

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 examine the influence of competence, education and training, and workload on functional employee performance, with work motivation as an intervening variable, at the Regional Secretariat of the Riau Islands Provincial Government.

Research Methodology: A quantitative approach was applied using census sampling of all 106 employees. Data were collected through questionnaires and analyzed using Partial Least Square (PLS) with SmartPLS 4.0 to evaluate the measurement and structural models.

Results: The findings revealed that competence, education and training, workload, and work motivation each had positive and significant effects on employee performance. Competence, education, and training did not significantly influence work motivation, whereas workload showed a positive and significant impact. Work motivation successfully mediated the effects of competence, education and training, and workload on employee performance. The model explained 59.6% of the performance variance and 49.2% of the motivation variance.

Conclusions: Functional employee performance is shaped not only by technical competence and training but also by workload management and motivation. Work motivation plays a crucial mediating role in linking employee attributes and organizational outcomes.

Limitations: The study is limited to one regional government office; therefore, the results may not fully represent other public sector institutions or different organizational settings.

Contribution: This study highlights the mediating role of motivation in public sector employee performance and offers practical guidance for improving training, workload distribution and motivational strategies.

Keywords: Competence, Education and Training, Employee Performance, Workload, 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 lives. 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 to the profession. In general, functional positions tend to be less in demand than structural positions because of differences in the amount of compensation and benefits.

The existence of a policy for the transfer of structural positions to functions through job equivalency will affect civil servants' mindset towards positions/careers and employee job satisfaction. Restructuring will result in an important shift related to career development and affect the work lives 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 are 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 the public sector. 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. One of the basic values is 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 workload. The problem is that employees are given excessive workloads, so they feel under pressure. A person's workload is determined based on employee work targets according to the type of work. Employee workload can occur under these three conditions. First, the workload was based on the standards. Second, the workload was consistently high. Third, the workload is extremely low in this study. Heavy or light workloads impact 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, resulting in cost inefficiency.

The lack of motivation shown by employees needs to be a serious concern for leadership at the Regional Secretariat of the Riau Islands Provincial Government. This can be seen from employees who 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 which they go home and wait for the new salary date. Effective motivation must be provided to employees. Thus, employees do not always complain about trivial things, 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 the organizational goals.

Efforts to improve employee performance are carried out through further research on factors that influence employee performance 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, which 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 important for organizations to manage, organize, and utilize employees so that they can function productively to achieve their goals. Human resources are a potential production factor. Human production factors work both physically and mentally. Optimizing human resources is the central point of attention for organizations to improve 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) stated that 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 their skills and abilities. Work quality can be described as 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 the 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, such that performance can be measured through the amount (unit/cycle). For example, the ability to quickly complete staff 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 or guidance from 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.

2.2 Competence

Competence is a set of knowledge, skills, and behaviors that a person must possess to carry 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, faced with opposition or rude actions from others, or working under stressful conditions. Self-control is more often found in lower-level managerial and contributor positions with higher stress levels.

Knowledge includes 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, are also important. 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 that is complex. Conceptual thinking involves understanding a situation or problem by combining parts to obtain a larger 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

According to Mangkunegara, "Education and training have 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; therefore, it is important to address problems related to work environment conditions. Training is a science that is more specific in nature, related to instructions, special tasks, and discipline (Achmad & Nurlena, 2021).

Education aims to address 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 important (Fu'ad & Aminnudin, 2020).

According to Prabowo and Aisyah (2020), education and training aim to improve the ability of human resources to focus on personality and intellectual development. The indicators were: 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 and skills in carrying out assigned tasks and improving the ability to achieve agency goals effectively.

2.4 Workload

Workload is defined as 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 causes the work situation to be less conducive and impacts less harmonious relationships between employees. The objective workload is the total time or number of activities performed. Subjective workload is a measure that is used to ask questions about feelings of work overload, 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, effectively, and integrate all their efforts to achieve satisfaction. Motivation drives people to work. According to Sedarmayanti (2017), motivation is a force that drives someone to perform an action that is essentially positive or negative, both internally and externally. Work motivation creates a drive/work spirit/driver of the work spirit. Thus, the achievements 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 them to achieve their goals. The need for achievement is usually associated with a positive attitude and the 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 the research by Tjahyanti and Chairunnisa (2020) and Indrajaya (2023), who showed 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 employees' behavior. The concept of education and training is the process of changing employee behavior 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, the quality of participants, education and training materials, and education and training facilities. Therefore, with education and training, employees can have effectiveness in their work, habits of thinking and acting, skills, knowledge, 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 significantly affect performance. The more education and training employees receive, the more effective and efficient they are in completing their work. Through education and training, employees become more skilled and knowledgeable 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's Office of the Riau Islands Province.

2.6.3 The Effect of Workload on Performance

Employees are often required to complete two or more tasks simultaneously. These tasks require time, energy, and other resources. 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 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 assigned to employees is greater, they 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, Satrya, and Priyati (2022), who state that workload significantly affects employee performance. The higher the workload given to employees, the less focused they become on completing their work. Because of the high workload given to employees, their performance 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 to encourage employees to work optimally to achieve their goals. Motivation can originate from oneself or others. Without motivation from employees themselves or others, 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 are achieved. Employees with strong work motivation 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 the 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 employees' high work motivation, their performance 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 linked to the strategy of an agency or organization that can be applied to all employees is an organization's superior skill. 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 positively affect employee work implementation in achieving an agency's work goals. This can increase employees' work productivity, which impacts the achievement of organizational goals. Low motivation can cause someone with high quality to perform poorly, and vice versa. This is in line with the research by Herlambang and Nurbaiti (2023) and Indrajaya (2023), who state that competence has a significant effect on work motivation. Work motivation makes employees more enthusiastic about becoming 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

Organizations provide education and training to improve human resource support. This is because changes in society, organizations, and technology require changes in human resources management. Education and training are planned efforts by organizations or agencies to improve their knowledge, skills, and abilities. Conceptually, it can change employees' attitudes towards work. This is because employees' understanding of work also changes as their attitude has cognitive elements. In other words, it can be said that education and training are factors that greatly influence work motivation (Yuliansyah, 2024).

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

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

2.6.7 The Effect of Workload on Work Motivation

The impact of workload originates from each individual's perception. Some individuals 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 still feel more enthusiastic and passionate about 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 a decrease in motivation. This is in line with the research by Astuti and Mayasari (2021) and Nawantoro and Iqbal (2017), who stated that workload has a significant effect on work motivation. If the workload is too high, employees' work motivation decreases. When employees feel burdened, they become 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 the results of 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 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 influence it. According to Apriyanti (2019), performance is the result of multiplying ability and 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.

This is in line with Apriyanti (2019), who stated that competence significantly affects 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 their 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 their capacity in the organization encourages them to further improve their capabilities and professionalism. The enthusiasm to be on par with other colleagues in the organization fosters 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 Mungkasa (2017), who stated that education and training significantly affect performance through work motivation. By increasing education and training, it will be possible to increase motivation within oneself to 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 condition. 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 conditions of the employee. Employees with high work motivation tend to have high performance; conversely, those with low performance may have 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 achieved. The high motivation given by the agency to employees to carry 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 employees 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 their 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 and is also a systematic and organized effort to investigate certain problems that require answers. Data were collected using a set of questions or written statements. Questionnaires are an efficient data collection technique if the researcher knows the variables to be measured and what to expect from the respondents. In collecting this questionnaire data, the respondents were all employees of the Regional Secretary of the Riau Islands Province. Table 1 presents the respondents' characteristics.

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 were 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)	1. <i>Task Skills</i>	1, 2, 3,	Likert
	2. <i>Task Management Skills</i>	4, 5, 6	
	3. <i>Contingency Management Skills</i>	7, 8, 9	
	4. <i>Job Role Environment Skills</i>	10, 11, 12	
	5. <i>Transfer Skills</i>	13, 14, 15	
Total		15	
Variable	Dimensions/Indicators	Statement Items	Scale
Education and training (Annisa)	1. Instructor	1, 2, 3,	Likert
	2. Participants	4, 5, 6	
	3. Material	7, 8, 9	
	4. Method	10, 11, 12	
	5. Objectives	13, 14, 15	
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. Results 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 the 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 that is 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 satisfies convergent validity if it has a loading value greater than 0.7. The output showed that the loading factor was above the recommended value of 0.7. Thus, the indicators used in this study met the convergent validity requirements. Discriminant validity aims to assess whether an indicator of a construct variable is valid by looking at the Heterotrait-Monotrait Ratio of Correlation (HTMT) value <0.90; if so, 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 was derived from the discriminant validity value. 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 direct influence of a variable on other variables (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 the other 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 the other 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 Employee Performance 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 Employee Performance. The influence of the competence variable on Employee Performance has a P-Value of 0.045 < 0.05; thus, 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); thus, 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 is followed by an increase in the Employee Performance variable. The effect of workload 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 is 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 indirect influence of a variable on other variables (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 was 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 on Employee Performance, 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 was partial mediation. Therefore, it can be stated that the influence of 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 was partial mediation. Therefore, it can be stated that the influence of Workload on Employee Performance with Work Motivation as an intervening variable is positive and significant.

5. Conclusion

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 Employee Performance indicates that Education and Training have a positive and significant influence on Employee Performance.
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 Work Motivation's influence 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 Work Motivation 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 of this study are as follows:

1. It is recommended that agencies retain employees who have extensive knowledge of the field of work being worked on, and 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 employees are responsible for. To improve employee performance, related agencies should pay more attention to and maximize the competence of employees to maintain consistency in their work. Providing training and opportunities to continue education can be a way for employees' knowledge, skills, and abilities to be utilized according to their field of work, so that the performance of each employee will be better.
2. While this is good for employee education, it needs to be improved, especially in the selection of educational programs that can provide knowledge and skills for employees 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 provide good training facilities for its employees.
3. Leaders must improve their approach to employees in all departments to 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. Agencies must pay attention to the performance of their 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 at work, namely by providing bonuses, gifts, and certificates to employees who have high work motivation, such as those who are never late to the office, never absent, and are diligent in their work 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 advised to improve good interactions between employees 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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