

The Effect of Training, Competence and Work Motivation on Employee Performance

Nurlaely Razak *¹

*^{1, 2,3,4} Departement of Management, Sekolah Tinggi Ilmu Ekonomi Bongaya Makassar, Makassar City, 90221, South Sulawesi Province, Indonesia

ARTICLE INFO



Jurnal Economic Resources
Vol. 4 Issue. 1 (2021)

Article history:

Received - July, 11, 2021

Revised - July, 25, 2021

Accepted - July, 26, 2021

Correspondence Email:

nurlaely0705@gmail.com

Keywords:

Training;

Competence;

Work Motivation;

Employee Performance

ABSTRACT

This study aims to explore the effect of training, competence, and work motivation on employee performance. This study was conducted at the Provincial Education Office of South Sulawesi. The population of this study consisted of employees of the Province of South Sulawesi's Education Office. These criteria applied to 363 employees. The distribution of questionnaires accomplished data collection to all respondents. Numerous stages of testing, such as tests, were used to assess the data (validity, reliability, normality, heteroscedasticity, multicollinearity). Additionally, the hypothesis is tested using multiple regression and the coefficient of determination test and the partial test (t-test) and simultaneous test (f-test). The findings indicated that training, competence, and work motivation variables had a favorable and substantial effect on employee performance at the Education Office of South Sulawesi Province, either concurrently or partially. The results indicated that among the three independent variables used to determine the level of influence on employee performance, the training variable had the most impact on enhancing employee performance at the South Sulawesi Education Office.

INTRODUCTION

The enactment of Law No. 32 of 2004 concerning Regional Government or Regional Autonomy brings logical consequences for local government officials to be more professional, responsive, and transparent in providing services to the community (Pudjihastuti & Ardhani, 2013) (Pudjihastuti & Ardhani, 2013). Given this reality, increasing human resources is a future need (Sakban et al., 2019). Improving the quality of civil servants can be done through education and training (Silalahi, 2002). Human resources are an integral part of management and human resources because the development of all potentials humans possess aims to develop the personal potential of human resources and achieve organizational goals (Brewster & Söderström, 2017). Employee performance is one of the benchmarks of organizational performance; in this case, it is necessary to constantly evaluate the work performed to maintain or improve organizational performance and vice versa work performance that has been well maintained or even improved (Nasir et al., 2020).

As one of the Regional Apparatus Work Units in the South Sulawesi Provincial Government, the Education Office was formed and determined based on Perda no. 8 of 2008, which has the task of administering affairs in the education sector on the principles of decentralization, deconcentration, and co-administration. The vision of the South Sulawesi Provincial Education Office is to realize the quality and affordable education services. Its mission is to accelerate compulsory education programs, universal education programs, and adult education programs. Facilitate the development of quality and character learning systems. Provide and facilitate educational facilities and infrastructure to achieve national

education standards. Manage education management in an accountable, professional, and responsible manner.

Based on observations made by researchers, there are several problems found at the research location, including there are still employees who have not been able to take advantage of existing technology (computers), there are complaints of service that has not been maximized from the community, employees do not follow the apple, there are still employees who were sitting relaxed during working hours, the absence of strict sanctions, and some employees complaining of uneven training, this shows the low performance of some employees towards the organization of the South Sulawesi Provincial Education Office. One of the determining factors in supporting the organization's success is the training program for its members. Training is a planned process to change attitudes or behavior, knowledge, and skills through learning experiences to achieve effective performance in an activity or several activities (Noe & Kodwani, 2018). Training is intended to improve employee skills both horizontally and vertically (Ibrahim et al., 2017). Horizontally means expanding the skills of a known type of work while vertically deepening a particular field.

Employee education and training contribute to increasing productivity, effectiveness, and efficiency of the organization. Education and training for employees must be provided periodically to maintain each employee's competence to improve organizational performance. Therefore, the training program must receive attention through planning the training needs of each employee. Training is usually focused on improving employee performance by learning specific skills or helping them correct weaknesses in performance. In training, instructions are given to develop skills that can be directly used on the job. Through training, every effort is made to improve the performance of employees in the jobs they currently occupy. The training is directed at improving the competence of employees in carrying out their current duties better (Naqvi & Khan, 2013).

Pont, (2003) states that practical training is not just telling or showing someone how to make a task but an effort to transfer skills and knowledge so that trainees receive and do the exercise when doing their job. Training must learn specific skills or techniques that can be demonstrated and observed in the workplace. The emphasis of the training is on improving the ability to carry out current tasks. The responsibility for education and training in the organization lies with all components of the organization. The organization's leadership has the responsibility for the delivery of general policies and procedures needed in implementing training programs, carrying out administrative control over the implementation of training programs. The staffing or personnel department essentially provides staff support (Ashton & Green, 1996). This section assists line management in training and development by providing resources in the training program.

According to (Ibrahim et al., 2017), there are several training models in identifying learning needs, including the inductive model. Deductive model, namely the identification of training carried out in general with broad targets. The advantage is that the identification results can be obtained from a broad target so that the cost is cheap and relatively efficient compared to the inductive type. The classic model is intended to adapt the learning materials that have been defined in the curriculum and learning programs. An important phenomenon that needs to be considered in realizing employee performance is the competency factor. Competence concerns the authority of each individual to carry out tasks or make decisions according to their role in the organization that is relevant to their expertise, knowledge, and abilities (Zhou et al., 2018). The competencies possessed by individual employees must support the implementation of organizational strategies and be able to support any changes made by management. In other words, the competencies possessed by individuals can support a team-based work system (Lacerenza et al., 2018).

Law Number 5 of 2014 concerning the State Civil Apparatus regulates the development of employee competencies through education and training. Article 70 states that every State Civil Apparatus (ASN) employee has the right and opportunity to develop competence. The development of these

competencies includes education and training. During the orientation or trial period for Civil Servants, the education and training process is integrated to build moral integrity and honesty, nationalism and nationalism spirit and motivation, superior and responsible personality traits, and strengthen professionalism and field competence. To develop the competence of ASN, every government agency is required to prepare a competency development plan in the annual budget work plan in the context of career development, especially civil servants. The career development of civil servants will have to consider competence.

An important phenomenon that is no less important to observe in improving employee performance is the work motivation factor (Alam et al., 2021). It is realized that employees are ordinary people who have many needs and demands of life; this often affects the performance of employees in carrying out their main tasks and functions. In line with that, applying the theory of the hierarchy of needs from Maslow (Handoko 2000) states that every human being wants his needs fulfilled. These hierarchically include physiological needs, security, social interaction, esteem, and self-actualization (Maslow et al., 1998). By nature, everyone is always filled with needs, and most of these needs are not strong enough to drive someone to do something at any given time. The need will be a sufficient level of intensity. The fulfillment of needs is constantly inspired by the motive to fulfill them. Alternatively, in other words, motivation is used to show a situation in a person that comes from the result of a need (Simamora, 2004).

The problem of work motivation is not an easy problem, both in understanding it and how to apply it. It is not easy because of various reasons and considerations that must be referred to. However, with the right work motivation, employees will be encouraged to do as much as possible in carrying out their duties because they believe that with the success of the organization achieving its goals and objectives, the personal interests of the members of the organization will also be maintained (Siagian, 2002). Performance is not only influenced by ability and motivation but is also strongly influenced by the situation of the work environment (Akob, 2021).

Theoretically, several factors can affect the performance of human resources, including motivation, discipline, ability, training, skills, social security, compensation, work environment, production facilities, technology, and achievement opportunities. Among several factors that influence performance, this research focuses on the variables studied: training, competence, work motivation, and performance. Performance is the result of work in quality and quantity achieved by an employee carrying out his duties following the responsibilities given to him. The results of good employee performance will have an impact on organizational performance. Organizations are obliged to maintain good employee performance so that company goals can be adequately achieved. As explained above, many factors can affect employee performance, including training, competence, and work motivation.

Training can help employees make better decisions, improve their abilities in their field of work to reduce stress and increase self-confidence. The additional information about the program obtained from the training can be used as a process of intellectual growth to reduce anxiety about facing changes in the future. (French et al., 1993) suggests that individual competence is a character of attitudes and behavior or individual abilities that are relatively stable in dealing with a situation at work that is formed from the synergy between character, self-concept, internal motivation, and contextual knowledge capacity. Furthermore, the variable of work motivation refers to the theory of the hierarchy of needs from Maslow (Handoko, 2000), which states that every human being wants his needs to be fulfilled. The hierarchical needs include physiological, safety, comfort, social, esteem, and self-actualization needs. This hierarchy of needs causes a person to feel compelled, saved, and stimulated to do his job well (Maslow et al., 1998).

H1: Training has a positive and significant effect on employee performance

H2: Training has a positive and significant effect on employee performance

H3: Training has a positive and significant effect on employee performance**RESEARCH METHOD**

This research was conducted at the South Sulawesi Provincial Education Office. The population in this study were employees of the Education Office of the Province of South Sulawesi. The number of employees included in these criteria was 363 employees. The sample members were determined based on the Slovin method (Purwanto & Sulistyasturi, 2017).

Table 1. Total Samples

No	Secretariat, Division, UPTD and Functional	Total Population	Percentage (%)	Total Sample
1	Secretariat	90	$90/363 \times 190 = 47$	47
2	Basic Education Bidang	53	$53/363 \times 190 = 28$	28
3	High School Education	44	$44/363 \times 190 = 23$	23
4	Field of Vocational Secondary Education	43	$43/363 \times 190 = 22$	22
5	Field of Non-Formal and Informal Education	55	$55/363 \times 190 = 29$	29
6	UPTD Learning Activity Development Center	14	$14/363 \times 190 = 7$	7
7	UPTD Information Technology Development Study Center	17	$17/363 \times 190 = 9$	9
8	UPTD Special Education Development Center and Special Service Education	22	$22/363 \times 190 = 12$	12
9	Supervisory Group, Functional, Archives, Librarians and Tutors of Learning	25	$25/363 \times 190 = 13$	13
Total		363	363	190

To analyze the data, a descriptive analysis method was used regarding training, competence, and work motivation on the employees of the Education Office of South Sulawesi Province. Multiple regression analysis methods with formula.

$$Y = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + e_i$$

Description :

- Y = Employee performance
- X1 = Training
- X2 = Competence
- X3 = Work Motivation
- b1-b3 = Regression coefficient
- b0 = Constant
- e = Error Factor

Furthermore, to determine the level of significance used of = 0.05 or 5% can be tested using the F-test and t-test through the SPSS program. To test whether the variables X1 to X3 together (simultaneously) affect Y. Simultaneous test is carried out by comparing the F ratio with the F table. If the F ratio is more significant than the F table, it is concluded that the X variable (independent) jointly affects the variable dependent (Y). Furthermore, the effect and level of significance = 0.05 or 5% were

tested using the F-test and t-test through the SPSS computer program. To make inferences about the effect of each independent variable (X) on the dependent variable (Y). A partial test is done by comparing the value of the t-count with the t-table. If t-count is more significant than t-table, the independent variable (X) affects the dependent variable (Y) and vice versa. In using multiple regression analysis, some conditions must be met.

Table 2. Definitions of Operational Variables and Their Measurements

Variable	Definition	Indicator	Scale
Y Employee Performance	Work results or work achievements achieved by employees in carrying out their primary duties and functions as employees	<ul style="list-style-type: none"> ▪ Mastery in completing tasks ▪ Work Result ▪ responsibility ▪ spirit at work 	Ordinal
X1 Training	The process of changing employee behavior in terms of attitudes, abilities, and knowledge in a direction to improve operational goals that are oriented in the short term to solving current problems and long term preparation to face challenges in the future	<ul style="list-style-type: none"> ▪ training frequency ▪ basic training ▪ technical training ▪ leadership training 	Ordinal
X2 Competence	something a person's essential characteristics that affect the way of thinking and acting based on knowledge, skills, and attitudes that produce the ability to carry out a job that can produce high performance	<ul style="list-style-type: none"> ▪ motive ▪ self concept ▪ Skills ▪ knowledge 	Ordinal
X3 Work Motivation	The driving element for someone to do work alone or in groups that comes from within the employee is the awareness to work better or give the best to achieve organizational goals.	<ul style="list-style-type: none"> ▪ physiological needs ▪ sense of security at work ▪ social interaction ▪ awards for achievements ▪ self-actualization 	Ordinal

RESULTS AND DISCUSSION

The validity test is done by correlating the score of each item with the total score of each attribute. A validity test is used to see the accuracy and accuracy of a research instrument in its measuring function to measure the statement items made. A valid instrument means that the measuring instrument used in a statement to obtain data (measure) is also declared valid. Statement items that have a high positive correlation can be considered to have high validity as well. According to Sugiyono (2007:233), corrected item-total correlation is a correlation between the total score of items, so that the interpretation is by consulting the critical value of the r-table, if $r \text{ count} > \text{the critical value of r-table product-moment}$ then the instrument is declared valid, or it can be said that the item statement from the reflection of each variable in this study its existence on the research instrument is declared valid (valid). The validity test results of each variable statement item in this study can be seen in table 1.

Table 1. Research Instrument Validity Test Results

Research Instruments	Corrected Item-Total Correlation	r Product Moment r-table (n = 190; α 0,05)	Info
KP.1	0,305	0,142	Valid
KP.2	0,510	0,142	Valid
KP.3	0,515	0,142	Valid
KP.4	0,446	0,142	Valid
PE.1	0,410	0,142	Valid
PE.3	0,413	0,142	Valid
PE.3	0,490	0,142	Valid
PE.4	0,583	0,142	Valid
KOM.1	0,347	0,142	Valid
KOM.2	0,410	0,142	Valid
KOM.3	0,454	0,142	Valid
KOM.4	0,546	0,142	Valid
MK.1	0,343	0,142	Valid
MK.2	0,661	0,142	Valid
MK.3	0,603	0,142	Valid
MK.4	0,576	0,142	Valid

Table 2. Reliability Test Results

Research Instruments	Cronbach's Alpha	Standard value	Info
KP.1	0.854	0,60	Reliable
KP.2	0.843	0,60	Reliable
KP.3	0.843	0,60	Reliable
KP.4	0.846	0,60	Reliable
PE.1	0.848	0,60	Reliable
PE.3	0.847	0,60	Reliable
PE.3	0.844	0,60	Reliable
PE.4	0.839	0,60	Reliable
KOM.1	0.850	0,60	Reliable
KOM.2	0.848	0,60	Reliable
KOM.3	0.846	0,60	Reliable
KOM.4	0.842	0,60	Reliable
MK.1	0.850	0,60	Reliable
MK.2	0.834	0,60	Reliable
MK.3	0.837	0,60	Reliable
MK.4	0.839	0,60	Reliable

Based on the validity test results shown in table 1, the calculated r-value of each statement item is between 0.305 to 0.661, where the calculated r-value > r table value, for n = 190 at the 0.05 level, r table = 0.142 is obtained. Thus, it can be stated that all statement items on the questionnaire are valid or able to reveal something that will be measured by the questionnaire to be used for further analysis. The instrument in this study is said to be reliable or reliable if a person's answer to a question is consistent or stable over time (Ghozali, 2001). To test the reliability of the research instrument is to use Cronbach's alpha. Based on the instrument reliability test using the SPSS program, data for each variable statement item in this study can be seen in table 2.

The results of the reliability test analysis show that the Cronbach's alpha value of the statement item is between 0.839 to 0.845 is reliable because the value of Cronbach's alpha is positive and more significant than 0.6 (imposed value). This means that each statement item from the variables used in this study is reliable, or it can be said that the research instrument used in the measuring function does not cause double meaning so that its consistency is guaranteed in measuring the effect of training, competence, and work

motivation variables on employee performance at the Provincial Education Office. South Sulawesi.

Then the normality test was conducted to test whether, in the regression model, the dependent variable and the independent variable both had a normal distribution or not. A good regression model is to have a standard or close to normal data distribution. Testing the normality of the data in this study was carried out by looking at the standard probability plot, which compares the cumulative distribution of the actual data with the cumulative distribution of the normal distribution. Suppose the residuals are not generally distributed in a regression. In that case, it will result in a not-good or inconsistent and efficient regression—the results of the normality graphic test in this study. From the standard probability plot graph test results, it appears that the points spread around the diagonal line, and their distribution follows the current of the diagonal line. Testing the distribution of data using this graphical method shows the results that it can be concluded that the regression model is suitable because it has met the assumption of normality.

The existence of multicollinearity in regression will interfere with the results of the research regression so that it does not produce efficient and effective parameters, which will make errors in the resulting parameters. Regression is said to be good if regression does not have multicollinearity in it so that no disturbance is expected to occur in the regression. The existence of multicollinearity can be seen through the value of VIF (Variance Inflation Factors) or the tolerance value, that is, if the VIF value is > 10 or vice versa by looking at the tolerance value < 0.1. The results of the calculation of the VIF value or tolerance carried out for regression in this study can be seen in table 3.

Table 3. Multicollinearity Test Results

Model	Collinearity Statistics	
	Tolerance	VIF
1. Training	.772	1.296
Competence	.470	2.126
Work Motivation	.517	1.935

The results of the multicollinearity test in table 3 show that the variables of training, competence, and work motivation have a smaller VIF value of 10 and a more excellent tolerance value of 0.1. This shows that the existence of multicollinearity in the equations carried out in this study is not proven, or there is no multicollinearity in the equations carried out, or the relationship between independent variables can be tolerated so that it will not interfere with the regression results. The heteroscedasticity test in this study is intended to see whether the sampling is carried out correctly on the right population or, in other words, whether there is an inequality of variance from the regression residual. A regression model containing heteroscedasticity will produce normal parameters that will cause errors in treatment. A good regression model if it does not get heteroscedasticity but homoscedasticity.

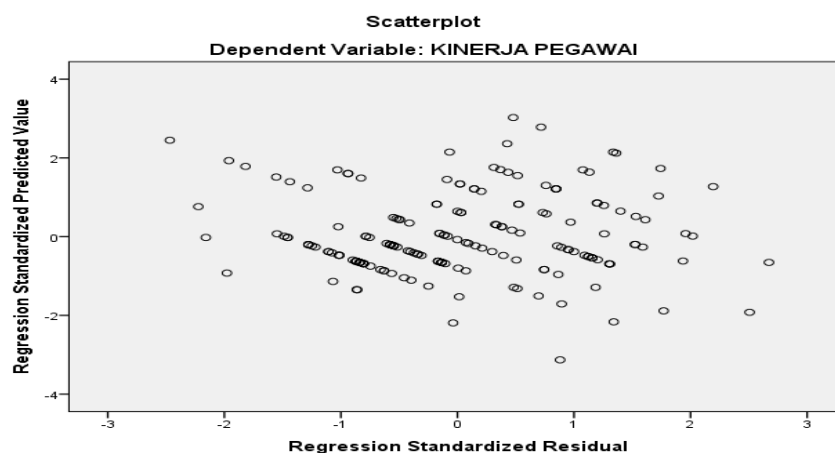


Figure 3. Heteroscedasticity Test

The heteroscedasticity test can be known by looking at the graph plot or the relationship between the dependent variable and the residual value. Heteroscedasticity will appear if there is a specific pattern between the two, such as wavy and continuous or narrowing or regularly widening. In contrast, homoscedasticity will appear if no apparent pattern or the points obtained are spread above the number 0 on the Y-axis. Based on the test results, the classical assumption, in this case, the heteroscedasticity test, shows that the points randomly spread above and below the zero lines. This means that the regression model used in this study does not show heteroscedasticity, but homoscedasticity, where this study does not produce bias parameters that cause errors in treatment.

The results of the classical assumption test, which include the normality test, multicollinearity test, and heteroscedasticity test, indicate that the multiple regression analyst estimated has met the requirements of the classical assumptions so that it is expected that the results will be good in analyzing the effect of training, competence and work motivation variables on employee performance at the Education Office. South Sulawesi Province. Testing of the regression results obtained can be done simultaneously (together) using the F-test, partial testing using the t-test, and the coefficient of determination value. Quantitative analysis is used to prove the proposed hypothesis by using multiple linear regression analysis models. At the same time, qualitative analysis is used to examine the evidence of quantitative analysis. This proof is intended to test the variation of the regression model used in explaining the independent variable (X) to the dependent variable (Y) by testing the significance of the regression coefficient.

Partial hypothesis testing is used to see the effect of training, competence, and work motivation on the performance of the South Sulawesi Provincial Education Office employees. The t-test has a significant effect if the t-count value is greater than the t-table or the error probability is less than 5%. To see the magnitude of the effect, the regression coefficient value is used.

Table 4. Partial Testing (t-test)

Model		Coefficients ^a		Standardized Coefficients	t	Sig.
		Unstandardized Coefficients				
		B	Std. Error			
1	(Constant)	.003	.264		-.011	.991
	Training	.381	.060	.366	4.663	.000
	Competence	.326	.083	.281	4.533	.000
	Work Motivation	.280	.081	.235	4.089	.000

a. Dependent Variabel: Employee Performance

Based on the results of the calculations in table 4, the following multiple linear regression equations are obtained:

$$Y = 0.003 + 0.381X_1 + 0.326X_2 + 0.280X_3$$

The independent variable regression coefficient value is positive; a positive X coefficient value means that if there is a change in the X variable, it will cause a unidirectional change in the Y variable. If the constant (β_0) = 0.003, which indicates that employee performance will be constant if there is no training, competence, and work motivation. Training variable (X_1) = 0.381, this means that the better the training of employees, the performance of employees at the Education Office of the Province of South Sulawesi will increase. Competency variable (X_2) = 0.325 This means that the higher the competence of employees, the performance of employees at the Education Office of South Sulawesi Province will increase. Variable (X_3) = 0.280, this means that the better the work motivation, the better the performance of employees at the Education Office of South Sulawesi Province. Will increase. It can be concluded that

the training, competence, and work motivation given to each employee will influence employee performance at the Education Office of South Sulawesi Province.

The simultaneous test aims to see the effect of training, competence, and work motivation on employee performance at the Education Office of South Sulawesi Province. Fisher's test (F-test) was carried out by comparing the calculated F value with the F-table value at the level of $\alpha = 0.05$. The F test has a significant effect if the F-count $>$ F-table or the probability (P) < 0.05 . The test results simultaneously can be seen in table 5.

Table 5. Simultaneous Testing (F-Test).

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	24.787	3	8.262	70.799	.000 ^a
	Residual	21.706	186	.117		
	Total	46.493	189			

F-count value (70,799) $>$ F-table (2,653) which means it has a significant effect on a very small alpha level (0%). With these results, it can be concluded that simultaneously (together), the variables of training, competence, and work motivation have a significant and positive effect on employee performance at the South Sulawesi Provincial Education Office. This means that the first hypothesis is proven, which means H₀ is rejected and H₁ is accepted. Furthermore, the partial test results in table 4 show that the individual training, competence, and work motivation variables have a significant and positive effect on employee performance at the South Sulawesi Provincial Education Office. The training variable (X₁) with a regression coefficient (β) of 0.381 with t-count = 4.663 is greater than t-table = 1.976 with a significant level of 0.000, indicating that training has a positive and significant effect on the performance of the South Sulawesi Provincial Education Office. The competency variable (X₂) with a regression coefficient (β) of 0.325 with t-count = 4.553 is greater than t-table 1.976 with a significant level of 0.000, indicating that competence has a positive and significant effect on employee performance at the Education Office of South Sulawesi Province. The variable (X₃) with a regression coefficient (β) of 0.280 with t-count = 4.089 is greater than t-table = 1.976 with a significant level of 0.000, indicating that work motivation has a positive and significant effect on employee performance in education in South Sulawesi Province. These results indicate that of the three variables used, it turns out that the training variable has a dominant influence in improving employee performance at the Education Office of South Sulawesi Province. Because the value of the regression coefficient (β) = 0.381, which is greater than the other variables, the second hypothesis is proven, which means H₀ is rejected and H₁ is accepted, indicating that with good training, every employee will be aware of carrying out their obligations following their main duties and functions. They are based on standard operating procedures following the organizational strategy plan at the South Sulawesi Provincial Education Office.

Next is the stage of testing the coefficient of determination (R²) to explain how much influence all independent variables (training, competence, and work motivation) have on the dependent variable (employee performance). The value of R² can be seen in table 6.

Table 6. Coefficient-Determination Test Results (R²)

Model Summary				
Model	R	R. Square	Adjusted R Square	Std. Error of the Estimate
1	.730 ^a	.533	.526	.34162

a. Predictors: (Constant), Work Motivation, Training, Competence

b. Dependent Variabel : Employee Performance

Based on the results of testing the coefficient of determination in table 6, it can be explained that the magnitude of the coefficient of determination (R Square) is 0.533. This coefficient of determination

indicates that the variables of training, competence, and work motivation at the Education Office of South Sulawesi Province contributed 53.3% to employee performance. In comparison, the remaining 46.7% was influenced by other variables not included in this research variable.

Discussion

The Effect of Training on Employee Performance

The results of testing the first hypothesis in this study indicate that the training variable either simultaneously (together) or partially (individually) has a significant effect on employee performance at the Education Office of Sulawesi Province. Among the three independent variables, the most dominant influence significant is the training variable. Employee performance will increase if given technical training and can be directly applied to complete the work. The findings of this study are supported by research results (Evanita, 2013) which reveal that training has a significant influence on employee performance in a positive direction, meaning that if the training is good, then employee performance will increase. Furthermore (Hajiali, 2021) states that the training variable has a significant effect on employee performance. This technical training is given to employees who have worked and have occupied their work posts. To improve employee performance, it is necessary to provide skills that can balance the job demands. So training is needed to systematically change the knowledge, skills, attitudes, and behavior that continues to increase, which is owned by employees/employees to realize the goals to be achieved by an organization.

Employee training is seen based on leadership training indicators that aim to provide insight, knowledge, skills, attitudes, and behavior in the field of the leadership of the apparatus to achieve the requirements of leadership competence in certain structural positions. Position training (vestibule training) is intended to prepare an employee for a specific position or certain particular tasks that the employee has never done before. This exercise is the same as in-service training; it is just that it has its specificity and is not too much different from vocational training. Employee training is seen based on indicators of training frequency, namely by knowing how many times employees have attended training; thus, the more often they attend training, the more capable employees are needed to carry out the tasks they carry out.

Each variable indicator will make a different contribution, and the primary training indicator will make a minor contribution. This is because this training is given to employees to be able to occupy a position. This kind of exercise is usually still providing basic knowledge about the jobs that will be handled later. These basic exercises are suitable for prospective employees before becoming civil servants to provide orientation, complete the candidate's term, and equip them with basic knowledge about the type of work. This training is given to employees to be able to occupy a position. This kind of exercise is usually still providing basic knowledge about the jobs that will be handled later. These basic exercises are suitable for prospective employees before becoming civil servants to provide orientation, complete the candidate's term, and equip them with basic knowledge about the type of work. Based on this analysis, it can be explained that employee performance can increase if technical training is given to employees/staff following their field of work, so that the results of the training are directly applied in the field, for example, ICT capacity training (workshops) for apparatus, training (workshops) employee work targets (SKP). Leadership training is also crucial for structural officials to improve the ability to translate the vision and mission of the organization so that organizational performance is maximized. The frequency/intensity of training regularly needs to be carried out to support employee performance because one's skills are aging with technological developments.

A training model is considered adequate when it has a curriculum, approach, and strategy that follows the learning needs of the target and the problems that occur. For this reason, special requirements are needed to build an effective and efficient training model; these requirements include the trainees' learning needs. Learning needs are defined as the ability gap between the abilities possessed and the abilities required in the lives of trainees related to the knowledge, skills, and attitudes that apply in the workplace. Based on this analysis, it can be concluded that the training variable is an essential factor and

ranks first in improving employee performance at the Education Office of South Sulawesi Province. Therefore, training needs to be maintained, especially on indicators of adequate technical training for employees. In contrast, indicators of employee leadership training still need to be improved so that employee performance at the South Sulawesi Provincial Education Office can be improved in the future.

The Influence of Competence on Employee Performance

Simultaneously or partially, the competency variable significantly affects employee performance at the Sulawesi Provincial Education Office. Thus, employee performance will be high if the competence of employees is improved through training that is following the demands of their duties. This study proves the research conducted by (Nurhayati, 2021) that either simultaneously or partially, the variables of competence, decentralization, and training have a positive and significant effect on employee performance. The results of the descriptive analysis of employee competencies seen from the skill indicators are the ones that contribute the highest to the performance of employees at the Office of Education. This is demonstrated by the ability of employees to carry out and complete technical tasks and managerial tasks that are their responsibility based on job descriptions following standards for a certain period. Thus, employees' characteristics or skill components that makeup competencies need to be maintained to produce the high performance of individuals or employees and organizations.

Employee competence seen from this motive indicator can be shown by the consistency of employees completing their work on time and without errors. Then the self-concept indicator is shown by the employee's attitude about the responsibilities he carries for good and the part of himself and the organization. This indicator provides the second and third contributions, meaning that the characteristics of the motives and self-concept that make up the competence of employees need to be improved to support high work. Knowledge indicators are shown by conveying appropriate information about their duties and activities related to their scope of work. Knowledge indicators provide the lowest contribution, meaning that the delivery of information or communication to employees/staff needs to be improved to produce high performance. Competence is a fundamental characteristic of a person that affects thinking and acting based on knowledge, skills, and attitudes that produce the ability to carry out a job that can produce high performance. Based on this definition, the characteristics that make up a competency are motives, traits, self-concept, knowledge, and skills. Competence must have comparison criteria to prove that an element of competence affects a person's good or bad performance. In general, everyone has the same performance (average performance), but some people have special skills (superior performance) to be distinguished from other people. Some HR management experts argue that quality human resources are human resources with at least four characteristics: having adequate competencies (knowledge, skills, abilities, and experience). So, staff competence can mean a staff's authority in determining or deciding a problem that exists within a company's scope or as a staff's ability to master operational and managerial work so that the development of the business managed by the company continues to grow and is accepted by the community. The competency variable is an essential factor and ranks second in improving employee performance at the Education Office of South Sulawesi Province. Therefore, the competency variable still needs to be improved so that the performance of employees at the South Sulawesi Provincial Education Office can be improved in the future.

The Effect of Work Motivation on Employee Performance

The Results showed that work motivation had a simultaneous or partial effect on employee performance at the South Sulawesi Provincial Education Office. Motivational factors with variables of self-actualization, appreciation, social needs, security, and physiological needs simultaneously positively and significantly affect performance. This study also proves the research conducted by (Sirajuddin 2015) that work motivation has a positive and significant effect on improving employee performance. The results of this study indicate a unidirectional relationship between work motivation and employee performance.

The better the motivation given, the employee's performance will also tend to increase. The leading forming indicators of work motivation variables in this study are indicators of appreciation for achievements achieved, physiological needs, and a sense of security at work, then social interaction, and the minor contribution is self-actualization.

To inspire employees to work as individuals and groups to produce the best results, leaders need to unlock the personal motivational power of employees, starting with learning how to influence individual behavior so that they will get the benefits that both the organization and the work want. An employee or employee at work requires motivation in the form of an award, which is an acknowledgment, respect, and high appreciation for the status and profession as an employee needed by the organization. The form of appreciation given to employees or staff will increase the enthusiasm and encouragement in him, that he makes a significant contribution in supporting the organization's success. The recognition or esteem theory and McClelland (2001:122) state that everyone wants to be appreciated at work. This is intended to give everyone a view that all human actions and behavior are always to be assessed, recognized, and given high appreciation for the work done.

An indicator of work motivation that is no less important in supporting employee performance is physiological needs. Every employee has the passion and drive to work if their physiological needs are met or commonly called basic needs such as the fulfillment of the need to earn a living and living allowances that can be used to meet their personal and family needs; thus, employees have the enthusiasm and drive to work to improve their performance to support performance. Organization. Relevance to the theory of life's essence or life's theory states that humans need survival according to their work. This means that employees as human beings have a profession or job as a source of livelihood in meeting survival (Maslow et al., 1998).

As a social being, an employee needs enthusiasm and encouragement to interact with the work environment and his colleagues. Social interaction is needed to facilitate employees interacting, socializing, and communicating interpersonally and in groups within an organizational environment. The importance of social interaction is a consideration for employees in carrying out their work correctly. Because social interaction can make it easier to actualize social potential in carrying out their duties with fellow employees of the wider community. Self-actualization of an employee is a manifestation of the ability of an employee to develop his potential based on his knowledge, skills, and experience in carrying out his primary duties and functions. This provides an essential thing in seeing one's potential to be able to excel as a work. The relevance is that employees can realize achievements that support their performance and organizational performance through self-actualization motivation. It can be concluded that the employee motivation variable is an essential factor and ranks last of the three variables studied in improving employee performance. Therefore, work motivation still needs to be improved so that the performance of employees at the South Sulawesi Provincial Education Office can be improved in the future.

CONCLUSIONS

The results showed that, either simultaneously or partially, the training, competence, and work motivation variables had a positive and significant effect on employee performance at the Education Office of South Sulawesi Province. The results showed that of the three independent variables used in determining the level of influence on employee performance, the training variable had the dominant influence in improving employee performance at the Education Office of South Sulawesi Province. This study provides several suggestions that training, competence, and work motivation need to be considered a policy to improve employee performance at the South Sulawesi Provincial Education Office. Especially on the indicators that shape it to support the improvement of employee performance in the future. Given the training variable that has a dominant (partial) influence on employee performance, it is advisable to maintain employee training, especially at the technical level, in constantly improving employee

performance. Training needs to get priority from the organization's leadership to improve and develop the attitudes, behavior, skills, and knowledge of employees following the organization's wishes. So that they can work more effectively, efficiently and finally, the employee gets a good performance appraisal. Meanwhile, competence and work motivation variables still need to be improved, including the forming indicators. Therefore, the better the training, competence, and work motivation possessed by employees, the better the performance is shown by employees, assuming other variables are constant. This research can be a reference for future researchers interested in researching training, competence, and work motivation and their effect on employee performance in other research objects.

REFERENCE

- Akob, M. (2021). The Role of Leadership Style and Work Discipline on Work Performance. *Point Of View Research Management*, 2(1), 26–35.
- Alam, S., Lawalata, I. L. D., Maricar, R., & Halim, A. (2021). Influence of Leadership Style and Work Motivation on Employee Performance. *Point Of View Research Management*, 2(2), 123–131.
- Ashton, D., & Green, F. (1996). *Education, training and the global economy*. Edward Elgar Cheltenham.
- Brewster, C., & Söderström, M. (2017). Human resources and line management 1. In *Policy and practice in European human resource management* (pp. 51–67). Routledge.
- Evanita, L. (2013). *Disiplin kerja, gaya kepemimpinan, Pelatihan dan kinerja karyawan RSUD Lubuk Sikaping*. Jakarta: Universitas Esa Unggul.
- French, J. A., Williamson, P. D., Thadani, V. M., Darcey, T. M., Mattson, R. H., Spencer, S. S., & Spencer, D. D. (1993). Characteristics of medial temporal lobe epilepsy: I. Results of history and physical examination. *Annals of Neurology: Official Journal of the American Neurological Association and the Child Neurology Society*, 34(6), 774–780.
- Hajjali, I. (2021). Effect of Information Technology, Training, and Compensation on Employee Work Motivation. *Point Of View Research Management*, 2(2), 87–93.
- Handoko, T. H. (2000). *Manajemen sumber daya manusia*. Yogyakarta: Bpfe, 52.
- Ibrahim, R., Boerhannoeddin, A., & Bakare, K. K. (2017). The effect of soft skills and training methodology on employee performance. *European Journal of Training and Development*.
- Lacerenza, C. N., Marlow, S. L., Tannenbaum, S. I., & Salas, E. (2018). Team development interventions: Evidence-based approaches for improving teamwork. *American Psychologist*, 73(4), 517.
- Maslow, A. H., Stephens, D. C., & Heil, G. (1998). *Maslow on management*. John Wiley New York.
- Naqvi, S. M. H., & Khan, M. A. (2013). Employees training and organizational performance: Mediation by employees performance. *Institute of Interdisciplinary Business Research*, 5(4), 490–503.
- Nasir, M., Megawaty, M., & Pratiwi, D. (2020). Leadership style along with work environment can have considerable influence on employee performance. *Point Of View Research Management*, 1(3), 48–53.
- Noe, R. A., & Kodwani, A. D. (2018). *Employee training and development*, 7e. McGraw-Hill Education.
- Nurhayati, L. (2021). Policy Effectiveness Program for Improving Education Equality through the Development of Education Facilities and Infrastructure. *Journal of Education Review Provision*, 1(1), 6–11.
- Pont, T. (2003). *Developing effective training skills*. CIPD Publishing.
- Pudjihastuti, S. H., & Ardhani, H. (2013). Optimalisasi Kinerja Pegawai Badan Kepegawaian Daerah Kota Semarang. *Jurnal Ekonomi Dan Bisnis*, 14(1), 59–71. <http://dx.doi.org/10.30659/ekobis.14.1.59-71>
- Purwanto, E. A., & Sulistyasturi, D. R. (2017). *Metode penelitian kuantitatif*.
- Sakban, S., Nural, I., & Ridwan, R. Bin. (2019). Manajemen sumber daya manusia. *Alignment: Journal of Administration and Educational Management*, 2(1), 93–104.
- Siagian, S. P. (2002). *Manajemen sumber daya manusia*.
- Silalahi, U. (2002). *Pemahaman praktis asas-asas manajemen*.
- Simamora, H. (2004). *Manajemen sumber daya manusia*.
- SIRAJUDDIN, S. (2015). Kontribusi Motivasi dan Percaya Diri Terhadap Hasil Belajar Pendidikan Jasmani, Olahraga dan Kesehatan Siswa SMP Negeri 2 Duapitue Kabupaten Sidrap. *Pascasarjana*.

DOI: <https://doi.org/10.33096/jer.v4i1.846>

Zhou, J., Bi, G., Liu, H., Fang, Y., & Hua, Z. (2018). Understanding employee competence, operational IS alignment, and organizational agility—An ambidexterity perspective. *Information & Management*, 55(6), 695–708.