

***Effect of Job Training and Motivation on Employee Performance with Competency as Mediator at PT PLN (Persero) West Sumatra Main Distribution Unit***

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**ABSTRACT**

Employee performance is a critical factor in organizational success and is influenced by various psychological and behavioral factors. Among them, work motivation and job satisfaction play significant roles in shaping employee behavior and outcomes. However, the role of competency as mediating variable in this relationship has not been thoroughly explored. This study aims to identify and analyze the influence of job training and motivation on employee performance, with competency serving as a mediating variable. This research uses a quantitative approach, involving 184 employees selected through probability sampling. Data were collected using a structured questionnaire and analyzed using Partial Least Squares-Structural Equation Modeling. The results indicate that job training not has direct effect ( $P = 0.207$ ). However motivation ( $P = 0.001$ ) has a direct, significant effect on employee performance. Likewise, job training ( $P = 0.040$ ) and motivation ( $P = 0.000$ ) has a direct influence on competency. Competency has a significant impact on performance ( $P = 0,000$ ), and it mediates the effect of job training ( $P = 0.049$ ) and motivation ( $P = 0.000$ ) on employee performance. Competency plays a crucial mediating role in translating job training into improved employee performance.

*Keywords: Employee Performance, Competency, Job Training, Motivation*

## INTRODUCTION

Human resources are crucial for companies to grow in a globalized world. Employees are the most valuable asset for smooth operations and achieving goals. Companies need skilled and agile employees to perform their tasks (Sobirin & Siharis, 2022). Proper management of human resources is essential for employees to deliver satisfactory results and meet company objectives.

Performance is the quality and quantity of work an employee achieves based on assigned tasks (Nguyen et al., 2020). Companies aim to enhance employee performance by identifying improvement factors. They do this through job training, motivation, and competence.

Competence is vital in organizations, as it relates to individuals' authority and ability to perform their roles. This is especially important considering the expertise and skills employees bring (Zhou et al., 2018). For an organization to succeed, its workforce's competencies must support management's strategic initiatives and adapt to changes, creating a resilient environment for new challenges. When employees have relevant skills, they improve team functionality (Lacerenza et al., 2018). This alignment between individual competencies and organizational goals empowers employees, fosters collaboration, and drives the organization's success.

To enhance employee performance, companies must provide training, which helps employees develop work-related competencies (Anggoro and Sibagariang, 2020). Training allows employees to improve their skills and knowledge. It also helps retain the talents and interests of employees, contributing to company profits (Ramawati and Tridayanti, 2020).

After training, motivating employees is essential. Motivation helps individuals contribute to the organization's goals (Andayani & Tirtayasa, 2020). It arises from both external factors (work environment) and internal factors (job satisfaction). Employees need motivation to enhance their enthusiasm for work. With motivation, they can overcome personal egos and strengthen their commitment to the company, leading to better performance.

Electricity demand in Indonesia is rising annually due to better public welfare and industrial growth. However, PT PLN (Persero) West Sumatra Main Distribution Unit struggles to meet this demand. The unit is committed to gradually fulfilling the country's electricity needs. Companies must enhance employee productivity, so PT PLN (Persero) West Sumatra Main Distribution Unit is focused on improving productivity in electricity provision. Although the performance of PT PLN (Persero) West Sumatra Main Distribution Unit has been quite good, when compared with several other distributions in Sumatra, the achievements of PT PLN (Persero) West Sumatra Main Distribution Unit still need to be improved.

This study aims to comprehensively analyze the influence of job training, motivation, and competency on employee performance at PT PLN (Persero) West Sumatra

Main Distribution Unit. By understanding the relationship between these three variables and employee performance, it is hoped that management can formulate more appropriate strategies to sustainably increase employee productivity and effectiveness.

## **THEORETICAL FRAMEWORK AND EMPIRICAL STUDIES**

The performance theory introduced by Gibson (2018) provides a comprehensive framework for understanding how various factors influence individual performance and behavior. In this model, Gibson meticulously analyzes a range of variables—such as motivation, environmental context, and personal competencies—that interact to shape an individual's ability to perform effectively in different settings. For instance, he emphasizes how intrinsic motivation can significantly enhance an individual's engagement and commitment, leading to improved outcomes in both personal and professional domains. Additionally, the theory highlights the role of external influences, such as organizational culture and social support, which can either bolster or hinder performance levels. By integrating these elements into a cohesive model, Gibson not only elucidates the complexities of individual behavior but also offers practical insights for optimizing performance through targeted interventions. This multifaceted approach underscores the importance of recognizing the interplay between individual characteristics and situational factors in fostering high performance.

Handoko (2020) emphasizes that training is a strategic initiative aimed at systematically enhancing and refining employee competencies through targeted programs designed to develop essential knowledge and skills. This planned effort is crucial for organizations seeking to foster a culture of continuous improvement and adaptability in an ever-evolving business landscape. For instance, effective training programs can equip employees with the latest industry practices, technological advancements, and soft skills necessary for collaboration and innovation. By investing in these developmental opportunities, companies not only elevate their workforce's performance but also enhance overall organizational effectiveness, leading to improved job satisfaction and retention rates. In essence, structured training serves as a vital tool in empowering employees, ultimately contributing to the long-term success and competitive advantage of the organization. According to Rivai in Yulianto (2018), training is briefly defined as an activity to improve current performance and future performance.

Motivation, derived from the word “motive,” serves as an intrinsic force that propels individuals to take action. Maslow's theory of needs explains how employees are motivated to meet their needs in order, starting with basic needs and progressing to higher levels. According to this theory, an employee must satisfy one need before moving to the next. The hierarchy has five levels: physiological, safety, love/belonging, esteem, and self-actualization. The first two levels are deficit needs; if unmet, a person cannot function properly. The last three levels are growth needs that encourage skill development (Stefan et al., 2020). In the workplace, employees' motivation is significantly shaped by their

underlying motives, expectations, and the incentives offered to them (Isvandiani & Al Idris, 2018). This complex interplay of factors not only determines how employees utilize their abilities and skills but also influences their overall attitudes toward work. According to Guay et. al. in Ernawan and Wahidin (2017), motivation refers to the reasons underlying behavior.

According to Spencer & Spencer, as cited in Fadhli et al. (2021), "Competence is knowledge (knowledge competencies) and skills (skill competencies) that tend to be more (visible) and relatively different on the surface as one of the characteristics possessed by humans and are easy to develop in human resource training and development programs." This definition underscores the multifaceted nature of competence, highlighting how both knowledge and skills manifest visibly in individuals' performance. Knowledge competencies refer to the theoretical understanding and information one possesses, while skill competencies pertain to the practical application of that knowledge in real-world scenarios. For instance, a proficient software developer not only understands programming languages but can also effectively write code that solves specific problems. This duality makes competence an essential focus for organizations aiming to enhance their workforce's capabilities through targeted training and development initiatives. By emphasizing both aspects, companies can foster a more adaptable and skilled workforce, ultimately driving innovation and improving overall performance. Moreover, such training programs can be designed to cater to diverse learning styles, ensuring that employees can develop their competencies in ways that resonate with them personally, thus enhancing engagement and retention of new skills.

In today's competitive business landscape, the significance of employee training cannot be overstated. Yafi et al. (2021) assert that there is a direct correlation between training initiatives and employee performance, revealing that well-structured training programs can significantly enhance overall job effectiveness. The research underscores a critical insight: an employee's actual performance is profoundly shaped by the quality and extent of their training experiences. This connection suggests that when companies invest in comprehensive training programs, they not only boost individual efficiency but also foster a culture of continuous improvement. The findings are further corroborated by similar studies conducted by Kuruppu et al. (2021) and Garaika (2020), reinforcing the notion that effective training is a cornerstone of high-performing teams. As we reflect on these insights, it becomes clear that organizations must prioritize robust training strategies to unlock their employees' full potential.

In today's competitive work environment, understanding what drives employee performance is crucial for organizational success. Research conducted by Tahiri et al. (2022) has unveiled a compelling truth: there exists a direct relationship between work motivation and employee performance. Employees who exhibit strong work motivation are not just more engaged; they consistently deliver outstanding results. This pivotal finding resonates with the conclusions drawn by Alwedyan (2021) and Maryani et al.

(2020), both of which reinforce the notion that heightened work motivation correlates positively with enhanced performance outcomes.

H1: Job Training has significant effect on employee performance

H2: Motivation has significant effect on employee performance

A compelling answer emerges from research conducted by Pramono and Prahiawan (2022), which reveals a significant positive relationship between job training and employee competency. The study highlights that employees who receive tailored training not only enhance their skill sets but also become more adept at performing their roles, an essential factor for both individual and organizational success. This finding resonates with earlier research by Rafidadan Julham (2020), further emphasizing the critical role of effective training programs in cultivating a competent workforce. It becomes clear that investing in job training is not merely an option but a necessity for organizations aiming to stay competitive in today's dynamic landscape.

Research conducted by Aulia et al. (2020) reveals a compelling link between work motivation and the development of competencies. Individuals with strong work motivation, those who are determined to achieve and perform at high levels, naturally cultivate robust skills and expertise in their respective domains. When individuals lack this intrinsic drive, they often struggle to develop the competencies necessary for effective performance. This absence of motivation can create a cycle of stagnation, where the desire to improve diminishes alongside skill development. By understanding its pivotal role, organizations and educators alike can implement strategies that inspire individuals to engage deeply with their work, thereby enhancing both personal growth and overall productivity.

H3: Job Training has significant effect on competency

H4: Motivation has significant effect on competency

The relationship between work competencies and employee performance is a critical area of exploration in organizational studies. Research conducted by Garaika (2021) compellingly demonstrates that individuals who possess strong work competencies tend to achieve superior performance outcomes. This finding resonates with the conclusions drawn from additional studies by Yafi et al. (2021), Saban et al. (2021), and Sukanto (2020), all of which underscore the significant correlation between an employee's skill set and their overall effectiveness in the workplace

H5: Competency has significant effect on employee performance

H6: Job training has significant effect on employee performance through competency

H6: Motivation has significant effect on employee performance through competency

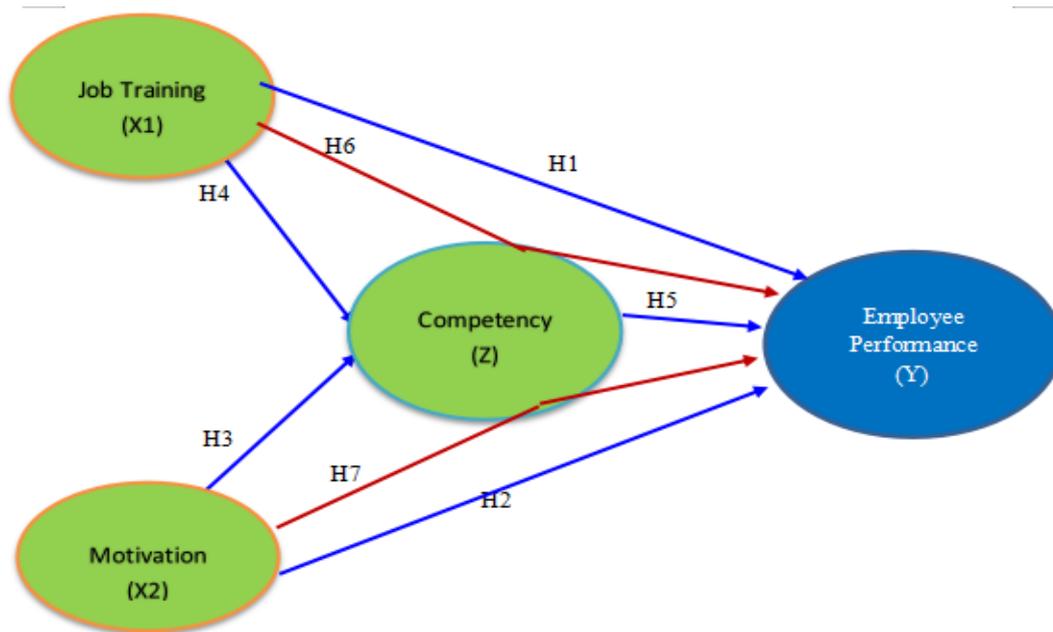


Figure 1. Conceptual Framework

Figure 1 shows a conceptual model illustrating the influence of job training and job motivation on employee performance, with competency as an mediating variable. In this model, job training and motivation each have a direct relationship with competency, which in turn influences employee performance. Furthermore, both job training and motivation also have a direct influence on employee performance, indicating that competency can act as a mediator in this relationship. This model illustrates how internal employee factors can be interrelated and collectively determine performance.

## RESEARCH METHODS

The research method employed in this study is a quantitative descriptive approach, which aims to explain the relationship between variables through statistical analysis of numerical data. Quantitative research was chosen because it allows for the measurement of relationships between job training, motivation, competency, and employee performance using statistical tools, thereby producing objective and generalizable results.

The study's population includes employees of PT PLN (Persero) West Sumatra Main Distribution Unit. A non-probability sampling technique was used to determine the sample. Due to constraints like availability and willingness, 184 respondents participated in the study. This method includes all eligible individuals, reducing selection bias and improving the sample's representativeness for the organization.

The research collected primary and secondary data. Primary data came from respondents via questionnaires, while secondary data were sourced from internal documents and records on employee performance, and HR policies. The main method for collecting primary data was a questionnaire using a Likert scale to gauge respondents'

agreement with statements about job training, motivation, competency, and employee performance.

This study used the Partial Least Squares (PLS) method for data analysis, part of Structural Equation Modeling (SEM). PLS was chosen for its effectiveness in analyzing complex relationships between latent variables, especially with small sample sizes. This technique allows researchers to test both the measurement model and the structural model, ensuring the reliability and validity of constructs while examining direct and indirect effects among variables.

## RESULTS AND DISCUSSIONS

The value of convergent validity is the value of the loading factor on the variable and its indicators. The outer loading value of this determinant validity is  $> 0.7$ , Furthermore, the convergent validity can also be seen based on the AVE value, with a validity value of  $>0.05$

**Table 1.**

<b>Variable</b>	<b>Items</b>	<b>Loading Factor</b>	<b>Limit Value</b>	<b>Results</b>
	PEL2	0,855	0,7	Valid
Job Training	PEL3	0,788	0,7	Valid
	PEL5	0,872	0,7	Valid
	PEL6	0,859	0,7	Valid
	MOT1	0,775	0,7	Valid
	MOT2	0,771	0,7	Valid
	MOT3	0,707	0,7	Valid
Motivation	MOT4	0,748	0,7	Valid
	MOT5	0,807	0,7	Valid
	MOT6	0,801	0,7	Valid
	MOT7	0,753	0,7	Valid
	KIN1	0,804	0,7	Valid
	KIN2	0,858	0,7	Valid
	KIN3	0,849	0,7	Valid
	KIN4	0,857	0,7	Valid
	KIN5	0,877	0,7	Valid
Employee	KIN6	0,850	0,7	Valid
Performance	KIN7	0,798	0,7	Valid
	KIN8	0,810	0,7	Valid

	KIN9	0,809	0,7	Valid
	KIN10	0,805	0,7	Valid
	KIN11	0,810	0,7	Valid
	KIN12	0,877	0,7	Valid
	KOMP1	0,795	0,7	Valid
	KOMP2	0,853	0,7	Valid
	KOMP3	0,765	0,7	Valid
Competency	KOMP4	0,812	0,7	Valid
	KOMP5	0,867	0,7	Valid
	KOMP6	0,771	0,7	Valid

Source: SPSS 25 Version (2025)

Based on Table 1, it can be seen that the loading value obtained by each indicator of both variables job training, motivation, competency, and employee performance. There are several indicators, namely PEL1, PEL4, and COMP7 which did not pass the validity test and are not listed in the table, while the others have outer loading values above 0.70 and are declared valid.

**Table 2. Validity Test**

<b>Variable</b>	<b>Average Variance Extracted (AVE)</b>
Job Training	0,713
Motivation	0,588
Competency	0,658
Employee Performance	0,689

Source:

Table 2 show that the Average Variance Extracted (AVE) value on the variables job training, motivation, competency, and employee performance produced is more than 0.50. Thus, it can be concluded that the indicators used in this study are declared valid.

**Table 3. Reliability Test**

<b>Variable</b>	<b>Cronbach Alpha</b>	<b>Composite Reliability</b>
Job Training	0,866	0,908
Motivation	0,883	0,909
Competency	0,896	0,920
Employee Performance	0,955	0,961

Source:

Based on the Table 3, it can be seen that the variables job training, motivation, competency, and employee performance have Cronbach's Alpha and Composite Reliability values greater than 0.7., it can be concluded that all variables are reliable and have good reliability values.

**Table 4. R-Square & Q-Square**

<b>Variable</b>	<b>R-Square Adjusted</b>	<b>Q-Square</b>
Employee Performance	0,741	0,508
Competency	0,645	0,420

Source:

Based on Table 4, analysis, an R-square value for the job training variable was obtained of 0.741, which means that the influence of the variables job training and motivation on employee performance was 74.1% and included a moderate influence. Then the R-square value for the competency variable is 0.645 which means that the influence of the variables job description and motivation on competency is 64.5% and belongs to the category of moderate influence.

The results of the calculation using the above formula obtained values of 0.508 and 0.420. The Q value of 2 obtained is greater than 0 this shows that the model used in this study has good predictive relevance.

**Table 5. F-Square**

<b>Variable</b>	<b>F-Square</b>
Job Training > Competency	0,038
Job Training > Employee Performance	0,012
Motivation > Competency	0,690
Motivation > Employee Performance	0,118
Competency > Employee Performance	0,399

Source:

Based on Table 5, the f2 value of job training for competency obtained was 0.038 which means that there is a small influence/effect of the job training variable on competency. The value of f2 job training with employee performance obtained is 0.012 which means that there is a small influence/effect of the job training variable on competency. The value of f2 motivation on competency obtained is 0.690 which means that there is a strong influence/effect of the work motivation variable on competency. The value of f2 motivation on employee performance obtained is 0.118 which means that there is a small influence/effect of the motivation variable on employee performance. The f2 value of competency on employee performance obtained is 0.399 which means that there is a strong influence/effect of the competency variable on employee performance.

**Table 6. Hypothesis Testing (direct effect)**

<b>Variable</b>	<b>O</b>	<b>T Statistics</b>	<b>P Values</b>
Job Training -> Employee Performance	0,077	1,264	0,207
Motivation -> Employee Performance	0,313	3,492	0,001
Job Training -> Competency	0,161	2,063	0,040
Motivation -> Competency	0,685	9,922	0,000
Competency -> Employee Performance	0,537	6,303	0,000

Source:

Based on Table 6, the effect of job training on employee performance has a statistical t-value of  $1.264 < 1.264$  and a p-value of  $0.207 > 0.05$ . Then H1 is rejected so that it can be concluded that there is not significant influence between job training variables on employee performance. The effect of motivation on employee performance has a statistical t-value of  $3.492 > 1.96$  and a p-value of  $0.001 < 0.05$ . Then H2 is accepted so that it can be concluded that there is a significant influence between the variables of motivation on employee performance. The effect of job training on competency has a statistical t-value of  $2.063 > 1.96$  and a p-value of  $0.040 < 0.05$ . Then H3 is accepted so that it can be concluded that there is a significant influence between job training and competency. The effect of motivation on competency has a statistical t-value of  $9.992 > 1.96$  and a p-value of  $0.000 < 0.05$ . Then H4 is accepted so that it can be concluded that there is a significant influence between motivation and competency. Influence competency against employee performance has a statistical t-value of  $6.303 > 1.96$  and a p-value of  $0.000 < 0.05$  then H5 accepted so that it can be concluded that there is a significant influence between competency and employee performance.

**Table 7. Hypothesis Testing (indirect Effect)**

<b>Variable</b>	<b>O. Sample</b>	<b>T</b>	<b>P Values</b>
Job Training -> Competency -> Employee Performance	0,086	1,970	0,049
Motivation -> Competency -> Employee Performance	0,368	5,407	0,000

Source:

The test of the effect of job training on employee performance through competency obtained a statistical t-value of  $1.970 > 1.96$  and a p-value of  $0.049 < 0.05$ . Then H6 was accepted so that it can be concluded that there is a significant influence between the variables of job training on employee performance and competency as a mediating variable. Testing the effect of motivation on employee performance through competency obtained a statistical t-value of  $5.407 > 1.96$  and a p-value of  $0.000 < 0.05$  then H7 accepted so that it can be concluded that there is a and significant influence between the variables of motivation on employee performance and competency as a mediating variable.

Hypothesis testing shows that Hypothesis 1 is rejected; employee training does not significantly affect performance (p-value =  $0.207, > 0.05$ ). Overall, job training has no significant impact on employee performance. The effect size test indicates a weak effect of training on performance (F-Square =  $0.012$ ). However, leadership responses at PT PLN (Persero) West Sumatra Distribution Unit are positive, with an average TCR value of 90%, indicating most respondents agree with the statements.

The results of the hypothesis test showed that Hypothesis 2 (H2), namely motivation had a significant effect on employee performance. was accepted with a score P- Values =  $0.000 (< 0.05)$ . Thus, overall motivation has a significant effect on employee performance. This condition is in accordance with the results of the effect size test where motivation has a strong influence on employee performance with an f-square value =  $0.399$ . Respondents' responses to motivation items at PT PLN (Persero) West Sumatra

Distribution Unit are included in the good category with an average TCR value = 87.6% which proves that the majority of respondents gave agreeable responses to all statements.

The results of the hypothesis testing show that Hypothesis 3 in this study is accepted, where job training has a significant effect on competency with a p-value = 0.040. Thus, overall job training has a significant effect on employee performance even though it is not supported by strong effect size test results, where job training only has an effect on competency with an f-square value = 0.032. The conclusion that can be drawn is that the job training variable has a significant effect on the competency variable where the higher the success of the implementation of the job training program to employees, the higher the increase in employee competency.

The analysis results indicate that Hypothesis 4 in this study is accepted, where motivation has a significant effect on competence with a p-value of 0.000. Thus, overall motivation has a significant effect on competence. According to the effect size test results, job satisfaction has a strong influence on employee performance with an f-square value of 0.690. The conclusion is that motivation significantly influences competence, with higher employee motivation leading to higher employee competence.

Hypothesis testing analysis shows that Hypothesis 5 in this study is proven to be acceptable, which states that competence has a significant effect on employee performance with p-values = 0.000. Thus, overall organizational commitment has a significant effect on employee performance which is supported by the results of the effect size test where organizational commitment has a strong influence on employee performance with an f-square value = 6.303, with the results of measuring respondent responses being quite good with TCR = 89.0%. This can be seen from the number of those who gave responses that agreed with all statements, especially on the identification indicator which has the highest level of achievement compared to other indicators, where all employees make the realization of institutional goals their main priority.

Hypothesis testing analysis shows that Hypothesis 6 in this study is accepted, which states that competence mediates the effect of job training on employee performance of PT PLN (Persero) West Sumatra Main Distribution Unit with p-values = 0.020. This means that competence is able to influence job training in improving employee performance at PT PLN (Persero) West Sumatra Distribution Main Unit. This is supported by the results of Hypothesis 5 research which states that there is a significant influence between competence on performance. At the same time, it shows a very positive influence on the relationship between job training and employee performance, so that the direct relationship between job training in hypothesis 1 which was proven to be rejected, changed very significantly after the relationship between the two variables was mediated by competence.

Hypothesis testing analysis shows that Hypothesis 7 in this study is accepted, which states that competence is able to mediate the influence of motivation on employee performance at PT PLN (Persero) West Sumatra Main Distribution Unit with p-values = 0.000. This means that competence is able to influence motivation in improving employee

performance at PT PLN (Persero) West Sumatra Main Distribution Unit. This is supported by the results of the study of indirect influence with a t-count value of 5.685 which is greater than the direct influence with a t-count of 4.009 between motivation and employee performance. So it can be concluded that.

motivation has a significant effect on employee performance after there is competence as a mediating variable. The existence of motivation accompanied by competence possessed by employees of PT PLN (Persero) West Sumatra Main Distribution Unit, can provide a higher influence on employee performance which will be very helpful in achieving the institution's goals.

## **CONCLUSION, SUGGESTION, AND LIMITATION**

Based on the research findings and discussions presented, several key conclusions can be drawn regarding the study on "The Effect of Job Training and Motivation on Employee Performance with Competence as a Mediator" at PT PLN (Persero) West Sumatra Main Distribution Unit. First, it is noteworthy that job training does not exhibit a significant effect on employee performance, suggesting that current training initiatives may not yet have translated into tangible improvements in performance metrics. Conversely, motivation plays a crucial role, demonstrating a significant impact on employee competence; this indicates that fostering a motivated workforce can lead to enhanced skills and abilities among employees. Additionally, job training itself significantly affects competence, reinforcing the idea that structured training programs are essential for developing employee capabilities. Moreover, the findings highlight that competence directly influences employee performance, implying that as employees enhance their skills and knowledge, their overall performance improves correspondingly. Importantly, competence serves as a mediator between job training and employee performance, illustrating how effective training can elevate competence levels, which in turn boosts performance outcomes. Similarly, competence mediates the relationship between motivation and employee performance, emphasizing that motivated employees are more likely to develop competencies that enhance their work output. Collectively, these insights underscore the interconnectedness of job training, motivation, and competence in shaping employee performance within the organization.

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