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The Influence of Competence, Training and Motivation on the Performance of Employees of the National Coaching & Instructor Professional Certification Agency

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Abstract

Purpose: This research was conducted at the National Training and Instructor Professional Certification Institute (LSP Pelatinas) using the path analysis method.

Research methodology: The author collected data using a questionnaire with a population of 80 respondents from LSP Pelatinas employees. Respondent samples were taken from the entire population with a total sample of 80 employees. Previously, instrument testing was carried out and, after that, analysis requirements were tested using the normality test, linearity test and homogeneity test. The latter performs hypothetical testing with path analysis.

Results: This study investigated the influence of competence, training, and motivation on employee performance at LSP Pelatinas (Indonesian National Coaching and Instructor Professional Certification Institute) using a survey method with path analysis on 80 employees. The research findings confirmed that competence, training, and motivation all have significant positive effects on employee performance, with competence emerging as the most influential factor for enhancing organizational performance and employee motivation.

Conclusions: The study demonstrates that competence, training, and motivation all have significant positive effects on employee performance at LSP Pelatinas, with competence being the strongest predictor (contributing 24.2%), followed by motivation (76.4%), while these three variables collectively explain 95.7% of the variance in employee performance.

Limitations: The research was constrained by limited references on similar studies within LSP Pelatinas context, restricted research scope, reliance solely on Google Forms for data collection without direct interviews, and insufficient time for comprehensive data collection and literature review.

Contribution: This study provides empirical evidence for human resource management practitioners and organizational leaders in Indonesian professional certification institutions, contributing to the field of organizational behavior and performance management by demonstrating the significant relationships between competence, training, and motivation on employee performance.

Keywords: *Competency, Performance, Training, Work motivation*

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1. Introduction

LSP Pelatinas stands for the National Coaching and Instructor Professional Certification Agency. It provides competency certification for the field of training or expertise in training methodology in Indonesia. As an official institution, LSP Pelatinas is tasked with ensuring that workers or prospective workers have the skills according to the standards set by the National Professional Certification Agency (BNSP). The Indonesian National Coaching and Instructor Professional Certification Institute (LSP Pelatinas) is an independent institution that aims to ensure the quality of competence and recognition of the workforce in all professional sectors in Indonesia through certification. LSP Pelatinas obtained a license from the National Professional Certification Agency (BNSP) with the number BNSP-LSP-445-ID. The certification activities carried out by LSP Pelatinas contribute to increasing the number of certified workers in Indonesia. According to BNSP's 2019-2020 performance report, the total certified workforce reached 911,152 people as of December 2019.

In the researchers' observations, the competence of LSP Pelatinas employees still needs to be improved in terms of knowledge; it is still necessary to improve theoretical understanding or basic concepts of the field of work. Technical Skills: The technical skills needed to complete a task or work are good enough but can be improved. Then on the aspect Interpersonal Skills are still not effective, especially in communication and cooperation need to be improved. Finally, Problem-Solving Skills have not been seen as effective (Adula, Birbirsa, & Kant, 2023).

In the training aspect, the researcher observed complaints from the training participants, who felt that the material was inappropriate. Participants have not been able to apply the skills or knowledge gained during training to their daily work. Researchers have also not examined whether training contributes to increased productivity, job quality, or efficiency in the workplace. Participants were also less enthusiastic and active participants in participating in the training. This can be seen from attendance, participation in discussions, and a desire to ask questions and provide opinions.

Opportunities to learn, grow, and improve one's skills are important motivational drivers. Excessive tasks or long working hours can cause fatigue and reluctance to work. However, a workload that is too light can also make employees feel bored and less challenged. For this reason, it is necessary to research the direct influence of competence, training, and motivation on LSP Pelatinas. In connection with this, an empirical research will be conducted with the title " The Influence of Competence, Training, and Motivation on the Performance of Employees of the Indonesian National Training Professional Certification Institute.'

From the background of the problem, the researcher identified the problem through a review of several problems. In terms of competence Where knowledge (knowledge), it is still necessary to improve theoretical understanding or basic concepts in the field of work. Technical Skills: The technical skills needed to complete tasks or work are not good, but they can be improved. Then on the aspect**.** Interpersonal Skills are still not effective, especially in communication and cooperation need to be improved. Finally, Problem-Solving Skills were not considered effective. From the training aspect, there were complaints from the training participants, who felt that the material was inappropriate. Participants have not been able to apply the skills or knowledge gained during training to their daily work. Researchers have also not examined whether training contributes to increased productivity, job quality, or efficiency in the workplace. Participants were also less enthusiastic and active participants in participating in the training. This can be seen from attendance, participation in discussions, and a desire to ask questions and provide opinions.

Regarding work motivation, employees often feel unmotivated when they feel that salaries, bonuses, or recognition of hard work are not worth it. Studies have confirmed that implementing strategic HRM practices such as fair compensation and career development can significantly improve employee retention (Shrestha & Bhatta, 2018). Dissatisfaction with compensation can lead to feelings that their efforts are not appreciated. Employees who feel stagnant without opportunities to develop or move up tend to lose motivation. Opportunities to learn, grow, and improve one's skills are important motivational drivers. Excessive tasks or long working hours can cause fatigue and reluctance to work. However, a workload that is too light can also make employees feel bored and less challenged. The purpose of this study is to test the influence of competence, training and work motivation on employee performance.

2. Literature review

2.1. Performance

Dessler (in Prasetyawati (2016:27) argues that performance is a work achievement, that is, a comparison between work results and set standards. A measure of a person's performance is a comparison between the results of work and set standards. Suprasetyawati (2016; 18) defines personal performance as the quality and quantity of work results achieved by an individual in working activities with responsibility. Meanwhile (Mangkunegara in Ernur (2014)) argues that performance is proof of the results of work obtained by individuals with quality and quantity in work. Mangkunegara emphasized that performance measurement is carried out quantitatively and qualitatively. Meanwhile, to conduct performance appraisals, there is an important mechanism for management to use in explaining the goals and standards of performance and motivating individual performance.

Performance is emphasized in qualitative and quantitative work results. (Wirawan, 2014) declared that *performance is* the output produced by the functions or indicators of a job or profession in a certain time. There are two factors, intrinsic and extrinsic, which can affect personal performance, as expressed by Mangkuprawira (in Adityawarman, Sanim, and Sinaga (2015)). Intrinsic personal performance is influenced by factors such as education, experience, motivation, skills, and emotions. Meanwhile, extrinsic personal performance is influenced by environmental factors, leadership, communication, work procedures, etc.. Performance is divided into intrinsic factors, which exist within the self, and extrinsic factors, which exist outside the self, in an organization or company.

A corporate organization is established because it has certain goals that it wants and must achieve. Each organization is influenced by organizational behavior in achieving its goals. Moeheriono and Si (2012) state that one of the most common activities carried out in an organization is employee performance, which is how one does everything related to a job or role in the organization. Performance is emphasized in the activities carried out by employees that are related to work.

2.2. Competence

Competency is the main variable that an employee must possess to carry out and complete his work. In the context of human resource management, competency refers to the attributes or characteristics of a person that make them successful in their work. Dessler (in Sudaryo, 2018; 183) states that competence is defined as the characteristics of a person that can be shown, including knowledge, skills, and behaviors that can produce performance and achievements. Gibson et al. state: "Abilities, skills, and other factors play a role in individual behavior and performance." (Doig, Brandenberg, & Marquardt, 2023).

Ivancevich et al. stated that " a competency is defined as an underlying characteristic of a person that contributes to successful job and organizational performance. Competency is a characteristic that underlies a person who contributes to the success of work and organizational performance.(Sadikin, 2024). Mondy states that competence includes a set of knowledge, skills, traits, and behaviors that can be technical, related to interpersonal skills, or business-oriented. (shrm-bask, 2022). Busro argues that work competence is a basic characteristic that can be linked to improving the performance of individual or team employees.(Nybø, 2004). Meanwhile, Robbins explained that competence is the ability or capacity of a person to do various tasks in a job, where this ability is determined by 2 (two) factors,

namely intellectual ability and physical ability (Robbins, Judge, Millett, & Boyle, 2013).

2.3. Training

Training is a competency of learning process education, where the goal is to help achieve organizational goals and improve soft and hard skills in a relatively short time, with methods that prioritize practice over theory. The process is carried out in accordance with the organization's objectives, and the training program provides employees with specific and knowable knowledge and skills that can be used in the workplace.

According to experts, training is defined as follows:Meidita ((Meidita, 2019) states that training is a series of individual activities that systematically improve skills and knowledge so that individuals can have professional performance in their fields. Training is a learning process that allows employees to carry out their work according to standards. Meanwhile, Sonny (Mastina Maksin, 2024) stated that education and training are important factors in human resource development. Education and training not only increase knowledge but also improve work skills to increase work productivity. Based on both definitions of training, according to some experts, it can be concluded that training has the goal of improving employee abilities consisting of several types of indicators, namely skills, knowledge, and psychomotor, to help achieve the goals of a job or organization.

The types of training stated by Akrani in Akhyadi (2015) are four (four types) of different trainings, as follows: Induction training is aimed at introducing the organization to newly appointed employees; this is a short and informative training given immediately after joining the organization, the purpose of providing "at a glance" information to employees. b. Job training is related to specific jobs and its purpose is to provide employees with appropriate information and instructions to enable them to carry out work systematically, appropriately, efficiently, and ultimately with confidence. c. Training for promotion is provided after a promotion but before joining a higher position; its purpose is to give employees the opportunity to adjust to job duties at a higher level. d. Refresher training is to update the professional skills, information, and experience of a person who occupies an important executive position. e. Training for managerial development is provided to managers to increase their efficiency and allow them to accept higher positions. Companies must provide all types of training to their employees.

2.4. Motivation

Motivation is defined as the process that causes an individual's *intensity*, direction, and *persistence* towards achieving a goal". Intensity shows how hard people try (Robbins et al., 2013). The intensity, direction, and effort of an LSP Pelatinas personal goal achievement are relevant to performance achievement. In addition, internal encouragement that occurs with high intensity, has a positive direction, and is carried out continuously will achieve the organization's goal, namely the achievement of superior performance. Thus, motivation is one of the factors that affects performance. If a Pelatinas LSP individual has high motivation to carry out the work that is their authority and responsibility, they will be able to achieve superior performance. This is supported by recent findings that motivation and employee engagement significantly increase productivity in Indonesian logistics companies (Nusraningrum, Rahmawati, Wider, Jiang, & Udang, 2024).

In addition, Soetrisno (2016) states that motivation is a factor that motivates a person to do a certain activity or a driving factor for a person's behavior. According to (Dwipayana, Ferine, & Nuzuliati, 2023), motivation encourages a series of human behavior processes to achieve goals. There is a common interest between humans as workers and organizations. Workers on the one hand do work expecting compensation for the fulfillment of their needs and to achieve their personal goals to realize their work achievements. Meanwhile, organizational performance is realized by the collection of the performance of all workers to achieve organizational goals. If workers are motivated to achieve their personal goals, they must improve their performance. Increasing workers' performance will also improve the organization's performance. Thus, increasing worker motivation improves the performance of individuals, groups, and organizations.

Motivation can be both intrinsic and extrinsic. Intrinsic motivation is behavior that is formed for one's own interests, for example, interest in work, responsibility, making important contributions, learning new things, and utilizing work potential. Meanwhile, Afifi and Andriani (2024) state that motivation is a behavior formed for needs related to material and social rewards.

2.5. Frame of Mind

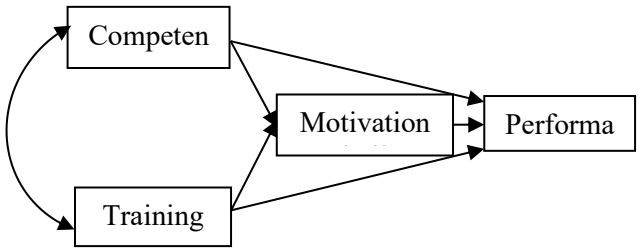

Figure 1. Framework of Thinking

2.6. Research Hypothesis

Based on the formulation and identification of the problem, the purpose of the research, and the theoretical foundation, the hypotheses to be tested in this study are as follows:

1. Competence affects the motivation of LSP Pelatinas' personnel.
2. Training affects the motivation of LSP Pelatinas Personal.
3. Competence affects the Personal Performance of LSP Pelatinas.
4. Training affects the Personal Performance of LSP Pelatinas.
5. Motivation affects LSP Pelatinas' Personal Performance

3. Research methodology

3.1 Research Methods

The research method used was a survey method with a causal approach. Similar approaches have been used in IT companies, where HRM practices like training and communication were shown to positively affect employee engagement and retention (Salunkhe, Jain, Hinge, & Boralkar, 2024). Path analysis was used to analyze whether there was an influence between one variable and another. Path analysis requires a significant linear regression relationship between the two variables. However, to calculate the coefficient of each path, the correlation coefficient of each of the two variables is required. Therefore, to complete the calculation of the path coefficient, correlation and regression analyses must first be carried out for each of the two variables. This study examined the influence of one variable on another. The variables to be studied consist of 4 (four) variables: (1) competence, (2) training, (3) motivation, and (4) Employee Performance. The variables to be studied are arranged according to the grand theory of Robbins. The influence model between the variables is presented in the following figure.

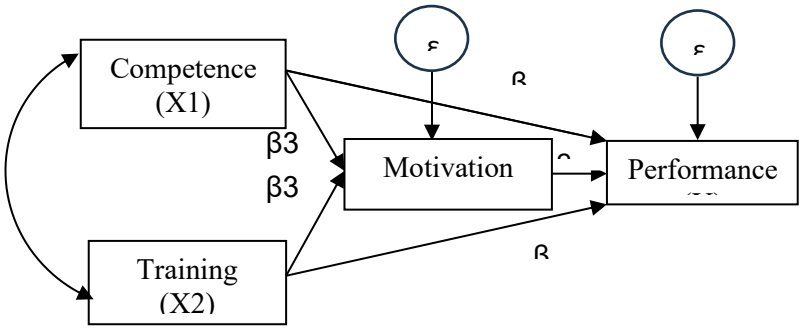

Figure 2. Influence Theory Model Between Research Variables

Information:

X1 = Competency Variables

X2 = Training Variables
X3 = Motivation Variables
Y = Performance Variables
ß31 = Path coefficient between X1 and X3
ß32 = The coefficient of the path between X2 and X3
ßY1 = The coefficient of the path between X1 and Y
ßY2 = The coefficient of the path between X2 and Y
ßY3 = The coefficient of the path between X3 and Y

3.2 Population and Sampling Techniques

The study population consisted of 80 employees at LSP Pelatinas, used in accordance with the conception of the research and adhering to the research background, problem identification, and research objectives. The data used as a sample were employees of LSP Pelatinas. According to Cahyadi (2022), samples are part of the number and characteristics possessed by the population. If the population is large, and it is impossible for the researcher to study everything in the population, for example, due to limited funds, manpower, and time, then the researcher can use 80 samples taken from that population. Therefore, the sample taken from the population must be truly representative. A sample is a part of the number and characteristics possessed by the population, and the sample taken from the population must be truly representative. In this study, the sample used was all the officers in LSP Pelatinas. The sample in this study comprised 80 employees of LSP Pelatinas. The sample used for the hypothesis test was mabilized from the entire population totaling 80 employees, in addition to those who had been used in the instrument test.

3.3 Data Collection Techniques

The data collection technique according to Heale and Twycross (2015) was carried out using a questionnaire instrument in the form of a *rating scale*. The sample in this study was also a respondent to obtain variable data from (1) Training, (2) Motivation, (3) Competence, and (4) Performance of LSP Pelatinas Employees. The assessment scale for these variables uses the Likert Scale with five answer choices: 1) Strongly Disagree (STS); 2) Disagree (TS); 3) Neutral (N); 4) Agree(s); and 5) Strongly Agree (SS). The instrument was tested before being used in the study. The testing of these instruments included validity and reliability tests. From the test results, valid and invalid instrument items were identified. Invalid instruments are discarded (dropped) or not used in this study.

3.4. Research Instrument Test

3.4.1. Validity Test

Before further research is carried out, each instrument item must meet the requirements for instrument item validity by analyzing the relationship between the score of each item and the total score using Pearson's product-moment correlation formula. From these calculations, valid and invalid items were produced (*Drop*). The calculation was compared with rtable. If the calculation > table, then the item of the instrument is valid and can be used for data collection.

However, if $_{\text{the calculation}}$ is < rtable, then the item is invalid (dropped) and is not used in the research. For the test of the research instrument, 20 people (n=20) were used with an accuracy level of 0.05 (α = 0.05). The criteria for the decision-making policy are as follows:

a) If the calculation > rtable, then the instrument item was declared valid.
b) If the calculation < rtable, then the instrument item is declared invalid (*drop*) and not used in the research.

3.4.2. Reliability Tests

The calculation of the instrument realism test in a study aims to determine the consistency and level of trust in an instrument. The instrument's coefficient of realism was calculated using the formula *Alpha Cronbach*. The reliability coefficient of the instrument was calculated after the invalid item (drop) was not used in the study; therefore, it was not considered in this calculation. An instrument can be considered reliable if it has a Cronbach's alpha value of more than 0.60. Therefore, the criteria used as the basis for decision-making are as follows:

a) The value of the Cronbach's alpha was > 0.60, which means that the item of the instrument is declared reliable.
b) A Cronbach's alpha value > 0.60 indicates that the instrument item is declared unreliable.

3.5. Data Processing and Analysis Techniques

3.5.1. Convergent Validity Test

Convergent validity is the degree to which the same aspect of a single phenomenon or construct can be accessed and measured by different models, whereas discriminant validity is the capacity of a model to measure different aspects of a single target phenomenon from those measured by the related model.

3.6. Composite Reliability Testing

3.6.1. Path Analysis

Path analysis was used to analyze the influence patterns between variables to determine the direct or indirect influence of a set of independent (exogenous) variables on bound (endogenous) variables. This path analysis technique will be used to test the amount of contribution caused by the path coefficient in each path diagram and the causal influence between variables X1, X2, and X3 on Y. *The path Analysis diagram* in this study is presented in the following figure:

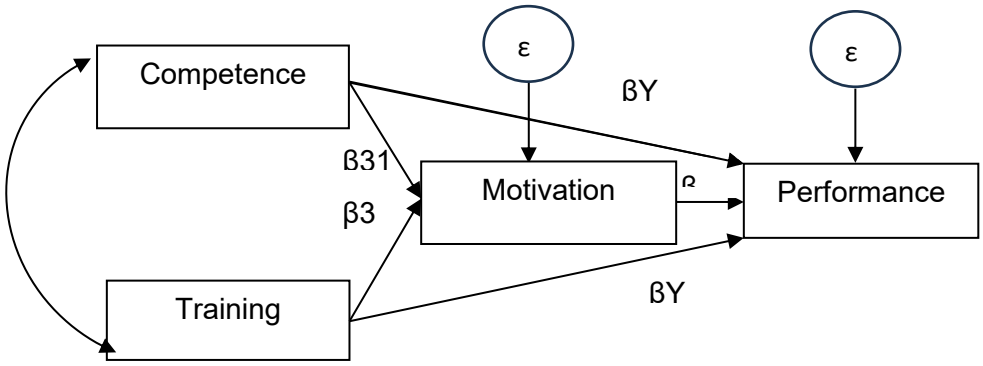

Figure 3. Path *Analysis Diagram* of Competency (X1), Training (X2), and Motivation (X3) to Performance (Y)

In accordance with the *Path Analysis* diagram in the image above, it can be converted into a structural equation:

a. Sub-Structure Equation 1, namely

$X3 = \beta 31\ X1 + \beta 32\ X2 + \varepsilon 1$

b. Sub-Structure Equation 2, namely

$Y = \beta Y1\ X1 + \beta Y2\ X2 + \beta Y3\ X3 + \varepsilon 2$

Information:

X1 =Competency Variables
X2 =Training Variables
X3 =Motivation Variables
Y =Performance Variables
ε1 =Error variable path coefficient 1
ε2 =Error variable path coefficient 2
β31 =The coefficient of the influence path of Competency on Motivation
β32 =The coefficient of the influence path of Training on Motivation
βY1 =The coefficient of the influence of Competency on Performance
βY2 =The coefficient of the influence path of Training on Performance
βY3 =Motivation to Performance Influence Path Coefficient

3.6.2. Path Analysis

In the path analysis, we only use X as both an exogenous and endogenous variable, for the variable Y; therefore, this path diagram shows three exogenous variables, X_1, X2, and X3, and an endogenous variable, namely Y.
The structural equation for the above path diagram is as follows:
Y = ßYX1X1 + ßYX2X2 + ßYX3X3+ ε
Information:
X1 = Work stress
X2 = Motivation
X3 = Motivation
Y = Performance
ε_1 = Error Path Coefficient 1
ε_2 = Error path coefficient 2
ß31 = Error path coefficient effect of work stress on motivation
ß32q = Motivation error path coefficient over motivation
ßYX1 = Error path coefficient of the effect of work stress on performance
ßYX2 = Error path coefficient of motivation effect on performance
ßYX3 = Error path coefficient of motivation effect on performance
To determine the influence of these variables, a t-test was used with the following formula:

$$t_{count} = r \sqrt{\frac{N-2}{1-r2}}$$

Information:

t_{count} = t-test calculation
r = correlation coefficient
n = number of samples

The conditions for decision-making are when $t_{count} > t_{table}$, then it can be concluded that the free variables have a significant effect on the bounded variable. If $t_{count} < t_{table}$ for positive regions, it means that the independent variables are not significant with the bound variables.

3.7. Statistical Hypotheses

The statistical hypotheses for this study were as follows:

1. Competence (X_1) directly affects motivation (X_3).
   H0 : *ß31* = 0
   H1 : *ß31* > 0

2. Training (X2) has a direct effect on motivation (X_3).
   H0 : *ß32* = 0
   H1 : *ß32* > 0

3. Training (X_1) has a direct effect on Performance (Y)
   H0 : *βy1* = 0
   H1 : *βy1* > 0

4. Training (X2) has a direct effect on Performance (Y)
   H0 : *βy2* = 0
   H1 : *βy2* > 0

5. Motivation (X_3) has a direct effect on Performance (Y)
   H0 : *βy3* = 0
   H1: *βy3* > 0

The notation descriptions used in the statistical hypotheses are as follows:
H0 : Hypothesis zero
H1 : Alternative hypotheses
$\beta 31$: Influence path coefficient Competence (X1) against Motivation (X3).
β_{32} : Training Influence Path Coefficient (X_2) against Competence (X3).
$\beta Y1$: Influence path coefficient Competence (X1) against Performance (Y).
β_{Y2} : Training Influence Path Coefficient (X_2) against Performance (Y)
$BY3$: Influence path coefficient Motivation (X3) to Performance (Y).

4. Results and discussions

4.1. Data and Respondent Description

The research on the number of respondents was 80 respondents based on calculations using saturated samples, which means that the entire number of LSP Pelatinas employees were respondents. Characteristics of the relevant data included gender, education level, age, and duration of work at LSP Pelatinas.

Table 1. Characteristics of Respondents by Gender

Gender	**Frequency**	**Percentage**
Man	62 people	77,7%
Woman	18 people	22,3%
Sum	80 people	100%
Education Level	**Frequency**	**Percentage**
D3	8	7,75%
S1	60	75%
S2	12	12,25%
Age	**Frequency**	**Percentage**
21-30	21 people	26,25 %
31-40	47 people	53,75%
41-50	17 people	21,25%
Sum	80 people	100%

4.2. Hypothesis Test and Analysis

There are several data analyses carried out the research: validity test, reliability test and R Square Test, while then statistical t test is carried out as a form of hypothesis testing, all of these tests will be carried out with the Partial Least Square (PLS) tool

4.2.1. Measurement Model (Outer Model)

A start can be made, that is, a test model can be created to see *whether convergent validity* has been fulfilled. *Convergent validity* that is good or fulfilled can be seen from the loading factor or can also be the value of *the square root of the average variance extracted* (AVE) (Hair, Sarstedt, Ringle, Sharma, & Liengaard, 2024) to determine whether the questionnaire is valid. The following is a picture of the results of the loading factor value through a path diagram that explains the results of the validity test with the Smart PLS 3.0 analysis tool:

The construct indicator is declared valid if the correlation value above the loading value of 0.50 is sufficient and is still acceptable It can be seen from figure 4 of the loading factor diagram above that in each component the question of the competency, motivation and performance variable indicators has a value of < 0.50 will be removed and cannot be included in further research so that all components can be said to be valid.

4.2.2. Convergent Validity Test

Convergent validity testing correlates each component of the indicator with the variable. Result *Loading Factor* 0.50: *Loading factor* Each component in the indicators of performance, competence, training, and motivation variables.

Table 2. Outer *Loading Factor Value Results*

Item	Competence	Item	Training	Item	Motivation	Item	Performance
X11	0.796	X21	0.142	X31	0.575	Y10	0.642
X10	0.937	X210	0.514	X310	0.895	Y11	0.74
X111	0.762	X211	0.615	X311	.479	Y12	0.681
X112	0.462	X212	0.599	X312	0.515	Y13	0.795
X113	0.48	X213	0.643	X313	0.682	Y14	0.905
X114	0.894	X214	0.802	X314	0.564	Y15	0.000
X115	0.165	X215	0.62	X315	0.482	Y16	0.752
X116	0.793	X216	0.647	X316	0.521	Y17	0.754
X117	0.474	X217	0.549	X317	0.507	Y18	0.377
X118	0.445	X218	0.604	X318	0.619	Y19	0.649
X119	0.674	X219	0.624	X319	0.65	Y2	0.528
X12	0.738	X22	0.387	X32	0.602	Y20	0.914
X120	0.077	X220	0.73	X320	0.717	Y3	0.522
X13	0.825	X23	0.39	X33	0.78	Y4	0.735
X14	0.924	X24	0.375	X34	0.801	Y5	0.522
X15	0.546	X25	0.564	X35	0.673	Y6	0.499
X16	0.7655	X26	0.465	X36	0.763	Y7	0.389
X17	0.836	X27	0.436	X37	0.801	Y8	0.534
X18	0.486	X28	0.597	X38	0.39	Y9	0.572
X19	0.69	X29	0.578	X39	0.627		

Source : Data processed

Judging from the table, the loading factor value exceeds 0.361, each valid indicator, while the red one is below 0.361, which is invalid. The position of the largest loading factor was 0.937, and the lowest number was 0.387. All indicators used passed the convergent and valid validity tests.

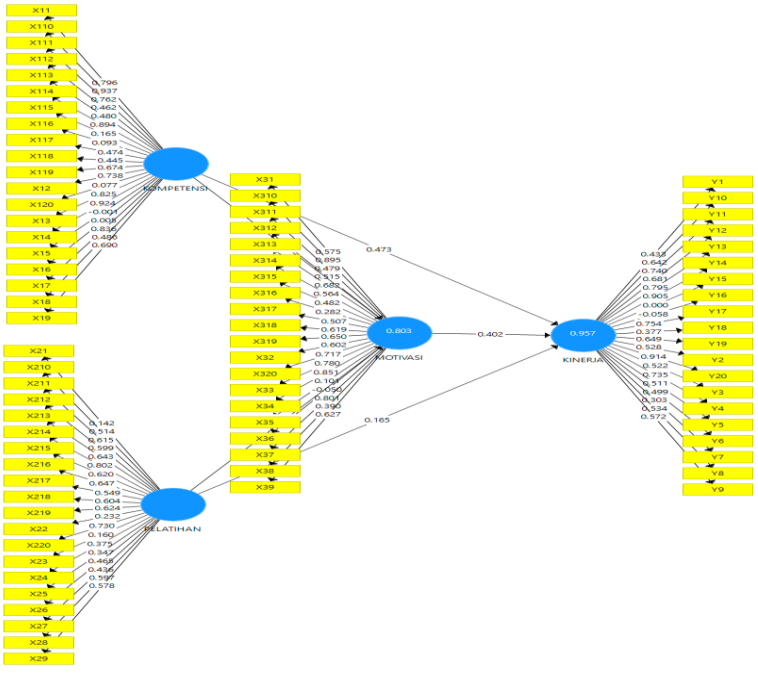

Figure 4. The results of *the loading factor value* are obtained through the PLS path diagram.
Source : Data processed

4.2.3. Discriminating Validity Test

Testing discriminate validity of variable accuracy. The calculation shows the *Fornell-Lacker Criterion value* and the AVE value of the composition of the variables of each indicator: performance,

competence, and motivation. The Fornell-Larcker Criterion score obtained was

Table 3. Fornell- *Larcker Criterium Value Results*

	Performance	Competence	Motivation	Training
Performance	0.606			
Competence	0.941	0.622		
Motivation	0.941	0.872	0.6	
Training	0.808	0.709	0.764.	0.543

Source : Data processed

The overall table of construct values of the discriminant validity variables was greater than 0.6. Each variable has different values: the performance variable (Y) is 0.606, the competency variable (X1) is 0.941, the innovation variable (X2) is 0.941, and the motivation (X3) is 0.808. Therefore, the variables of performance, competence, and motivation can be said to pass the discriminatory validity. The *square root of the average variance extracted* (AVE) method also functions to determine the value of discriminant validity. AVE values above 0.50 are valid and accepted (Riyanto & Hatmawan, 2020, p.248). The AVE Table is as follows:

Table 4. Average Variance Extracted (AVE) Value Result

Variable	Variance Extracte	Composite Realibility	Cronbach's Alpha
Performance	0.367	0.906	0.883
Competence	0.387	0.905	0.889
Motivation	0.36	0.904	0.88
Training	0.295	0.882	0.862

Source : Data processed

The amount of AVE value obtained by the question calculation of each indicator was > 0.05. The variable with the lowest AVE value is the training variable at 0.295, and the highest is the performance variable at 0.387. It was concluded that the variables of performance, competence, training, and motivation were valid for the accuracy of the data in accordance with the requirements.

4.2.4. Reliability Test

Reliability testing examines the reliability of a study. The *Composite Reliability* score and *Cronbach's alpha* determine whether the research *is reliable*. The figure is obtained above 0.6 according to (Purwoko & Hassan, 2023) and other opinions above 0.7 (Amar, Setiadi, & Sumardjo), so that the research is reliable. It can be seen from the table that *Cronbach's alpha* calculation results obtained >0.60 is said *to be reliable,* and the table of all variable components has *Cronbach's alpha* above 0.60. Competence had the lowest variable, namely competence of 0.889, and the highest variable, namely motivation, of 0.880. All variable components were declared reliable; in other words, the components were reliable, and further research was conducted. After obtaining the results of the validity and reliability tests, each indicator question was examined, and all components of the questions passed the validity test. Reliability was determined according to these criteria.

4.2.5. R Square

The R-squared test of the model's capabilities describes the dependent variables. R square testing is said to be coefficient *determination*. R square calculation :

Table 5. R Square Value Results

Variable	R Square	R Square Adjusted
Performance	0.957	0.955
Motivation	0.803	0.798

Source : Data processed

As seen from the table above, the R Square value for the performance variable is 0.957. Therefore, the

number means that the influence of competency, training, and motivation variables on performance is 95.7%, and the remaining 4.3% is influenced by other factors that are not studied in this study. The motivation variable was 0.803. Therefore, the influence of competency and training variables on performance is 80.3%, and the remaining 19.7% is influenced by other factors that are not studied in this study. for the value d R Square *Adjusted* for Performance from Table 5 is 0.955. Therefore, this number means that the influence of competency and motivation variables has an influence, namely 95.5%, and the remaining 4.5% is influenced by other factors. The value of d R Square *Adjusted* for Motivation from Table 4.8 is 0.798. Therefore, this number means that the influence of competency and motivation variables has an influence, namely 79.8%, and the remaining 20.2% is influenced by other factors.

4.2.6. Hypothesis Test

The results that have been carried out at the time of data processing, results are obtained based on the processing of *data structure*, path analysis coefficients or can be called (*Path Coefficients)* assisted by the SmartPLS 3.0 analysis tool, the results are as follows:

Table 6. Hypothesis Test Results

Variable	Performance	Competence	Motivation	Training
Performance				
Comperence	0.473		0.664	
Motivation	0.402			
Training	0.165		0.293	

Source : Data processed

It can be seen from the table data that if there is an Original Sample (O) table, it explains the value of the path analysis coefficient. Based on the results of the calculation above, the competency variable had a value performance of 0.242 from the original sample results. This illustrates that competence contributes 24.2% to performance. The next result of the calculation of the motivation variable with performance has a value of 0.764 from the original sample result. This illustrates that motivation contributes 76.4% to performance. Overall, all the variable components showed a positive contribution between the independent and dependent variables.

4.2.7. T test – Statistics

After data processing and hypothesis testing, t-statistical testing or partial tests were conducted to determine the influence of significance between variables. These variables are (X 1) Competence and Motivation (X2) to performance (Y). It is known that t-table; this is based on the formula df=n-k. The explanation is that df = 80-3 = 82. Then, the T-table resulting from the formula df = n-k is 1.989. The degree of confidence was 0.5 or 5%. Calculation results from t-test using Smart PLS 3.0. In the results of the t-test calculation of each variable of competence to motivation, the results were found that nillai t- calculated 4.775 > t- table 1.989. The result was that competence had an effect on performance, with a P value of 0.000 <0.05. Thus, it is concluded that competency variables have a positive and significant effect on motivation.

In the calculation of the t-test of the training variable on motivation, the results that have been obtained on the calculation with a t-value are calculated as 4.751 >t-table 1.989 with the obtained P value that can be produced as much as 0.000<0.05. The results of the t-test calculation show that motivation has a significant effect on performance, and the results of the p-value indicate that the positive motivation variable is significant. The training variable had a positive and significant effect on motivation.

In the calculation of the t-test of each competency variable on performance, it was found that nillai t-calculated 6.493 > t- table 1.989. The result was that competence had an effect on performance, with a P value of 0.000 <0.05. Thus, it is concluded that competency variables have a positive and significant effect on performance.

In the results of the t-test calculation of the training variable on performance, it is stated that the results

that have been obtained on the calculation with a t-value calculated 2.915>t-table 1.989 with the obtained P value obtained which can be produced as much as 0.000<0.05. The results of the t-test calculation show that motivation has a significant effect on performance, and the results of the p-value indicate that the positive motivation variable is significant. The training variable has a positive and significant effect on performance.

In the results of the t-test calculation of the motivation variable for performance, it is stated that the results that have been obtained on the calculation with a t-value are calculated as 8.928 >t-table 1.989 with the obtained P value, which can be produced as much as 0.000<0.05. The results of the t-test calculation show that motivation has a significant effect on performance, and the results of the p-value indicate that the positive motivation variable is significant. It was concluded that motivational variables have a positive and significant effect on performance.

5. Conclusion

5.1 Conclusion

Based on the results of the analysis of research data and discussion of factors that affect employee performance at LSP Pelatinas. The results of this study prove that:

1. The results of the data analysis show that competence has a direct and significant effect on the motivation of LSP Pelatinas employees.
2. The data analysis results indicate that training has a direct, positive, and significant effect on the Motivation of LSP Pelatinas Employees.
3. The data analysis results indicate that competence has a direct and significant effect on the performance of LSP Pelatinas employees.
4. The data analysis results show that training has a direct and significant effect on the performance of LSP Pelatinas employees.
5. The results of the data analysis show that motivation has a direct and significant effect on the performance of LSP Pelatinas employees.

Thus, in general, it can be concluded that the Performance in Employees at LSP Pelatinas is directly and positively influenced by Competence, Training and Motivation. The biggest influence on Employee Performance at LSP Pelatinas is Competence, followed by Competence, and the last is Training.

5.2 Implication

As a study that has been carried out at LSP Pelatinas, it has implications in the field of organization and also future research. Based on this, the implications are as follows:
The results of the study on variables that have an influence on Performance at LSP Pelatinas, turned out to show a significant influence, the three variables, the variables of Training Motivation and motivation contribute to the variables of employee performance, where the competence of LSP Pelatinas employees, makes the highest contribution, then motivation and finally Training.

Based on the results of the above research, competence makes a meaningful contribution to performance. To date, the performance problem has received serious and good attention from the unit. Therefore, to improve performance, the competency factor of employees at LSP Pelatinas can be prioritized by constantly monitoring the problem of achieving work targets, which is related to the readiness of employees at LSP Pelatinas. For job training, it is hoped that leaders always give persuasive direction to employees at work so that they carry out their work well. To improve employees' work attitudes, leaders need to provide role models for employees to behave well.

5.3 Limitations of Writing Research

This study has several limitations. Although it is based on the guidelines that have been set, every research must have shortcomings and obstacles. The obstacles in this study are as follows:

1. References to previous research with the same variable but using the Pelatinas LSP object are still scarce.
2. Limited space for research is available.

3. The questionnaire was distributed only through Google Forms. To increase the completeness of the data, a direct interview process with respondents is required.
4. The limited time available to complete this study led to a lack of time for data collection and reference journals.

5.4 Suggestion

Based on the conclusions that have been made, the suggestions that can be given in this study are as follows:

1. For organizations, especially in LSP Pelatinas, in improving Employee Performance at LSP Pelatinas, should focus more on Motivation, judging from the questionnaire that has been filled out by Employees at LSP Pelatinas, the data is obtained that competencies are more able to improve employee performance. Employee competencies at LSP Pelatinas will be obtained by always being open to work problems, being positive, and supporting the work of colleagues. It is better for the leadership of LSP Pelatinas to realize a policy of "*reward and punishment*" for the performance of LSP Pelatinas employees, so that it can motivate the work of employees to improve their performance.
2. For further research, other variables that can affect Employee Performance at LSP Pelatinas should be added. By adding variables, other factors can be obtained that can have a good effect on improving Employee Performance at LSP Pelatinas, and of course, with an increase in performance, it will certainly have a good effect on Employee Performance at LSP Pelatinas.

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