

THE INFLUENCE OF TRAINING AND JOB COMPETENCY ON EMPLOYEE PERFORMANCE MEDIATED BY MOTIVATION AT PT. PELABUHAN INDONESIA PERSERO REGIONAL AMBON

PENGARUH PELATIHAN DAN KOMPETENSI KERJA TERHADAP KINERJA KARYAWAN YANG DIMEDIASI OLEH MOTIVASI PADA PT. PELABUHAN INDONESIA PERSERO REGIONAL AMBON

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ABSTRACT

Employee performance is a critical determinant of organizational success, particularly in state-owned enterprises such as PT. Pelabuhan Indonesia (Persero) Regional Ambon. This study examines the impact of training (X_1) and competency (X_2) on employee performance (Y), with motivation (Z) as a mediating variable, using a quantitative approach and Partial Least Squares-Structural Equation Modeling (PLS-SEM). The findings indicate that X_1 does not significantly influence Y , either directly or through Z , suggesting that training alone is insufficient to enhance performance without complementary motivational reinforcement. Conversely, X_2 exhibits a strong positive effect on both Y and Z , confirming that competency development is a key driver of performance. Additionally, Z significantly influences Y , validating motivation as a crucial mediating factor between competency and performance. The study highlights the limited effectiveness of training programs unless integrated with skill-based competency development and motivation-enhancing interventions. These results underscore the need for strategic HRM frameworks that combine competency-building with intrinsic and extrinsic motivational incentives to optimize employee engagement and productivity. Future research should further investigate longitudinal effects and industry-specific applications of competency-driven performance models.

Keywords: Employee Performance, Training, Competency, Motivation, Human Resource Management

ABSTRAK

Kinerja karyawan merupakan faktor penentu keberhasilan organisasi, khususnya di perusahaan milik negara seperti PT. Pelabuhan Indonesia (Persero) Regional Ambon. Penelitian ini menguji dampak pelatihan (X_1) dan kompetensi (X_2) terhadap kinerja karyawan (Y), dengan motivasi (Z) sebagai variabel mediasi, dengan menggunakan pendekatan kuantitatif dan Partial Least Squares-Structural Equation Modeling (PLS-SEM). Temuan menunjukkan bahwa X_1 tidak secara signifikan mempengaruhi Y , baik secara langsung maupun melalui Z , yang menunjukkan bahwa pelatihan saja tidak cukup untuk meningkatkan kinerja tanpa adanya dukungan motivasi. Sebaliknya, X_2 menunjukkan pengaruh positif yang kuat terhadap Y dan Z , yang menegaskan bahwa pengembangan kompetensi merupakan pendorong utama kinerja. Selain itu, Z secara signifikan mempengaruhi Y , memvalidasi motivasi sebagai faktor mediasi yang penting antara kompetensi dan kinerja. Studi ini menyoroti terbatasnya efektivitas program pelatihan kecuali jika diintegrasikan dengan pengembangan kompetensi berbasis keterampilan dan intervensi peningkatan motivasi. Hasil penelitian ini menggarisbawahi perlunya kerangka kerja HRM strategis yang menggabungkan pengembangan kompetensi dengan insentif motivasi intrinsik dan ekstrinsik untuk mengoptimalkan keterlibatan dan produktivitas karyawan. Penelitian di masa depan harus menyelidiki lebih lanjut efek jangka panjang dan aplikasi spesifik industri dari model kinerja berbasis kompetensi.

Kata Kunci: Kinerja Karyawan, Pelatihan, Kompetensi, Motivasi, Manajemen Sumber Daya Manusia

INTRODUCTION

Employee performance is a crucial factor that determines the success and sustainability of an organization. In the context of state-owned enterprises, such as PT. Pelabuhan Indonesia (Persero) Regional Ambon, employee

performance plays a pivotal role in ensuring operational efficiency and service quality (Rahman et al., 2022). Various studies emphasize that improving employee performance requires a multifaceted approach, considering aspects such as training,

competency development, and motivation (Putra et al., 2020; Amalia, 2019). Training serves as a strategic investment that enhances employees' technical and non-technical capabilities, ensuring they meet organizational standards (Gunawan et al., 2022). Similarly, competency represents the employees' ability to perform their duties effectively, aligning with professional expectations (Munaya Rahman et al., 2018). However, these two factors alone do not fully account for performance enhancement, as motivation acts as an essential mediating variable (Mufatikin, 2024).

Research on employee performance has extensively explored the interplay between training, competency, and motivation (Andreani Wibowo, 2023). Motivation functions as a driving force that encourages employees to utilize acquired skills optimally, fostering better work outcomes (Farid & Clarissa, 2023). Motivation theory suggests that individuals with high motivation exhibit increased work engagement, persistence, and productivity (Mardiyah, 2017). Without sufficient motivation, employees may fail to apply their training effectively, rendering competency development less impactful (Junaidin et al., 2023). This notion aligns with Herzberg's Two-Factor Theory, which differentiates between motivators (intrinsic factors) and hygiene factors (extrinsic factors) in shaping employee attitudes (Laksono & Soleh, 2020). Given this complexity, examining the mediating role of motivation in the relationship between training, competency, and performance is critical for refining human resource development strategies (Kurnia Rezekina, 2024).

Despite extensive research on employee training and competency, gaps

remain in understanding their direct and indirect effects on performance, particularly within the maritime sector. Studies on state-owned enterprises indicate that training often fails to translate into measurable performance improvements due to weak motivation (Hartini & Dirwan, 2023). Moreover, competency alone does not guarantee high performance if employees lack the drive to implement their expertise effectively (Nurhalim & Fahmy, 2021). Previous research has primarily focused on either training effectiveness or competency frameworks, neglecting the integrative influence of motivation as a mediating factor (Permatasari & Hardiyan, 2018). This research aims to bridge this gap by providing empirical evidence on how training and competency impact employee performance when mediated by motivation, specifically in PT. Pelabuhan Indonesia (Persero) Regional Ambon.

The maritime and logistics industry requires highly skilled and motivated employees to sustain efficiency in port operations (Onibala et al., 2017). As a strategic sector, PT. Pelabuhan Indonesia (Persero) faces the challenge of ensuring its workforce remains competent amidst technological advancements and evolving industry demands (Putri & Ratnasari, 2019). Investing in training and competency development without understanding their impact on motivation may lead to inefficient resource allocation and suboptimal performance outcomes (Nurk Chairil, 2021). Thus, assessing these variables holistically can provide insights into effective human capital strategies tailored to the company's specific needs (Ridhayati Farid & Clarissa, 2023).

This study employs a quantitative approach to analyze the relationships

among training, competency, motivation, and employee performance within PT. Pelabuhan Indonesia (Persero) Regional Ambon. By incorporating motivation as a mediating variable, this research aims to provide a comprehensive understanding of how training and competency influence performance outcomes. The findings are expected to contribute to both theoretical advancements and practical applications in human resource management, offering valuable insights for organizations seeking to enhance employee productivity through structured training and competency development programs (Riswan, 2021). Additionally, this study seeks to validate the significance of motivation as a performance driver, reinforcing its role in maximizing the benefits of training and competency investments (Oktaviyanti, 2023).

RESEARCH METHODS

The research employed a quantitative approach to examine the impact of training (X_1) and competency (X_2) on employee performance (Y), with motivation (Z) as a mediating variable. The study was conducted at PT. Pelabuhan Indonesia (Persero) Regional Ambon, involving a total population of 40 employees, consisting of 18 permanent employees and 22 contract-based employees. A purposive sampling technique was used, selecting 39 respondents who met the study criteria. Data were collected through structured questionnaires and documentation studies, ensuring a comprehensive understanding of employees' perceptions regarding training, competency, motivation, and performance. The questionnaire employed a Likert scale, which is widely used in organizational studies to measure employees' attitudes, perceptions, and behaviors (Sugiyono, 2012). To analyze the relationships

among variables, the study utilized Partial Least Squares-Structural Equation Modeling (PLS-SEM), a variance-based SEM approach known for its effectiveness in handling small sample sizes and complex models (Ferdinand, 2014). The PLS-SEM model consists of two sub-models: the measurement model (outer model), which assesses the validity and reliability of constructs, and the structural model (inner model), which evaluates the relationships between variables. Convergent and discriminant validity tests were conducted, alongside reliability tests using Cronbach's Alpha and Composite Reliability, ensuring robust measurement properties.

To test the hypotheses, bootstrapping procedures were applied in SmartPLS 3.0, generating t-statistics and p-values to determine the significance of relationships. The study examined seven hypotheses, predicting direct and indirect effects of X_1 and X_2 on Y , both independently and through Z as a mediating variable. The decision rules followed a 95% confidence level ($p < 0.05$) for statistical significance. The study adhered to established methodological frameworks in human resource performance analysis, emphasizing the role of motivation as a critical mediating factor (Mufatikin, 2024; Nurhalim & Fahmy, 2021). Previous studies indicate that training and competency development often require motivational reinforcement to enhance performance outcomes effectively (Gunawan et al., 2022; Junaidin et al., 2023). Thus, examining motivation's mediating role contributes to a more nuanced understanding of employee performance determinants in maritime and logistics enterprises. By incorporating PLS-SEM, this research provides empirical insights that can guide strategic HRM practices, ensuring

optimal workforce development and organizational effectiveness (Putri & Ratnasari, 2019).

RESULTS AND DISCUSSIONS

The findings of this study reveal significant insights into the relationship between training (X_1), competency (X_2), motivation (Z), and employee performance (Y) at PT. Pelabuhan Indonesia (Persero) Regional Ambon. Using PLS-SEM analysis, the hypotheses were tested to determine both direct and indirect effects, emphasizing the mediating role of motivation. The results indicate that X_1 does not significantly influence Y , contradicting conventional perspectives that highlight training as a fundamental driver of performance (Gunawan et al., 2022). The t-statistic for $X_1 \rightarrow Y$ was 0.252, with a p-value of 0.801, exceeding the significance threshold of 0.05, thereby leading to the rejection of H1. These findings align with prior studies suggesting that training alone is insufficient unless complemented by an enabling work environment and strong motivational factors (Nurhalim & Fahmy, 2021). Similarly, X_1 also failed to exhibit a significant impact on Z , as indicated by a t-statistic of 1.751 and p-value of 0.081, leading to the rejection of H2. This suggests that employees do not necessarily perceive training as a motivational tool unless reinforced by additional incentives or career growth opportunities (Junaidin et al., 2023).

Conversely, X_2 demonstrated a significant positive effect on Y , supporting H3, with a t-statistic of 3.444 and p-value of 0.001, reinforcing the argument that competency is a crucial determinant of performance (Putri & Ratnasari, 2019). Employees possessing higher competencies tend to perform more effectively, as they are equipped with the requisite skills and knowledge

to execute their tasks efficiently (Andreani Wibowo, 2023). Further supporting this relationship, X_2 also significantly influenced Z , as evidenced by a t-statistic of 3.720 and p-value of 0.000, leading to the acceptance of H4. This underscores the notion that competency development fosters greater intrinsic motivation among employees, as those who feel competent in their roles are more likely to be engaged and committed (Mufatikin, 2024). This observation is consistent with self-determination theory, which posits that competency satisfaction enhances intrinsic motivation, thereby improving job performance (Kurnia Rezekina, 2024).

Motivation (Z) was found to be a significant predictor of Y , supporting H5, as indicated by a t-statistic of 3.490 and p-value of 0.001. This finding aligns with previous studies highlighting motivation as a key determinant of work performance, influencing employee persistence, effort, and overall job engagement (Farid & Clarissa, 2023). Employees with higher motivation levels exhibit greater commitment, productivity, and job satisfaction, reinforcing the necessity of fostering a motivated workforce (Rahman et al., 2022). However, the indirect effect of X_1 on Y through Z was found to be non-significant, leading to the rejection of H6. The t-statistic of 1.682 and p-value of 0.093 suggest that training does not contribute to performance through motivation, indicating that employees may not perceive training as a sufficient performance driver unless coupled with practical application and organizational support (Laksono & Soleh, 2020).

In contrast, the indirect impact of X_2 on Y through Z was significant, supporting H7, as evidenced by a t-statistic of 2.445 and p-value of 0.015. This confirms that competency

influences performance, not only directly but also through motivation, aligning with prior research emphasizing the role of motivation as a mediating variable in competency-driven performance models (Gunawan et al., 2022). Employees with higher competencies experience greater confidence and motivation, leading to improved performance outcomes (Junaidin et al., 2023). These findings highlight the importance of competency development as a strategic HRM initiative, ensuring that employees are equipped with the necessary skills while also fostering a motivational climate that enhances job engagement (Putri & Ratnasari, 2019).

The R^2 values for the dependent variables further substantiate these findings. The R^2 value for Y was 0.642, indicating that 64.2% of the variance in performance is explained by the independent variables (X_1 , X_2 , and Z). This suggests that while training has a minimal impact, competency and motivation play a more critical role in shaping performance outcomes (Farid & Clarissa, 2023). Similarly, the R^2 value for Z was 0.529, implying that 52.9% of the variance in motivation is influenced

by training and competency, with competency being the dominant predictor (Nurhalim & Fahmy, 2021). These values demonstrate the strong explanatory power of competency and motivation in performance-driven models, reinforcing their importance in organizational development strategies (Laksono & Soleh, 2020).

The path coefficients provide further insights into the relative strength of these relationships. The β -coefficient for $X_2 \rightarrow Y$ was 0.423, signifying a strong direct effect of competency on performance, whereas the β -coefficient for $X_1 \rightarrow Y$ was only 0.058, reinforcing the minimal impact of training (Gunawan et al., 2022). Similarly, the β -coefficient for $X_2 \rightarrow Z$ was 0.518, indicating a highly significant influence of competency on motivation, compared to $X_1 \rightarrow Z$, which had a β -value of 0.136, further confirming the weak impact of training on motivational outcomes (Putri & Ratnasari, 2019).

To visually represent these findings, the results are presented in Table 1, showcasing the path coefficients, t-statistics, and p-values for each hypothesis.

Table 1. Path Coefficients and Hypothesis Testing

Path	β -Coefficient	t-Statistic	p-Value	Decision
$X_1 \rightarrow Y$	0.058	0.252	0.801	Rejected
$X_1 \rightarrow Z$	0.136	1.751	0.081	Rejected
$X_2 \rightarrow Y$	0.423	3.444	0.001	Accepted
$X_2 \rightarrow Z$	0.518	3.720	0.000	Accepted
$Z \rightarrow Y$	0.384	3.490	0.001	Accepted
$X_1 \rightarrow Z \rightarrow Y$	0.097	1.682	0.093	Rejected
$X_2 \rightarrow Z \rightarrow Y$	0.207	2.445	0.015	Accepted

These results provide empirical support for the theoretical propositions underlying competency-performance and motivation-mediated models. The insignificance of X_1 suggests that training programs at PT. Pelabuhan

Indonesia (Persero) may require redesigning to enhance their practical applicability and motivational appeal (Rahman et al., 2022). Organizations should consider integrating post-training support mechanisms, competency-based

promotions, and personalized career development pathways to ensure that training translates into tangible performance improvements (Junaidin et al., 2023).

Furthermore, the strong relationship between X_2 and Y , both directly and through Z , highlights the need for organizations to invest in competency enhancement initiatives, such as certification programs, skill-based learning, and leadership development (Gunawan et al., 2022). The mediating role of Z suggests that competency alone is insufficient without an accompanying motivational strategy, reinforcing the importance of intrinsic and extrinsic motivational interventions (Farid & Clarissa, 2023). These findings provide actionable insights for HRM strategies in state-owned enterprises, ensuring that competency development is integrated with motivational frameworks to optimize employee performance (Putri & Ratnasari, 2019).

Overall, the study underscores the dominance of competency and motivation in driving employee performance, while also questioning the conventional emphasis on training as a primary performance driver. Future research should explore longitudinal studies on training effectiveness, examining how different training modalities and learning transfer mechanisms influence performance over time (Nurhalim & Fahmy, 2021). By adopting a holistic approach to employee development, organizations can foster sustainable performance improvements, ensuring long-term organizational success in competitive business environments (Laksono & Soleh, 2020).

CONCLUSION AND SUGGESTION

The findings of this study emphasize that competency (X_2) and

motivation (Z) play a more significant role in influencing employee performance (Y) compared to training (X_1) at PT. Pelabuhan Indonesia (Persero) Regional Ambon. While X_1 did not exhibit a direct or mediated effect on Y , X_2 demonstrated a strong positive impact on both Y and Z , confirming that competency development is a key driver of both motivation and performance. The significant relationship between Z and Y further validates motivation as a crucial determinant of employee engagement and productivity, reinforcing its mediating role between X_2 and Y . The results indicate that training programs alone may be insufficient unless complemented by competency-based skill development and intrinsic motivation strategies. Organizations must reassess their training frameworks, ensuring alignment with job-relevant competencies while incorporating motivational incentives to enhance skill utilization and performance outcomes. These insights highlight the need for integrated HRM strategies that prioritize competency-building alongside motivation-enhancing initiatives, ensuring a workforce that is not only skilled but also highly engaged and committed to achieving organizational goals. Future research should explore longitudinal and industry-wide analyses to refine competency and motivation-driven performance models, optimizing employee development for long-term organizational success.

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