

The effect of competency, education and training, workload on functional employee performance with work motivation as a variable intervening at regional government secretariat of the Riau Island Province

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Abstract

Purpose: This study aimed to analyze the effect of Competence, Education and Training, and Workload on Functional Employee Performance with Work Motivation as an intervening variable in the Regional Secretariat of the Riau Islands Provincial Government, totaling 106 employees.

Research Methodology: The sample used in this study was the entire population of 106 employees of the Regional Secretariat of the Riau Islands Provincial Government. In this study, the sampling technique used was nonprobability sampling with the technique taken, namely saturated sampling (census). The research method uses a quantitative approach with the analysis of Partial Least Square (PLS) analysis techniques with the SmartPLS version 4.0 program.

Results: The results of this study state that Competence has a positive and significant effect on Employee Performance. Education and Training have positive and significant effects on Employee Performance. Workload had a positive and significant effect on Employee Performance. Work Motivation had a positive and significant effect on Employee Performance. Competence had a positive and insignificant effect on Work Motivation. Education and Training had positive and insignificant effects on Work Motivation. Workload has a positive and significant effect on Work Motivation. Work Motivation mediates the influence of Competence on Employee Performance. Work Motivation mediates the influence of Education and Training on Employee Performance. Work Motivation mediates the influence of workload on employee performance.

Keywords: *Competence, Education and Training, Workload, Employee Performance, and Work Motivation*

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1. Introduction

Bureaucratic simplification, one of which is carried out through the transfer of structural positions to functional ones, will change the organizational structure and shift the function of human resource (HR) management. Restructuring will result in an important shift in the function of HR management, especially related to career planning and management, because it will give rise to various perceptions

of civil servants regarding career development and will affect their work life of civil servants. This transfer of positions is feared to change the way of thinking of Civil Servants (PNS), who often only seek positions without carrying out their duties optimally. The general perception and the fact that civil servants hold certain positions bring respect and social appreciation. In general, functional positions tend to be less in demand than structural positions because of differences in the amount of compensation and benefits received.

The existence of a policy for the transfer of structural positions to function through job equivalency will affect the mindset of civil servants towards positions/careers, and will affect employee job satisfaction. Restructuring will result in an important shift related to career development and affect the work life of civil servants. The policy of transferring administrative or structural positions to functional positions has the potential to cause high counterproductive work behavior if HR is not managed comprehensively. Therefore, this policy is interesting to observe, especially how civil servants perceive the transfer of structural positions to functional positions and their influence on job satisfaction. In this regard, it is necessary to conduct research related to the influence of civil servants' perceptions of the policy of transferring structural positions to functional positions in the Riau Islands Provincial Government on job satisfaction.

In relation to the intended bureaucratic simplification, many problems are generally faced by related agencies, including the lack of qualified Civil Servant (PNS) resources in the regions, which is indicated by the small number of competent PNS personnel, causing less than optimal quality of employee work in the regions. Where one of the basic values has the ability to implement government policies and programs, and in the implementation of management, a standard standard standard is needed so that the results obtained can show performance that is in accordance with what is expected of government public policy. In addition, the principle of competency required according to the field of duty shows that it is important for every State Civil Apparatus to improve employee performance. In addition to competence, the problems that occur regarding education and training are that there are differences in the selection of employees who are included in education and training with employees who are placed according to the education and training, so that the motivation of employees who are included in education and training with the motivation of employees who carry out different tasks affects the performance and productivity of employees in carrying out their duties.

One of the factors that affects performance is the workload. The problem is that employees are given an excessive workload so that they feel under pressure. A person's workload is determined in the form of employee work targets according to the type of work. Employee workload can occur under these three conditions. First, the workload is based on standards. Second, the workload was always high. Third, the workload is extremely low. Heavy or light workloads will have an impact on work efficiency. A workload that is too light means that there is an excess of manpower, which causes the organization to have to pay more employees with the same productivity so that cost inefficiency occurs.

The lack of motivation shown by employees needs to be a serious concern for leadership elements at the Regional Secretariat of the Riau Islands Provincial Government. This can be seen from employees who just come to the office and wait for orders from their superiors without thinking about making innovations that are useful for carrying out their work. Sometimes, employees only come to chat to spend office hours after that go home and wait for the new salary date. Effective motivation must be provided to the employees. Thus, employees do not always complain about trivial things, do not violate every rule given by the company, or blame each other. Therefore, it is necessary to provide motivation by increasing employees' hard work and enthusiasm to achieve organizational goals.

Efforts to improve employee performance are carried out through further research on factors that influence employee performance in order to be in line with the main tasks of the Regional Secretariat of the Riau Islands Provincial Government. Based on the background and existing phenomena, a research gap has been found, so this can be used as a basis for researchers to carry out research on **“The Effect of Competency, Education and Training, and Workload on Functional Employee**

Performance With Work Motivation as a Variable Intervening at the Regional Government Secretariat of Riau Island Province.

2. Literature Review

2.1 Performance

Human resources are very important for organizations to manage, organize, and utilize employees so that they can function productively to achieve their goals. Human resources are one of the real potential production factors. Human production factors work both physically and mentally. Optimizing human resources is the central point of attention of organizations in improving employee performance. Therefore, human resources are a very important source or key factor in achieving good performance. An organization can be said to be successful if the performance of human resources tries to improve the performance of functional employees to achieve the goals of the organization that have been set. Stephen, Robbins, and Judge (2016) defines performance as a result achieved by employees according to certain criteria that apply to an employee.

In addition, Stephen et al. (2016), PIs are tools for measuring the extent of performance achievement. The indicators used to measure performance are as follows. 1) Work quality can be measured from the perception of the quality of the employees and the perfection of tasks against skills and abilities. Work quality can be described from the level of good or bad work results in completing employees, as well as their ability and skills in carrying out the tasks given to them. 2) Quantity is the amount produced, expressed in terms of units and number of activity cycles completed. Quantity is a measure of the amount of work results of a unit or the number of activity cycles completed so that performance can be measured through the amount (unit/cycle). For example, the ability to complete staff quickly from the agency's deadline. 3) Timeliness is the level of activity completed at the beginning of the stated time, as seen from the perspective of coordination with the output results and maximizing the time available for other activities.

So as not to interfere with other employees who are part of the task. 4) Effectiveness is the level of use of organizational resources (labor, money, technology, and raw materials) maximized with the intention of increasing the results of each unit in the use of resources. In the utilization of resources, both human resources and resources in the form of technology, capital, information, and raw materials in the organization can be used as much as possible. 5) Independence is the level of a person who will later be able to perform their work functions without receiving assistance, guidance from, or supervisors. Functional employee performance can be increased or can be seen from the quality of work, quantity of work, punctuality in working in all aspects, effectiveness, and independence in working.

2.2 Competence

Competence is a set of knowledge, skills, behaviors that a person must have in carrying out their professional duties. According to Wibowo (2016) competence is the basic foundation of a person's characteristics and indicates how to behave or think, adjust situations, and support for a fairly long period of time. Self-concept, including self-confidence and self-control. Self-confidence is the ability to control emotions and suppress negative actions when angry, when faced with opposition or rude actions from others, or when working under stressful conditions. Self-control is more often found in lower-level managerial positions and contributor positions with higher stress levels.

Knowledge, including 1) ways to seek information and 2) technical expertise, including knowledge related to employees (technical, professional, or managerial), and the motivation to expand, utilize, and distribute that knowledge. Skills, including analytical and conceptual thinking. Analytical thinking is the ability to understand a situation by breaking it down into small parts or observing the implications of a situation in detail, which allows a person to think analytically or systematically about something complex. Conceptual thinking involves understanding a situation or problem by combining the parts to obtain a bigger picture. The ability to identify patterns or relationships between situations that are not clearly related; to identify the underlying or key issues in complex situations, conceptual thinking is creative, conceptual, or inductive (Aulia, 2021).

2.3 Education and Training

The theory of training education by Mangkunegara "Education and training has the same goal but different scopes. Education aims to improve knowledge and foster good attitudes to adapt well to any environment. Education aims to improve skills and knowledge so that it is very important to address problems related to work environment conditions. Training is a science that is more specific or specific in nature, related to instructions, special tasks, and discipline (Achmad & Nurlena, 2021).

Education aims to answer general problems related to work conditions that are generally related to work theory, while training itself focuses on more specific conditions related to employee work. Training is tasked with helping employees gain effectiveness in the process of carrying out work, both those that are being carried out and those that will be carried out by using development methods on the employees themselves so that employees will be ready to carry out work in any condition. Education and training that provide provisions for employees to carry out tasks in an organization or agency are very important (Fu'ad & Aminudin, 2020).

According to Prabowo and Aisyah (2020), education and training aim to improve the ability of human resources to focus on personality development and intellectual development. The indicators consisted of: 1) Implementation of Education and Training, 2) Evaluation of Education and Training, and 3) Implementation of Education and Training. According to Hasibuan and S.P. (2008), education and training aim to improve the ability of each employee in terms of knowledge, skills in carrying out assigned tasks, and improving the ability to achieve agency goals effectively.

2.4 Workload

Workload is doing too much work compared to the time available or doing work that is too difficult for employees (Amir, 2021). Workload refers to all activities that involve the time spent by employees on carrying out professional tasks, responsibilities, and interests in the workplace, either directly or indirectly (Anita, 2020). An unbalanced distribution of workloads will cause the work situation to be less conducive and will have an impact on less harmonious relationships between employees.

The objective workload is the total time used or number of activities performed. Subjective workload is a measure that someone uses to ask questions about feelings of work overload, measures of work pressure, and job satisfaction.

2.5 Work motivation

Herianto and Widigdo (2022) stated that motivation is the provision of a driving force that creates a person's passion for work, so that they are able to work together, work effectively, and be integrated with all their efforts to achieve satisfaction. Motivation is something that drives someone to work. According to Sedarmayanti (2017), motivation is a force that drives someone to perform an action that is essentially internally and externally positive or negative. Work motivation creates a drive/work spirit/driver of work spirit. Thus, the achievements achieved at work will create a positive attitude, which always wants to work with full challenges. Someone who desires to achieve as a need can encourage him to achieve goals. The need for achievement is usually associated with a positive attitude and courage to take calculated risks to achieve predetermined goals.

2.6 Hypothesis Development

2.6.1 The Influence of Competence on Performance

Competence is the basic capital for carrying out any work in any form or scope. Employees will be more creative in working efficiently and effectively to achieve optimal work results, which in the end can achieve the goals that have been set. In other words, competence greatly supports the achievement of high employee performance: the higher the employee's competence, the higher the performance. This happens because with the competence possessed by the employee, he will be increasingly able to carry out the tasks assigned to him (Layuk, Ilyas, & Tamsah, 2019).

This is in line with research by Tjahyanti and Chairunnisa (2020) and Indrajaya (2023), showing that

competence has a significant effect on performance: the higher the competence possessed, the greater the employee's performance, because competent employees usually have the ability and willingness to quickly overcome the problems faced.

H1: Competence has a direct effect on the Performance of Functional Employees at the Regional Secretary of the Riau Islands Province.

2.6.2 The Influence of Education and Training on Performance

Education and training in an organization or agency are needed because they greatly influence the behavior of the employees themselves. The concept of education and training is the process of changing employee behavior in a direction to improve operational goals that are oriented in the short term to solve current problems and long-term preparation to face future challenges. The effectiveness of the implementation of education and training is strongly supported by instructors, quality of participants, education and training materials, and education and training facilities. So with education and training, employees can have effectiveness in their work, habits of thinking and acting, skills, knowledge and attitudes and understanding that are late to carry out their work are able to improve their performance, both pre-service education and training and job education and training (Thalib, Kumadji, Edis, & Saikim, 2023).

This is in line with the research by Gultom and Saragih (2019) and Umiyati, Anwar, and Ustadztama (2020), who state that education and training have a significant effect on performance. The more education and training provided to employees, the more effective and efficient they are in completing their work. Through this education and training, employees become more skilled and have more knowledge in dealing with problems that occur in their work.

H2: Education and Training have a direct effect on the Performance of Functional Employees at the Regional Secretary of the Riau Islands Province.

2.6.3 The Effect of Workload on Performance

Employees are often faced with the need to complete two or more tasks simultaneously. These tasks require time, energy, and other resources to complete. The existence of a workload with limited resources will certainly cause employee performance to decline, and problems that can arise include weakened employee endurance and feelings of depression. Feelings of depression make someone irrational, anxious, tense, unable to focus, and fail to enjoy feelings of joy or satisfaction with the work being done, which can prevent employees from completing their work. Thus, when the workload given to employees is greater, employees lose focus and concentration, which can reduce their performance (Primita & Rolanda, 2024).

This is in line with research by Nawantoro and Iqbal (2017) and Abdillah, Satria, and Priyati (2022), who state that workload has a significant effect on employee performance. The higher the workload given to employees, the less focused they become in completing their work. Because of the high workload given to employees, the performance of the employee can decrease because the high workload weakens employee endurance and leads to feelings of depression.

H3: Workload has a direct effect on the Performance of Functional Employees at the Regional Secretary of the Riau Islands Province.

2.6.4 The Influence of Work Motivation on Performance

Providing the right motivation is necessary so that employees are encouraged to work optimally to achieve their goals. Motivation can come from oneself or others. Without motivation from the employees themselves or others to work, the goals of the agency that have been set will not be achieved. The higher the work motivation, the stronger the desire to do the work so that the desired goals can be achieved. Employees who have strong work motivation in themselves will be serious in completing each task given so that the desire to give their maximum performance will be better when compared to personnel who do not have clear and weak motivation in themselves (Ademola, Olaleye, Olusuyi, & Edun, 2013).

This is in line with research by Nurhalim and Fahmy (2021) and Indrajaya (2023), who state that work motivation affects employee performance. The higher the employee's work motivation, the more they desire to complete their work. Because of the high work motivation of employees, the performance of employees increases due to their enthusiasm to complete their work.

H4: Work Motivation has a direct effect on the Performance of Functional Employees at the Regional Secretary of the Riau Islands Province.

2.6.5 The Influence of Competence on Work Motivation

A competency that is linked to the strategy of an agency or organization that can be applied to all employees is an organization's superior skill. Meanwhile, managerial competency refers to the ability to carry out management, and functional competency is a professional-based ability in a particular technical field. Providing motivation can have a positive effect on employee work implementation in achieving an agency's work goals. This can increase employees' work productivity, which has an impact on achieving organizational goals. Low motivation can cause someone with high quality to have poor performance, and vice versa. This is in line with research by Herlambang and Nurbaiti (2023) and Indrajaya (2023), who state that competence has a significant effect on work motivation. The work motivation provided makes employees more enthusiastic about making themselves more competent.

H5: Competence has a direct effect on Work Motivation at the Regional Secretary of the Riau Islands Province.

2.6.6 The Influence of Education and Training on Work Motivation

Education and training are efforts by organizations to improve the support of human resources. This is because changes in society, organizations, and technology require changes in human resources. Education and training are planned efforts by organizations or agencies to improve knowledge, skills, and abilities. Conceptually, it can change employee attitudes towards work. This is because employees' understanding of work also changes as a person's attitude has cognitive elements. In other words, it can be said that education and training are factors that greatly influence work motivation (Yuliansyah, 2023).

This is in line with the research by Cahyono (2019) and Mumpuni (2023), which states that education and training have a significant effect on work motivation. If education and training are held by an agency, work motivation can be increased. With education and training, employees feel more motivated to work to improve their work performance.

H6: Education and Training have a direct effect on Work Motivation at the Regional Secretary of the Riau Islands Province.

2.6.7 The Effect of Workload on Work Motivation

The impact of workload originates from the perception of each individual. There are some individuals who use workload as a challenge, not an obstacle; in fact, with the workload, the individual feels challenged, so that it can increase their motivation and complete their work tasks well. Even though these individuals do not feel that the workload is a heavy burden, they will still feel more enthusiastic and have passion for their work. In general, the relationship between workload and motivation is negative; if employees feel that their workload is too high and beyond their capabilities, it will cause decreased motivation. This is in line with the research by Astuti and Mayasari (2021) and Nawantoro and Iqbal (2017), who state that workload has a significant effect on work motivation. If the workload is too high, employees' work motivation decreases. Because the employee feels burdened, it makes the employee feel enthusiastic about completing their work.

H7: Workload has a direct effect on Work Motivation at the Regional Secretary of the Riau Islands Province.

2.6.8 The Influence of Competence on Performance through Work Motivation as an Intervening Variable

Performance is the level of achievement of results from performing certain tasks. According to Mangkunegara in Apriyanti (2019), performance is the result of work in terms of quality and quantity

achieved by an employee in carrying out his duties in accordance with the responsibilities given to him; thus, employee performance is the result of an employee's work in carrying out his work duties in accordance with the authority and responsibilities he has, in an effort to achieve organizational goals. The factors that need to be considered in achieving optimal employee performance are how much a person's competence and motivation have a great influence. According to Apriyanti (2019), performance is the result of multiplying ability by motivation. This shows that to achieve high performance from employees, in addition to being related to their work abilities, there is work motivation through good performance management and feedback in the form of meaningful awards for employees.

This is in line with Apriyanti (2019), who stated that competence has a significant effect on performance through work motivation as an intervening variable. Ability and motivation mutually determine each other's performance, meaning that no matter how high an employee's ability level is, it will not produce optimal performance if it is carried out with low motivation and vice versa. Regardless of how high an employee's motivation level is in carrying out their duties, it will not be effective without being balanced by ability.

H8: Competence has an indirect effect on the Performance of Functional Employees through Work Motivation as an Intervening Variable at the Regional Secretary of the Riau Islands Province.

2.6.9 The Influence of Education and Training on Performance through Work Motivation as an Intervening Variable

An employee's hope to further improve his/her capacity in the organization encourages him/her to further improve his/her capabilities and professionalism. The enthusiasm to be on par with other colleagues in the organization will foster a desire to improve their performance by improving their professionalism, namely by taking education and training to be more competent and proficient in carrying out their work (Rahman & Shanjabin, 2022).

This is in line with research by Mungkasa (2017), who states that education and training have a significant effect on performance through work motivation. By increasing education and training, it will be possible to increase motivation within oneself so that one can complete work optimally.

H9: Education and Training have an indirect effect on Functional Employee Performance through Work Motivation as an Intervening Variable in the Regional Secretary of the Riau Islands Province.

2.6.10 The Influence of Workload on Performance through Work Motivation as an Intervening Variable

A heavy workload can affect a person's physical and psychological conditions. Every employee performs well if they are always well-motivated, but this cannot be carried out optimally if the employee has a high workload (over capacity), which will affect the physical and psychological condition of the employee. Employees with high work motivation tend to have high performance; conversely, those with low performance are possible because of their low work motivation. Therefore, to reduce the impact of excessive workload, the agency will try to provide motivation, such as giving rewards as a form of appreciation for the performance results that have been achieved. The high motivation given by the agency to employees in carrying out their work increases their performance (Jalasi & Ambad, 2020).

This is in line with research by Mayangsari, Farida, and Khalikussabir (2022), who state that workload has a significant effect on performance through work motivation as an intervening variable. Motivation questions how to encourage work passion so that they are willing to work hard by giving all their abilities and skills to achieve the goals of the agency. With a lower workload, employee performance can be improved to increase work motivation.

H10: Workload has an indirect effect on Functional Employee Performance through Work Motivation as an Intervening Variable in the Regional Secretary of the Riau Islands Province.

3. Research Methodology

3.1 Research sample

Research is a systematic investigation to increase a certain amount of knowledge; it is also a systematic

and organized effort to investigate certain problems that require answers. The data collection technique used was to provide a set of questions or written statements to the respondents. Questionnaires are an efficient data collection technique if the researcher knows the variables to be measured and what can be expected from the respondents. In collecting this questionnaire data, the respondents were all employees of the Regional Secretary of the Riau Islands Province. Data on respondent characteristics are shown in Table 1.

Table 1. Respondent Characteristics

Gender	Total	Percentage
Male	48	45,28%
Female	58	54,72%
Total	106	100
Age	Total	Percentage
21 s/d 30 Years	2	1,89%
31 s/d 40 Years	60	56,60%
41 s/d 50 Years	40	37,73%
More than 50 Years	4	3,78%
Total	106	100%
Last education	Total	Percentage
SMA/SLTA	22	20,76%
D3	1	0,94%
S1	74	69,81%
S2	8	7,55%
S3	1	0,94%
Total	106	100%
Length of work	Total	Percentage
1-5 Years	8	7,55%
6-10 Years	24	22,64%
Over 10 years	74	69,81%
Total	106	100%

3.2 Definition of Variables and Measurement Scales

The variables of this study are as follows:

Table 2. Definition of Variables and Measurement Scales

Variable	Dimensions/Indicators	Statement Items	Scale
Performance (Robbins, Mangkunegara and Afandi)	1. Quantity of work results	1, 2, 3, 4, 5	Likert
	2. Quality of work results	6, 7, 8	
	3. Effectiveness	9, 10, 11	
	4. Independence	12, 13, 14	
Total		14	
Variable	Dimensions/Indicators	Statement Items	Scale
Competence (Lestari)	<i>Task Skills</i>	1, 2, 3,	Likert
	<i>Task Management Skills</i>	4, 5, 6	
	<i>Contingency Management Skills</i>	7, 8, 9	
	<i>Job Role Environment Skills</i>	10, 11, 12	
	<i>Transfer Skills</i>	13, 14, 15	

Total		15	
Variable	Dimensions/Indicators	Statement Items	Scale
Education and training (Annisa)	1. Instructor 2. Participants 3. Material 4. Method 5. Objectives	1, 2, 3, 4, 5, 6 7, 8, 9 10, 11, 12 13, 14, 15	Likert
Total		15	
Variable	Dimensions/Indicators	Statement Items	Scale
Workload (Nabawi)	1. Targets to be achieved 2. Working conditions 3. Use of time 4. Work standards	1, 2, 3, 4, 5, 6, 7 8, 9, 10, 11 12, 13, 14, 15	Likert
Total		15	
Variable	Dimensions/Indicators	Statement Items	Scale
Work Motivation (Hafidzi, et al.)	1. Responsibility 2. Salary 3. Job performance or success 4. Recognition or rewards 5. Work relationships 6. Challenging work	1, 2, 3, 4, 5, 6, 7, 8, 9 10, 11, 12 13, 14	Likert
Total		14	

4. Analysis and Discussion

4.1 Data Analysis

4.1.1 Measurement Model Analysis

The analysis of the measurement model (outer model) aims to determine the construct variables studied and the validity (accuracy) and reliability (reliability) of a variable. The outer model is also called (outer relation or model measurement model) which defines how each indicator block relates to its latent variables. Internal consistency analysis is a form of reliability used to assess the consistency of cross-item results in the same test. Saputra, Lewangka, and Ruslan (2020) state that a latent variable can be said to have good reliability if the composite reliability value is greater than 0.7 and the Cronbach's alpha value is greater than 0.7.

Table 3. Internal Consistency Analysis

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Employee_Performance	0,865	0,867	0,903	0,650
Education_and_Training	0,911	0,912	0,933	0,736
Work_Motivation	0,873	0,874	0,908	0,665
Work_Load	0,920	0,923	0,935	0,643
Competence	0,903	0,907	0,923	0,632

Source: Processed Primary Data (SmartPLS2024)

Based on the internal consistency analysis data in the table above, the results show that all variables are reliable.

4.1.2 Convergent Validity

According to Ghazali (2016), a correlation can be said to satisfy convergent validity if it has a loading value greater than 0.7. The output showed that the loading factor provided a value above the recommended value of 0.7. Thus, the indicators used in this study met the convergent validity criteria.

Discriminant validity aims to assess whether an indicator of a construct variable is valid or not, namely by looking at the Heterostrain-Monotrait Ratio Of Correlation (HTMT) Value <0.90, then the variable has good discriminant validity (valid) (Guswandi, 2022).

Table 4. Discriminant Validity

	X1	X2	X3	Y	Z
X1					
X2	0,927				
X3	0,989	0,938			
Y	0,963	0,869	0,981		
Z	0,791	0,789	0,763	0,882	

Source: Processed Primary Data (SmartPLS2024)

The results of discriminant validity in Table 3 show that the discriminant validity value of each indicator item against its construct is derived from the discriminant validity value. With that, it can be concluded that all constructs or latent variables already have better discriminant validity than the indicators in other blocks.

4.2 Structural Model Analysis and Hypothesis Testing

4.2.1 Direct Effect Hypothesis Testing

The direct influence hypothesis test aims to prove the hypotheses of the influence of a variable on other variables directly (without intermediaries). A positive path coefficient value indicates that an increase in the value of a variable is followed by an increase in the value of another variable. If the path coefficient value is negative, it indicates that an increase in one variable is followed by a decrease in the value of another variable. If the probability value (P-Value) < Alpha (0.05) then Ho is rejected (the influence of a variable on another variable is significant). If the probability value (P-Value) > Alpha (0.05) then Ho is accepted (the influence of a variable on another variable is not significant).

Table 5. Direct Effect Hypothesis

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics ((O/STDEV)	P values
X1 -> Y	0,193	0,198	0,096	2,003	0,045
X2 -> Y	0,259	0,247	0,125	2,083	0,037
X3 -> Y	0,569	0,550	0,115	4,957	0,000
Z -> Y	0,569	0,439	0,085	5,135	0,000
X1 -> Z	0,435	0,164	0,092	1,572	0,116
X2 -> Z	0,128	0,142	0,125	1,023	0,306
X3 -> Z	0,523	0,507	0,105	5,002	0,000

Source: Processed Primary Data (SmartPLS2024)

1. The direct influence of the Competence variable on the Employee Performance variable has an original sample value of 0.193 with a T-statistic of 2.003 > 1.659 (positive); therefore, an increase in the value of the Competence variable will be followed by an increase in the Employee Performance variable. The influence of the competence variable on Employee Performance has a P-Value of 0.045 < 0.05, so it can be stated that the influence between Competence and Employee Performance is positive and significant.
2. The direct influence of the Education and Training variable on the Employee Performance variable

has an original sample value of 0.259 with a T-statistic of $2.083 > 1.659$ (positive), so an increase in the value of the Education and Training variable will be followed by an increase in the Employee Performance variable. The influence of the Education and Training variable on Employee Performance has a P-Value of $0.037 < 0.05$; therefore, it can be stated that the influence of Education and Training on Employee Performance is positive and significant.

3. The direct effect of the workload variable on the Employee Performance variable has an original sample value of 0.569 with a T-statistic of $4.957 > 1.659$ (positive); therefore, an increase in the value of the workload variable will be followed by an increase in the Employee Performance variable. The effect of the workload variable on Employee Performance has a P-Value of $0.000 < 0.05$; therefore, it can be stated that the effect between Workload and Employee Performance is positive and significant.
4. The direct effect of the Work Motivation variable on the Employee Performance variable has an original sample value of 0.569 with a T-statistic of $5.135 > 1.659$ (positive); therefore, an increase in the value of the Work Motivation variable will be followed by an increase in the Employee Performance variable. The effect of the Work Motivation variable on Employee Performance has a P-Value of $0.000 < 0.05$; therefore, it can be stated that the effect between Work Motivation and Employee Performance is positive and significant.
5. The direct effect of the competence variable on the Work Motivation variable has an original sample value of 0.435 with a T-statistic of $1.572 < 1.659$ (positive); therefore, an increase in the value of the competence variable will be followed by an increase in the Work Motivation variable. The effect of the competence variable on Work Motivation has a P-Value of $0.116 < 0.05$; therefore, it can be stated that the effect between Competence and Work Motivation is positive and insignificant.
6. The direct effect of the Education and Training variable on the Work Motivation variable has an original sample value of 0.128 with a T-statistic of $1.023 < 1.659$ (positive); therefore, an increase in the value of the Education and Training variable will be followed by an increase in the Work Motivation variable. The effect of the Education and Training variable on Work Motivation has a P-Value of $0.306 < 0.05$; therefore, it can be stated that the effect of Education and Training on Work Motivation is positive and insignificant.
7. The direct influence of the workload variable on the Work Motivation variable has an original sample value of 0.523 with a T-statistic of $5.002 > 1.659$ (positive); therefore, an increase in the value of the workload variable will be followed by an increase in the Work Motivation variable. The influence of workload on Work Motivation has a P-Value of $0.000 < 0.05$; therefore, it can be stated that the influence between Workload and Work Motivation is positive and significant.

4.2.2 Testing the Indirect Effect Hypothesis

Indirect influence hypothesis testing aims to prove the hypotheses of the influence of a variable on other variables indirectly (through an intermediary). If the value of the indirect influence coefficient $>$ direct influence coefficient, then the intervening variable mediates the relationship between one variable and another. Conversely, if the value of the indirect influence coefficient $<$ direct influence coefficient, then the intervening variable does not mediate the relationship between one variable and another.

Table 6. Indirect Effect Hypothesis

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
X1 -> Z -> Y	0,132	0,129	0,065	2,039	0,041
X2 -> Z -> Y	0,317	0,311	0,162	1,961	0,050
X3 -> Z -> Y	0,228	0,222	0,061	3,722	0,000

Source: Processed Primary Data (SmartPLS2024)

1. The indirect effect of the competence variable on the Employee Performance variable, with Work Motivation as an intervening variable, has an original sample value of 0.132 with a T-statistic of $2.039 > 1.659$ (positive). The effect of the competence variable on Employee Performance, mediated by work motivation, had a p-value of $0.041 < 0.05$. The type of mediation produced is partial

mediation. So it can be stated that the effect between competence on Employee Performance with Work Motivation as an intervening variable is positive and significant.

2. The indirect effect of education and training variables on the Employee Performance variable, with Work Motivation as an intervening variable, has an original sample value of 0.317, with a T-statistic of $1.961 > 1.659$ (positive). The effect of the Education and Training variable on Employee Performance, mediated by work motivation, had a p-value of $0.050 < 0.05$. The type of mediation produced is partial mediation. So it can be stated that the influence between Education and Training on Employee Performance with Work Motivation as an intervening variable is positive and significant.
3. The indirect influence of the workload variable on the Employee Performance variable, with Work Motivation as an intervening variable, has an original sample value of 0.228 with a T-statistic of $3.722 > 1.659$ (positive). The influence of workload on Employee Performance mediated by work motivation had a p-value of $0.000 < 0.05$. The type of mediation produced is partial mediation. So it can be stated that the influence between Workload on Employee Performance with Work Motivation as an intervening variable is positive and significant.

5. Conclusion and Suggestions

5.1 Conclusion

The results of the data analysis in the discussion and hypothesis testing can be summarized as follows:

1. The direct influence of the competence variable on Employee Performance indicates that the influence of Competence on Employee Performance is positive and significant.
2. The direct influence of the Education and Training variables on the Employee Performance variable indicates that the influence of Education and Training on Employee Performance is positive and significant.
3. The direct influence of workload on Employee Performance indicates that the influence of Workload on Employee Performance is positive and significant.
4. The direct influence of the Work Motivation variable on the Employee Performance variable indicates that the influence of Work Motivation on Employee Performance is positive and significant.
5. The direct influence of the competence variable on the Work Motivation variable indicated that the influence of Competence on Work Motivation was positive and not significant.
6. The direct influence of the Education and Training variables on the Work Motivation variable indicates that the influence of Education and Training on Work Motivation is positive and not significant.
7. The direct effect of the workload variable on the Work Motivation variable indicated that the effect of Workload on Work Motivation was positive and significant.
8. The indirect effect of the Competence variable on the Employee Performance variable with Work Motivation as an intervening variable can be stated that the effect between Competence on Employee Performance with Work Motivation as an intervening variable is positive and significant.
9. The indirect effect of the Education and Training variable on Employee Performance with Work Motivation as an intervening variable can be stated as the effect of Education and Training on Employee Performance with Work Motivation as an intervening variable is positive and significant.
10. The indirect effect of the workload variable on Employee Performance with Work Motivation as an intervening variable indicates that the effect of Workload on Employee Performance with Work Motivation as an intervening variable is positive and significant.
11. The R Square result of the influence of Competence, Education and Training and Workload on Employee Performance was 59.6%, and the remaining 40.4% was influenced by other variables outside those studied in this study. In the table above, the results of the influence of Competence, Education and Training and Workload on Workload are 49.2%, and the remaining 50.8% are influenced by other variables outside those studied in this study.

5.2 Suggestions

Based on the results of the discussion and conclusions above, the suggestions in this study are as follows:

1. It is recommended for agencies to retain employees who have extensive knowledge of the field of work being worked on and it is also recommended that companies pay attention to employees who do not understand how to complete the work that is their task and responsibility. The solution that can be taken to improve employee performance through competence is to provide intensive education and training for tasks that are responsible for employees. To improve employee performance to be better, related agencies should pay more attention to and maximize the competence of employees to be able to maintain employee consistency in working. Providing training and opportunities to continue education can be a way for employee knowledge, skills and abilities to be utilized according to their field of work, so that the performance of each employee will be better.
2. It is good for employee education, but needs to be improved, especially in the selection of educational programs that can provide knowledge and skills for employees that are in accordance with their jobs. Regarding employee training, the training material provided by the agency must be in accordance with the fields of employees that can build employee performance, the ability of training instructors must be in accordance with what employees need, and the agency must also provide good training facilities for its employees.
3. Leaders must improve their approach to employees in all departments to always provide encouragement or support to employees so that they become employees with high-performance productivity and no accumulation of workload that they always think about or feel.
4. It is expected that the agency can pay attention to the performance of its employees, especially regarding the quantity of employee work, because enthusiasm in working will not just appear; therefore, the company must continue to be able to provide motivation to its employees so that employees have high performance and can work well.
5. Agencies are advised to increase employees' work motivation so that they are more motivated to improve their performance. Agencies can increase employees' work motivation by giving fair awards to employees for their achievements in work, namely by providing bonuses, gifts, and certificates for employees who have high work motivation, namely, employees who never come late to the office, never absent, and employees who are diligent in working so that their work is often completed on time. This can motivate employees to work diligently and well, and feel appreciated by the agency. In addition, agencies are also advised to improve good interactions between employees, namely by holding meetings that can be done routinely, such as family gatherings, to create familiarity between employees so that employees can be motivated to work.

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