Behaviour Concepts, Controversies Application*. New Jersey: Prentice Hall Inc, 2003.
- [27] F. Luthans, *Perilaku Organisasi (Terjemahan)*. Edisi Sepuluh. Yogyakarta: Andi, 2006.
- [28] A. Rahmawaty and S. Lo, "Organizational citizenship behaviour that mediated those influence of transformational leadership and organizational culture towards employee performance at xyz organization," *Dinasti International Journal of Management Science*, vol. 2, pp. 411–419, Jan. 2021, doi: 10.31933/dijms.v2i3.702.
- [29] M. Hasibuan, *Manajemen Sumber Daya Manusia*. Jakarta: Bumi Aksara, 2013.
- [30] E. Sutrisno, *Manajemen Sumber Daya Manusia*, 9th ed. Jakarta: Kencana Prenada Media Group, 2016.
- [31] V. R. Zainal, *Manajemen Sumber Daya Manusia untuk Perusahaan*. Jakarta: PT. Raja Grafindo Persada, 2008.
- [32] I. Afrina, "Pengaruh Motivasi Terhadap Semangat Kerja Karyawan Pada CV. Lancar Jaya Desa Karsa Jaya Belitang Jaya Oku Timur," *Jurnal Aktual STIE Trisna Negara*, vol. 18, no. 2, pp. 68–77, 2020, doi: 10.47232/aktual.v18i2.65.
- [33] Sukardi and H. Purwanto, "Motivasi Kerja Dalam Dimensi Dan Pengaruhnya Terhadap Kinerja Karyawan: Studi Pada PT. Sung Shim International," *Journal Economic, Management and Business Volume*, vol. 1, no. July, pp. 33–42, 2022.

- [34] H. Purwantoro and Y. Hartanti, "Pengaruh Kompensasi Dan Disiplin Terhadap Peningkatan Kinerja Karyawan PT BINAMANDIRI MULIARAHARJA Malang," *Jurnal Aplikasi Manajemen dan Inovasi Bisnis (JAMIN)*, vol. 5, no. 1, pp. 83–97, 2022.
- [35] S. Senen, K. Krisnaldy, and G. Ishak, "Pengaruh Gaya Kepemimpinan Terhadap Motivasi (Studi Kasus Yayasan Nurul Ihsan)," *Jurnal Arastirma*, vol. 1, no. 1, pp. 165–172, 2021, doi: 10.32493/arastirma.v1i1.10072.
- [36] M. E. Katuuk and H. Bidjuni, "Hubungan Motivasi Dengan Kinerja Kader POSYANDU Balita Di Wilayah Kerja PUSKESMAS Oondong Kabupaten Sitaro," *e-journal Keperawatan (eKp)*, vol. 5, no. 2, pp. 1–5, 2017.
- [37] I. Oktiani, "Kreativitas Guru dalam Meningkatkan Motivasi Belajar Peserta Didik," *Jurnal Kependidikan*, vol. 5, no. 2, pp. 216–232, 2017, doi: 10.24090/jk.v5i2.1939.
- [38] M. Melati, S. Rahayu, and C. Choiriyah, "Pengaruh Budaya Organisasi dan Motivasi dengan Kedisiplinan sebagai Variabel Intervening terhadap Kinerja Pegawai pada Dinas Pemerintahan Kota Palembang," *Jurnal Nasional Manajemen Pemasaran & SDM*, vol. 3, no. 1, pp. 26–38, 2022, doi: 10.47747/jnmpsdm.v3i1.519.
- [39] R. N. Ichsan, "Pengaruh Pelatihan terhadap Prestasi Kerja Karyawan pada PDAM Tirtanadi Cabang Padang Bulan Medan," *Jurnal Ilmiah METADATA*, vol. 2, no. 1, pp. 71–77, 2020.
- [40] N. L. P. R. Adnyani and A. A. S. K. Dewi, "Pengaruh Pengalaman Kerja, Prestasi Kerja Dan Pelatihan Terhadap Pengembangan Karier Karyawan," *E-Jurnal Manajemen Universitas Udayana*, vol. 8, no. 7, p. 4073, 2019, doi: 10.24843/ejmunud.2019.v08.i07.p03.
- [41] L. M. Spencer and S. M. Spencer, *Competence at Work: Models for Superior Performance*. New York: John Wiley & Son, Inc, 2006.
- [42] R. Malik and A. Mahyul, "Hubungan Kompetensi Guru PKn Dengan Sikap Nasionalisme Siswa Di SMP Negeri 17 Kota Makassar," *Jurnal Galeri Pendidikan*, vol. 2, no. 1, pp. 77–84, 2022.
- [43] Kravetz, *Manajemen Personalialia*. Yogyakarta: BPFE, 2004.
- [44] B. Benjamin, A. Rahman, and T. Malusa, *Pengembangan Sumber Daya Manusia: Teori, Dimensi Pengukuran, dan Implementasi dalam Organisasi*. Yogyakarta: Zahir Publishing, 2017.
- [45] Y. Ningsih, "Peningkatan Kompetensi Aparatur Pemerintahan Di Lingkup Aisten Administrasi Pembangunan Kota Solok Di Kota Solok," *Jurnal Pendidikan Dasar Dan Sosial Humaniora (JPDSH)*, vol. 1, no. 2, pp. 243–253, 2021.
- [46] F. Ramdhani, R. R. Gumilang, and I. Karmila, "Effect of Competence on Employee Performance on Id Express Sumedang," *Journal of Bussines Management Basic*, vol. 4, no. 1, pp. 24–30, 2022.
- [47] E. Komara, "Kompetensi Profesional Pegawai ASN (Aparatur Sipil Negara) di Indonesia," *Mimbar Pendidikan*, vol. 4, no. 1, pp. 73–84, 2019, doi: 10.17509/mimbardik.v4i1.16971.
- [48] D. Budhiartini, "Pengaruh Market Orientation Terhadap Marketing Compertency Pada PT. Perdagangan Indonesia," *Jurnal Institusi Politeknik Ganesha Medan Juripol*, vol. 5, no. 2, pp. 273–283, 2022, doi: 10.33395/juripol.v4i2.11184.

- [49] I. P. Santika, N. L. S. Antari, and I. M. G. Pariarta, "Pengaruh Pendidikan Dan Pelatihan Terhadap Kompetensi Serta Dampaknya Pada Kinerja Pegawai Rumah Sakit Umum Daerah Mangusada Bandung," *Jurnal IPTA*, vol. 16, no. 2, p. 14, 2021.
- [50] Z. Rizal, Budiyanto, and N. F. Asyik, "The Role of Spiritual Motivation in Moderating the Effect of Job Placement and Job Training on Employee Performance (Study on Anchovy Export Company on Madura Island, East Java, Indonesia)," *International Journal of Multicultural and Multireligious Understanding (IJMMU)*, vol. 9, no. 7, pp. 309–325, 2022.
- [51] W. Ameen and N. Batool, "Role and Impact of Training and Development on Employees' Performance and Company Productivity in Saudi Arabia'S Private Sector Pjaee, 18 (14) (2021) Role and Impact of Training and Development on Employees' Performance and Company Productivity in Saudi A," vol. 18, no. 14, pp. 815–824, 2021.
- [52] C. L. Kuruppu, C. S. Kavirathne, and N. Karunarathna, "The Impact of Training on Employee Performance in a Selected Apparel Sector Organization in Sri Lanka," *Global Journal of Management and Business Research*, vol. 21, no. February, pp. 13–20, 2021, doi: 10.34257/gjmbravol21is2pg13.
- [53] D. R. Niati, Z. M. E. Siregar, and Y. Prayoga, "The Effect of Training on Work Performance and Career Development: The Role of Motivation as Intervening Variable," *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, vol. 4, no. 2, pp. 2385–2393, 2021, doi: 10.33258/birci.v4i2.1940.
- [54] S. Hanayanti and K. Ikhawan, "The Urgency of Training In Improving Employee Performance," *International Journal of Global Accounting, Management, Education, and Entrepreneurship (IJGAME2)*, vol. 2, no. 2, pp. 122–132, 2022, doi: 10.54099/aijms.v1i1.186.
- [55] R. P. Raharjo, A. Djamhur, and A. Prasetya, "Pengaruh pelatihan terhadap motivasi kerja dan kinerja pegawai (Studi Pada Pegawai Balai Besar Pelatihan Pertanian (BBPP) Ketindan-Lawang)," *Jurnal Administrasi Bisnis (JAB)*, vol. 15, no. 2, p. 84788, 2014.
- [56] F.-E.-A. Cheema, S. Shujaat, R. Alam, M. Ibrahim Hydri Road, and K. Creek, "Fall 2013) 23-30 Impact of Non-monetary Rewards on Employees' Motivation: a Study of," *Journal of Management and Social Sciences*, vol. 9, no. 2, pp. 23–30, 2013.
- [57] Y. Y. Darmawan, W. G. Supartha, and A. G. Rahyuda, "PENGARUH PELATIHAN TERHADAP MOTIVASI KERJA DAN KINERJA DI PRAMA SANUR BEACH-BALI," *E-Jurnal Ekonomi dan Bisnis Universitas Udayana*, vol. 3, pp. 1265–1290, 2017.
- [58] Suardi, Nursalam, Israpil, H. Kanji, and R. Nur, "Model of Strengthening Students' Intelligent Character in Facing Changes in Society in the Industrial Revolution Era," *AL-ISHLAH: Jurnal Pendidikan*, vol. 14, no. 2, pp. 1419–1430, 2022, doi: 10.35445/alishlah.v14i2.1061.
- [59] D. R. Niati, Z. M. E. Siregar, and Y. Prayoga, "The Effect of Training on Work Performance and Career Development: The Role of Motivation as Intervening Variable," *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, vol. 4, no. 2, pp. 2385–2393, 2021, doi: 10.33258/birci.v4i2.1940.
- [60] et all Istiqhoro Nurriszka, "Pengaruh Gaya Kepemimpinan Dan Pelatihan Terhadap Motivasi, Serta Dampaknya Pada Kinerja Guru Di Sekolah Islam Terpadu Insan Mandiri Cendekia Palembang," *EKOMBIS REVIEW: Jurnal Ilmiah ...*, vol. 10, no. 2, pp. 1357–1370, 2022.

- [61] L. N. Arafah, D. Susita, and C. W. Wolor, "Effect of E-Learning Training Methods and Instructor Competencies on the Effectiveness of Training Mediated by Training Motivation," vol. 4, no. 1, pp. 204–215, 2022.
- [62] S. Efendi, "Work Motivation Mediates: Relationship of Competence and Training on Auditor Performance," *AESTASI: Jurnal Ilmiah Akuntansi*, vol. 5, no. 1, pp. 109–123, 2022, doi: 10.33096/atestasi.v5i1.1185.
- [63] A. Gunadi and A. M. Trisniarty, "The Effect of Motivation Loyalty, and Competence on Employee Performance at Pharmaceutical Wholesalers in Palembang City," vol. 3, no. 3, pp. 98–107, 2022.
- [64] D. Pianda, *Kompetensi Guru, Motivasi Kerja dan Kepemimpinan Kepala Sekolah*. Jawa Barat: CV Jejak Prenadamedia Group, 2018.
- [65] C. M. Setyabudi, Jenita, D. S. Marieerra, E. Timotius, and J. Ariawan, "Effect Of Selection System And Training Program On Competence, Quality Of Work And Company Performance," *CADDO GAP*, vol. 8, no. 1, pp. 71–84, 2021.
- [66] F. R. Sofiyah, Y. M. Lubis, and A. Dilham, "Determination of Locus of Control , HR Competence and Information Technology Towards Distro Performance in Increasing MSME Income," *Proceedings of the Second International Conference on Public Policy, Social Computing and Development (ICOPOSDEV 2021)*, vol. 642, no. Icoposdev 2021, pp. 286–293, 2022, doi: 10.2991/assehr.k.220204.043.
- [67] N. A. M. Syahrir, K. Waruwu, M. C. B. Umanailo, I. L. K. Safitri, and Y. Yusriadi, "Effect of Compensation and Competence on Employee Performance through Employee Development," *Proceedings of the International Conference on Industrial Engineering and Operations Management*, vol. 5, no. 8, pp. 3178–3179, 2021.
- [68] S. Widagdo, M. Qibtiyah, E. Rahayu, H. Yuliamir, and D. Palupiningtyas, "Hotel Employee Performance Review : The Effect of Job Satisfaction , Competence and Motivation," vol. 2, no. 2, pp. 111–126, 2022.
- [69] W. Fitriah, M. Puspasari, and B. W. Kosim, "The Effect of Information Technology , Innovation and Competence on Employee Satisfaction Impact on Employee Performance of PT . PLN ( Persero ) ULP Pendopo," vol. 5, no. 8, pp. 25–30, 2022.
- [70] M. Y. Amrullah and A. Hermani, "Pengaruh Kompetensi Dan Kompensasi Terhadap Motivasi Kerja Karyawan Di Divisi Body & Rangka Cv. Laksana," *Diponegoro Journal of Social and Politic T*, pp. 1–11, 2018.
- [71] S. H. Habeahan, M. T. Siagian, and F. L. Tarigan, "Hubungan Motivasi Pimpinan Terhadap Kinerja Staf di Puskesmas Sibande Kecamatan Sitellu Tali Urang Jehe Tahun 2021 (The Relationship of Leader ' s Motivation to Staff Performance in Puskesmas Sibande Sitellu Tali Urang Jehe District In 2021)," *Journal of Healthcare Technology and Medicine*, vol. 8, no. 1, pp. 515–527, 2022.
- [72] M. A. Rahman, "Pengaruh Suasana Hati dan Kompetensi terhadap Kinerja Usaha melalui Kewirausahaan terhadap UMKM di Desa Tanjung Bumi Kab. Bangkalan," *Iqtishodiyah: Jurnal Ekonomi dan Bisnis Islam*, vol. 7, no. 1, pp. 74–90, 2021.

- [73] Napisa, Hernida, and H. Kone, "Pengaruh Kompetensi Profesional Guru terhadap Motivasi Belajar Siswa di SMK Swadaya 1 Palu," *Journal of Educational Technology, Curriculum, Learning, and Communication*, vol. 1, no. 2, pp. 55–64, 2021.
- [74] A. R. Hakim, "Pengaruh Kompetensi Guru Mata Pelajaran Pendidikan Agama Islam Dalam Mengelola Pembelajaran Terhadap Motivasi Belajar Siswa," *Matriks Jurnal Sosial dan Sains*, vol. 2, no. 2, pp. 58–69, 2021.
- [75] A. F. Sari, "Pengaruh Kompetensi Guru Terhadap Motivasi Belajar Siswa Pada SMK Di Wilayah Serang Banten," *Jurnal Ekonomi Efektif*, vol. 3, no. 4, p. 495, 2021, doi: 10.32493/jee.v3i4.11287.
- [76] D. Zulvia and E. Gustilia, "Pengaruh Fee Audit dan Kompetensi Auditor terhadap Motivasi Auditor Pada Kantor Akuntan Publik di Kota Padang," *Tangible Journal*, vol. 3, no. 1, pp. 76–83, 2022, doi: 10.46306/rev.v3i1 p-ISSN.
- [77] A. Umar and S. Norawati, "Pengaruh Motivasi Terhadap Kinerja Karyawan Dengan Komitmen Organisasi Sebagai Variabel Intervening Pada Upt Sungai Duku Pekanbaru," *Jesya (Jurnal Ekonomi & Ekonomi Syariah)*, vol. 5, no. 1, pp. 835–853, 2022, doi: 10.36778/jesya.v5i1.656.
- [78] M. Samadara, J. Latuihamalo, and N. C. Lewaherilla, "Pengaruh Budaya Organisasi Dan Kompensasi Terhadap Kinerja Karyawan Dengan Motivasi Kerja Sebagai Variabel Mediasi (Studi pada PT. Bank Artha Graha Cabang Ambon)," *Ambon*, 2022.
- [79] B. Juliyanti and Onsardi, "Pengaruh Disiplin Kerja Dan Motivasi Kerja Terhadap Kinerja Karyawan Pada Perusahaan Daerah Air Minum (PDAM) Kota Bengkulu," *Jurnal Manajemen Modal Insani dan Bisnis (JMMIB)*, vol. 1, no. 2, pp. 183–191, 2020.
- [80] J. W. Michael and W. A. K. Yunior, "Pengaruh Promosi Jabatan, Motivasi dan Disiplin Terhadap Kinerja Karyawan PT. Hampan Alam Baruna Indonesia," *Jurnal AKMAMI (Akuntansi Manajemen Ekonomi)*, vol. 2, no. 2, pp. 483–490, 2021.
- [81] L. E. Br.Sitepu and Kamilah, "Analisis Motivasi Kerja dan Disiplin Kerja terhadap Kinerja Karyawan pada Kantor Jasa Akuntan PT Eriadi Fatkhur Rokhman Medan," *Jurnal Pendidikan Tambusai*, vol. 5, no. 3, pp. 8311–8318, 2021.
- [82] K. Tobeoto, R. K. Ranteta'dung, and E. Elvin, "Pengaruh Motivasi Kerja Terhadap Kinerja Anggota Polisi Pada Kantor POLSEK Somba Opu Kabupaten Gowa," *Malang*, 2022.
- [83] F. Hidayat, M. Suryaman, R. Fitriani, and B. Nugraha, "Pengaruh Motivasi dan Lingkungan Kerja terhadap Kepuasan Kerja di UKM Nahla Toys Cikampek," *Widya Cipta: Jurnal Sekretari dan Manajemen*, vol. 5, no. 1, pp. 31–38, 2021, doi: 10.31294/widyacipta.v5i1.9827.
- [84] I. Mardiana, K. Kasmir, and S. Safuan, "Pengaruh Kompetensi, Kompensasi terhadap Kinerja melalui Motivasi Karyawan SIMPro PT. Solusi Inti Multiteknik," *Jesya (Jurnal Ekonomi & Ekonomi Syariah)*, vol. 4, no. 1, pp. 588–605, 2021, doi: 10.36778/jesya.v4i1.291.
- [85] Y. Rivaldo, "Leadership and Motivation to Performance through Job Satisfaction of Hotel Employees at D'Merlion Batam," *The Winners*, vol. 22, no. 1, pp. 25–30, 2021, doi: 10.21512/tw.v22i1.7039.



- [86] O. S. Pratama and N. L. K. M. P. Riana, "Pengaruh Kompetensi, Pelatihan dan Motivasi Terhadap Kinerja Karyawan Selama Masa Covid-19," *Jurnal Akuntansi, Manajemen dan Ekonomi*, vol. 1, no. 1, pp. 137–145, 2022, doi: 10.56248/jamane.v1i1.24.
- [87] M. N. K. Saunders, P. Lewis, and A. Tornhill, "Research Methods For Business Student," in Pearson, 2019.
- [88] W. B. T. S. Putra, "Problems, Common Beliefs and Procedures on the Use of Partial Least Squares Structural Equation Modeling in Business Research," *South Asian Journal of Social Studies and Economics*, vol. 14, no. 1, pp. 1–20, May 2022, doi: 10.9734/sajsse/2022/v14i130367.
- [89] E. Nugraha, R. M. Sari, A. Yunan, and A. Kurniawan, "The Effect of Information Technology, Competence, and Commitment to Service Quality and Implication on Customer Satisfaction.," *International Journal of Technology*, vol. 13, no. 4, 2022.
- [90] E. L. Fibriati, E. E. Rohaeti, and D. S. A. Ningrum, "Profil Motivasi Berprestasi Siswa Negeri 1 Ngamprah," *FOKUS (Kajian Bimbingan & Konseling dalam Pendidikan)*, vol. 5, no. 3, pp. 237–245, 2022.
- [91] W. Widodo and M. Mawarto, "Investigating the role of innovative behavior in mediating the effect of transformational leadership and talent management on performance," *Management Science Letters*, vol. 10, no. 10, pp. 2175–2182, 2020.
- [92] J. F. Hair, G. T. Hult, C. Ringle, and M. Sarstedt, *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)*. 2017.
- [93] M. Fahmi, N. Kostini, and W. B. T. S. Putra, "Exploring hybrid learning readiness and acceptance model using the extended TAM 3 and TPB approach: An empirical analysis," *International Journal of Research in Business and Social Science (2147- 4478)*, vol. 11, pp. 321–334, Nov. 2022, doi: 10.20525/ijrbs.v11i8.2144.
- [94] F. R. Rinaldi and W. B. T. S. Putra, "Why HR, corporate and marketing communication divisions should work together?: The mediating role of Indonesia Bank's employer branding to attract job pursuit intention," *International Journal of Research in Business and Social Science (2147- 4478)*, vol. 11, pp. 11–23, Nov. 2022, doi: 10.20525/ijrbs.v11i8.2121.
- [95] M. Fahmi, N. Novel, and W. B. T. S. Putra, "The impact of vocational perception on entrepreneurial intention: An empirical analysis of the logistics business study program at Padjadjaran University," *International Journal of Research in Business and Social Science (2147-4478)*, vol. 11, pp. 276–289, Nov. 2022, doi: 10.20525/ijrbs.v11i8.2193.
- [96] R. Andriani and W. B. T. S. Putra, "The Intersection of Marketing and Human Resource Disciplines: Employer Brand Equity as a Mediator in Recruitment Process," 2019. [Online]. Available: [www.ijisrt.com465](http://www.ijisrt.com465)
- [97] W. B. T. S. Putra and B. Ardianto, "Why Does Risk Communication Matter? Preventive and Excessive Health Behavior among Uninfected People," *South Asian Journal of Social Studies and Economics*, vol. 13, no. 2, pp. 56–72, Feb. 2022, doi: 10.9734/sajsse/2022/v13i230355.
- [98] J. F. Hair, M. Sarstedt, C. M. Ringle, and S. P. Gudergan, "An Overview of Recent and Emerging Developments in PLS-SEM," *Advanced Issues in Partial Least Squares SEM*, no. June, 2018.

- [99] J. Henseler, C. M. Ringle, and M. Sarstedt, "A new criterion for assessing discriminant validity in variance-based structural equation modeling," *J Acad Mark Sci*, vol. 43, no. 1, 2015, doi: 10.1007/s11747-014-0403-8.
- [100] T. K. Dijkstra and J. Henseler, "Consistent and asymptotically normal PLS estimators for linear structural equations," *Comput Stat Data Anal*, vol. 81, 2015, doi: 10.1016/j.csda.2014.07.008.
- [101] J. Henseler and M. Sarstedt, "Goodness-of-fit indices for partial least squares path modeling," *Comput Stat*, vol. 28, no. 2, 2013, doi: 10.1007/s00180-012-0317-1.
- [102] T. Ramayah, C. Hwa, F. Chuah, H. Ting, and M. Memon, *Partial Least Squares Structural Equation Modeling (PLS-SEM) using SmartPLS 3.0: An Updated and Practical Guide to Statistical Analysis*. 2018.
- [103] A. F. Alkhwaldi and A. A. Abdulmuhsin, "Crisis-centric distance learning model in Jordanian higher education sector: factors influencing the continuous use of distance learning platforms during COVID-19 pandemic," *Journal of International Education in Business*, vol. 15, no. 2, 2022, doi: 10.1108/JIEB-01-2021-0001.
- [104] A. F. Alkhwaldi, E. E. Alharasis, M. Shehadeh, I. A. Abu-AlSondos, M. S. Oudat, and A. A. Bani Atta, "Towards an Understanding of FinTech Users' Adoption: Intention and e-Loyalty Post-COVID-19 from a Developing Country Perspective," *Sustainability (Switzerland)*, vol. 14, no. 19, Oct. 2022, doi: 10.3390/su141912616.
- [105] M. Pairi, O. R. Payangan, and N. Hamid, "Judulnya Pengaruh Kompetensi Sosial Guru dan Efikasi Diri Siswa terhadap Kinerja Guru dengan Motivasi Belajar sebagai Variabel Intervening di UPT SMK Negeri 2 Gowa Abstrak Abstract," vol. 5, no. c, 2022.
- [106] R. D. Parashakti, M. Fahlevi, M. Ekhsan, and A. Hadinata, "The Influence of Work Environment and Competence on Motivation and Its Impact on Employee Performance in Health Sector," vol. 135, no. Aicmb 2019, pp. 259–267, 2020, doi: 10.2991/aebmr.k.200410.040.
- [107] I. A. Sumbogo and N. S. Diposumarto, "Pengaruh Kompetensi Dan Pelatihan Terhadap Kinerja Reporter, Dengan Motivasi Sebagai Variabel Mediasi Di Pt Swc," *Jurnal Riset Manajemen dan Bisnis (JRMB) Fakultas Ekonomi UNIAT*, vol. 2, no. 3, pp. 331–340, 2017, doi: 10.36226/jrmb.v2i3.66.