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The determinants of employee performance with competence variable mediation

This research at understanding the effect of leadership, motivation, training, and performance mediated by competence. The multivariate analysis with descriptive and explanatorily-quantitative methods was used for this research. The research samples were 114 respondents with a proportional sampling method. Data was collected using a questionnaire instrument to be subsequently analyzed by Structural Equation Modeling (SEM) using a partial least square (PLS) approach. The research results indicated that: (1) Motivation and training have a significant effect on competence, and competence has a significant effect on performance; (2) Leadership has no significant effect on competence and performance. Likewise, motivation and training have no significant effect on performance; (3) As a mediator variable, competence is significantly able to mediate the influence of leadership, motivation, and training on performance; and (4) the strength value of the dependent variables of competence and employee performance is indicated by the results of the calculation of the square of the multiple correlations (R^2) of 0,6435 and 0,7621, respectively.

Keywords: *motivation; training; leadership; competence; performance.*

The relevance. Performance is the result of work that is closely related to organizational and consumer goals and contributes to the economy [1], shows a record of the work results of functions over a particular time [2], accordint to Whitmore, the results can be measured [3], can be compared with the targets that have been set [4], from what employees do and do not do [5]. In other words, performance shows the process of doing a needed job and the results achieved, what is carried out, and how to do it over a certain period. There are three performance indicators to see performance achievements, and all of them are integrated [6], namely, the key result indicator, performance indicator, and key performance indicator. David Parmenter illustrates the three indicators like the layers of an onion.

There are various aspects to realizing performance, including competence, motivation, training, and leadership. Competence is the ability to perform a job based on knowledge, skills, and work attitudes [7]. Competence is a fundamental characteristic possessed by a person that has a direct effect on performance, or it can be predicted that performance will be outstanding [8] and has a causal correlation with the reference criteria for excellent performance at work or in certain situations [9].

Training is a planned and systematic effort to develop knowledge, skills, and mental attitudes [10] to increase the effectiveness of individuals, groups, and organizations [11]. In other words, training is a planned and systematic learning process to improve mental abilities and attitudes to achieve better performance.

Motivation is a process that stimulates individuals to get something they want and to work hard [12]; the willingness of employees to strive to achieve the organizational goals [13], participation in determining the intensity, direction, and persistence of individuals in business in the course of achieving the goals [14]. While the motivation to be outstanding is the product of two conflicting needs, viz., the need to achieve success and avoid failure [8]. Based on this definition, there are three critical elements in the reconstruction of motivation: the intensity of making efforts, the direction of efforts, and durable efforts.

Researchers usually define leadership according to the individual's perspective and the aspects of the phenomenon that interest them. The definition of leadership reflects the assumption that leadership is relevant to the deliberate process of a person to emphasize his/her strong influence on others to lead, structure, and facilitate activities and relationships within a group or organization [15]. Although leadership has many meanings, scientists and practitioners of behavior believe that leadership is a real phenomenon that is important for organizational effectiveness.

Analysis of recent studies on which the author relies. *Motivation*. Some of the results of studies such as those conducted by Subari and Riady [16]; Sutawa [17]; Purwanto [18]; Mubarok and Putra [19]; Paiman [20]; Ali et al. [21]; Mubarok and Darmawan [22]; Mubarok et al. [23]; and Suardika [24]; indicate that motivation has a significant effect on employees' competence and performance.

Training. Training is a systematic approach that has an impact on increasing knowledge, skills, and attitudes in enhancing the effectiveness of individuals, groups, and organizations [11], and it is a short-term effort made to obtain high performance [25].

Substantially. The success of training can be demonstrated by looking at reactions, learning process, behavior, and results [26], suitability to design needs, training implementation, and training evaluation [27]. Some results of studies such as those conducted by Mubarok and Putra [19]; Subari and Riady [16]; Utari et al. [28]; Mubarok et al. [23] indicate that training has a significant effect on employees' competence and performance.

Leadership. Some results of studies such as those conducted by Pradnyana et al. [29]; Roeleejanto et al. [30]; Mahmud et al. [31]; Suardika [24]; Efendi and Suwardi [32]; Sulantara et al. [33]; and Suarmiati et al. [34] reveal that leadership has a significant effect on employee competence and performance.

Competence. Some results of studies such as those carried out by Pradnyana et al. [29]; Roeleejanto et al. [30]; Mahmud et al. [31]; Suardika [24]; Efendi and Suwardi [32]; Sulantara et al. [33]; and Suarmiati et al. [34], indicate that competence has a significant effect on employee performance.

The purpose of the article. This research analyzes and collects data and information relevant to motivation, training, leadership, and competence variables affecting employee performance.

Results of the study. *Normal Multivariate Test for Covariance Based / Amos SEM*. The normal multivariate test is a test of variable data in SEM through an assessment of normality to determine whether the variable data can use covariance-based SEM/Amoas or PLS-SEM. The process of determination is shown in Table 1.

Table 1

Assessment of Normality

Variable	min	max	skew	c.r.	kurtosis	c.r.
kom08/C08	2,000	5,000	-,665	-2,897	,312	,681
C07	3,000	5,000	-,222	-,968	-,872	-1,901
C06	3,000	5,000	-,513	-2,236	-,744	-1,621
C05	3,000	5,000	-,456	-1,988	-,680	-1,482
C04	3,000	5,000	-,251	-1,093	-,636	-1,386
C03	3,000	5,000	-,281	-1,223	-,713	-1,553
C02	3,000	5,000	-,173	-,756	-1,018	-2,219
C01	3,000	5,000	-,281	-1,223	-,713	-1,553
kin08/P08	3,000	5,000	-,167	-,729	-,756	-1,647
P07	3,000	5,000	-,348	-1,517	-,766	-1,669
P06	1,000	5,000	-,879	-3,833	1,552	3,383
P05	2,000	5,000	-,614	-2,677	,427	,930
P04	3,000	5,000	-,311	-1,356	-1,173	-2,556
P03	3,000	5,000	-,197	-,858	-,765	-1,668
P02	2,000	5,000	-,733	-3,196	,693	1,510
P01	2,000	5,000	-,679	-2,961	,773	1,684
Pel01/T01	2,000	5,000	-,319	-1,391	,320	,697
T02	3,000	5,000	-,160	-,698	-,742	-1,617
T03	3,000	5,000	-,285	-1,243	-,739	-1,611
T04	2,000	5,000	-,432	-1,882	-,233	-,508
Mot01/M01	3,000	5,000	-,408	-1,780	-,674	-1,470
M02	1,000	5,000	-1,123	-4,896	1,684	3,669
M03	1,000	5,000	-,963	-4,196	1,041	2,270
M04	2,000	5,000	-,470	-2,049	-,623	-1,358
M05	1,000	5,000	-,787	-3,430	,917	1,999
M06	3,000	5,000	-,372	-1,620	-,956	-2,084
M07	1,000	5,000	-,998	-4,351	1,277	2,784
M08	2,000	5,000	-,033	-,145	-,826	-1,801
M09	2,000	5,000	-,265	-1,153	-,223	-,485
M10	3,000	5,000	-,637	-2,775	-,568	-1,238
Kep07/L07	1,000	5,000	-,815	-3,552	,029	,063
L06	1,000	5,000	-1,215	-5,298	1,471	3,206
L05	1,000	5,000	-1,385	-6,035	2,141	4,665
L04	1,000	5,000	-1,061	-4,624	,698	1,522
L03	1,000	5,000	-,928	-4,046	,192	,419
L02	1,000	5,000	-,906	-3,948	,557	1,213
L01	1,000	5,000	-1,015	-4,422	,681	1,485
Multivariate					287,223	28,543

Source: data processed

Description: kom (*kompetensi*) = C (competence); kin (*kinerja*) = P (performance); pel (*pelatihan*) = T (training); mot (*motivasi*) = M (motivation); kep (*kepemimpinan*) = L (leadership)

The table above shows that the cr skew value for each indicator is above 2,58, and consequently, the indicator is not normal. While the value of the multivariate cr kurtosis is 28,543 > 2,58, as a consequence, the multivariate cr kurtosis is not normal multivariate. Therefore, the analytical tool in this study cannot use covariance-based SEM / Amos but uses PLS-SEM.

Model Evaluation on SEM-PLS. SEM-PLS is a statistical method consisting of structural and measurement models. Therefore, the SEM-PLS model is evaluated in two steps, viz. (1) Evaluation for estimating the measurement model and (2) Evaluation of the structural model. The evaluation order of this model should be considered because the resulting model of SEM-PLS should be ascertained to measure what is previously assumed to be able to measure a latent variable before concluding the correlation between the latent variables [35].

Things to consider in using SEM-PLS is the absence of a statistical criterion, which can assess the overall quality of a model so that the researchers cannot conduct the statistical analysis of inference for the feasibility test of the model. As an alternative, a non-parametric test using a re-sampling method such as jackknifing or bootstrapping is used to estimate the goodness of the model results.

Measurement Model (Outer Model). The outer model describes the specification of the relationship between latent variables and their indicators. In other words, the outer model defines or explains how each indicator relates to its latent variable. To check whether the indicators of every construct measure what should be measured, the convergent validity and discriminant validity test were necessary.

Convergent validity. Convergent validity measures the extent to which an operation is similar to other operations, which theoretically should be similar. This measure is analyzed with indicators of reliability and construct reliability [37]. The reliability indicator is examined by using the construct loading value. Based on the results of processing (Figure 2 and Table 1) using the recommended value limit of 0,7, then for the latent variables that have motivation indicators numbered 2, 5, 7, and 8, performance indicator number 2 will be dropped from the calculation because it has the loading factor value less than 0,7. Therefore, it was reprocessed without including all the items that had been dropped. After being reprocessed again, the loading factor values were all above 0,7 (Figure 1 and Table 2; Figure 2 and Table 3).

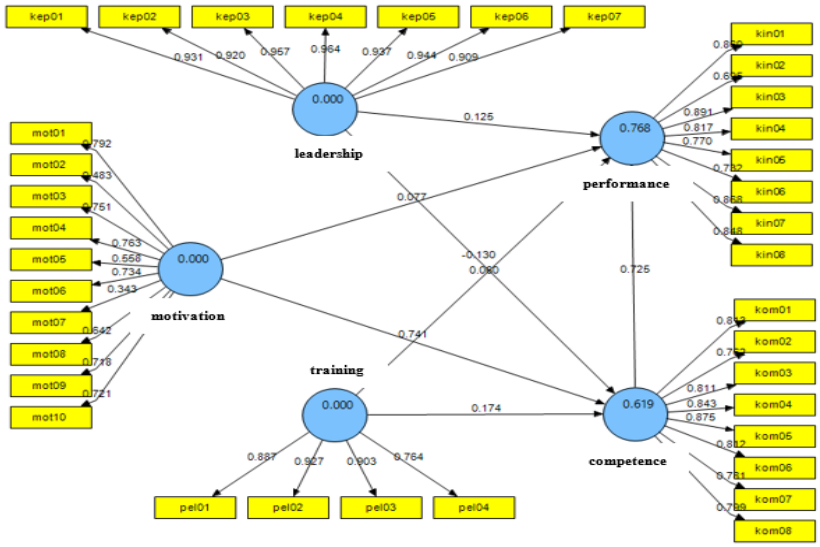

Fig. 1. PLS item algorithm and latent variables

Table 2

Loading factor value of all items

	Loading
L01	0.9314
L02	0.9202
L03	0.9574
L04	0.9644
L05	0.9373
L06	0.9440
L07	0.9092
P01	0.8597
P02	0.69525
P03	0.8907
P04	0.8168
P05	0.7695
P06	0.7318

	Loading
P07	0.8683
P08	0.8476
C01	0.8130
C02	0.7616
C03	0.8108
C04	0.8426
C05	0.8755
C06	0.8117
C07	0.7813
C08	0.7989
M01	0.7925
M02	0.4832
M03	0.7505

	Loading
M04	0.7628
M05	0.5590
M06	0.7339
M07	0.3427
M08	0.6425
M09	0.7179
M10	0.7213
T01	0.8866
T02	0.9271
T03	0.9032
T04	0.7637

Source: Data processed

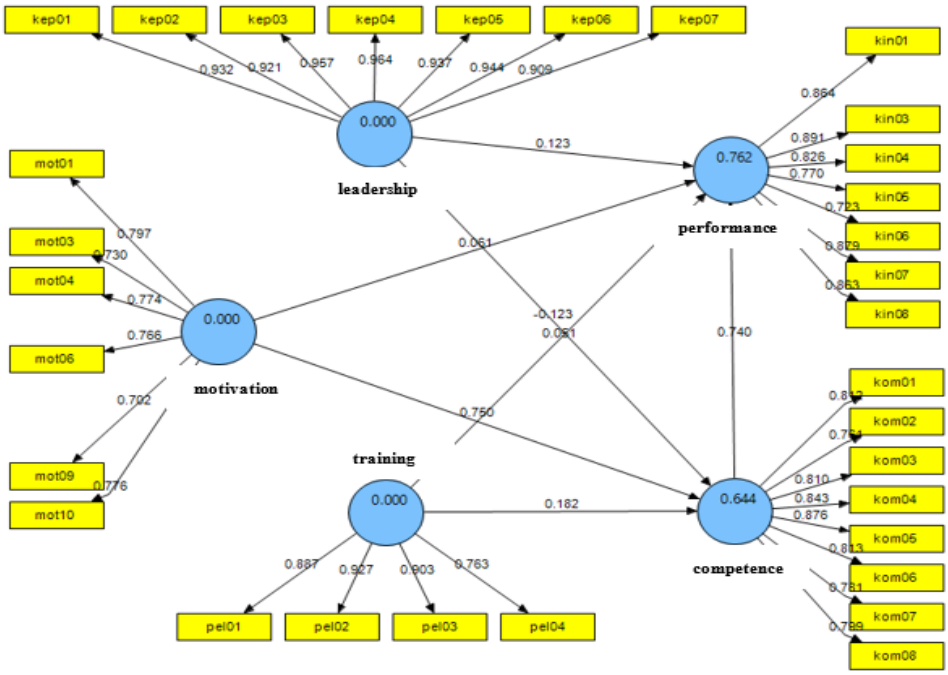

Fig. 2. PLS item algorithm and latent variables (step 2)

Table 3

Loading factor value of all items (final step)

	Loading
L01	0.9316
L02	0.9205
L03	0.9574
L04	0.9645
L05	0.9373
L06	0.9439
L07	0.9087
P01	0.8643
P03	0.8907
P04	0.8256
P05	0.7700

	Loading
P06	0.7232
P07	0.8792
P08	0.8631
C01	0.8123
C02	0.7610
C03	0.8104
C04	0.8433
C05	0.8760
C06	0.8128
07C	0.7812
C08	0.7986

	Loading
M01	0.7968
M03	0.7303
M04	0.7743
M06	0.7660
M09	0.7017
M10	0.7760
T01	0.8872
T02	0.9271
T03	0.9032
T04	0.7629

Source: Data processed

After checking the reliability indicators, the next will examine construct reliability. Construct reliability was checked using two measures, namely (1) Composite reliability (CR) or Cronbach's Alpha (CA); and (2) Average variance extracted (AVE). The threshold of a good CR or CA was above 0.6 and 0.5 for AVE [36].

Table 4

Composite Reliability Value and AVE

	AVE	Composite Reliability	Cronbachs Alpha
Leadership	0,8796	0,9808	0,9774
Performance	0,6937	0,9404	0,9254
Competence	0,6603	0,9395	0,9263
Motivation	0,5749	0,8901	0,8531
Training	0,7611	0,9269	0,8937

Source: Data processed

Table 4 shows all construct values for CR and AVE above the threshold values, namely 0.6 and 0.5. As a consequence, the conclusion is that the constructs are sufficient. The tested model had no convergent validity problem based on the results obtained. Therefore, the next test can be done, namely discriminant validity.

Discriminant validity. The discriminant validity of construct items was examined using cross-loadings [38]. The cross-loading value was obtained by calculating the correlation between the score components of every latent variable with each indicator block and all items in the model. Cross-loading value was the correlation between each construct and the items of each construct. The correlation between constructs and items was compared to the correlation between items and other constructs. If the construct indicator correlation has a higher value than the indicator correlation with other constructs, it is said to have high discriminant validity.

Table 5 shows that the loading value of every item for its construct was higher than the value of cross-loading with other constructs. Based on the results of the cross-loading analysis, there was no discriminant validity problem. Below is the output of Smart PLS 2.0 for cross-loading the construct and its items.

Table 5

Cross loading

	Leadership	Performance	Competence	Motivation	Training
L01	**0,9316**	0,3648	0,2775	0,5001	0,3377
L02	**0,9205**	0,3822	0,2736	0,4694	0,3406
L03	**0,9574**	0,3647	0,2945	0,4534	0,3656
L04	**0,9645**	0,4070	0,3274	0,5198	0,4378
L05	**0,9373**	0,5037	0,4089	0,5101	0,4027
L06	**0,9440**	0,4480	0,3729	0,5471	0,4187
L07	**0,9087**	0,3332	0,2905	0,4639	0,3523
P01	0,4374	**0,8643**	0,7299	0,5800	0,4156
P03	0,2173	**0,8907**	0,8159	0,6485	0,4518
P04	0,3570	**0,8256**	0,7471	0,6297	0,4540
P05	0,2933	**0,7700**	0,6693	0,5859	0,3945
P06	0,4283	**0,7232**	0,5142	0,5136	0,4336
P07	0,4072	**0,8792**	0,7887	0,6742	0,5012
P08	0,3924	**0,8631**	0,7167	0,6405	0,4710
C01	0,1925	0,6833	**0,8123**	0,6460	0,4838
C02	0,1975	0,6240	**0,7610**	0,5434	0,3693
C03	0,2688	0,6664	**0,8104**	0,6343	0,3611
C04	0,3103	0,8240	**0,8433**	0,6712	0,4335
C05	0,2587	0,7221	**0,8760**	0,6791	0,4707
C06	0,2880	0,6811	**0,8128**	0,6707	0,3541
C07	0,3408	0,6438	**0,7812**	0,6232	0,5289
C08	0,3842	0,7193	**0,7986**	0,6177	0,5038
M01	0,2572	0,5120	0,5558	**0,7968**	0,3963
M03	0,5714	0,4702	0,4823	**0,7303**	0,3962
M04	0,4040	0,5723	0,6288	**0,7743**	0,3653
M06	0,3243	0,6975	0,7026	**0,7660**	0,4239
M09	0,6787	0,4838	0,4546	**0,7017**	0,5825
M10	0,2789	0,5548	0,6741	**0,7760**	0,3682
T01	0,4034	0,4572	0,4737	0,5048	**0,887**
T02	0,3751	0,4582	0,4636	0,4755	**0,9271**
T03	0,3277	0,5486	0,5331	0,5181	**0,9032**
T04	0,3211	0,3908	0,4110	0,4055	**0,7629**

Source: data processed

According to Ghozali, discriminant validity could be tested by comparing the AVE square root value to the correlation between constructs [39]. The calculation results are presented in Table 6. Table 6 indicates that the square root value of AVE (main diagonal) is higher than the correlation of every construct, so there is no problem regarding the discriminant validity.

Table 6

Correlation Between Latent Variables and AVE Square Root

	Leadership	Performance	Competence	Motivation	Training
Leadership	**0,9379**				
Performance	0,4346	**0,8329**			
Competence	0,3488	0,8591	**0,8126**		
Motivation	0,5305	0,7352	0,7841	**0,7582**	
Training	0,4080	0,5368	0,5428	0,5487	**0,8724**

Source: data processed

Structural Model Evaluation (Inner Model). After obtaining confidence that there was no problem concerning the measurement model, the next step was to evaluate the structural model. One of the structural model evaluations was to observe the strength of the independent variables of the whole model. The strength of the independent variable was examined by looking at the square of the existing dependent variable's multiple correlations (R2).

Table 7

Value of R2 Dependent Variable

	R Square
Performance	0,7621
Competence	0,6435

Source: data processed

From Table 4.7 above, it can be seen that the R^2 value for the competency variable is 0,6435, which means that this value indicates that the variation in competence can be explained by the variables of leadership, motivation, and training constructs of 64,35 %. In comparison, the remaining 35,65 % is influenced by other variables not included in the research model. Meanwhile, the performance variable has an R^2 value of 0,7621, which means that this value indicates that the variation in performance can be explained by the variables of leadership, motivation, training, and competence constructs of 76,21 %. In comparison, the remaining 23,79 % is influenced by other variables not contained in the research model.

According to Ghozali, the inner model could be evaluated by checking the predictive relevance value (Q^2) [39]. Predictive relevance measures how well the model generates the observed values and the estimated parameters. A Q^2 value above zero indicates that the model had a predictive relevance value. In contrast, a Q^2 value lower than zero indicates that the model had less predictive relevance. Q^2 value obtained from the calculation is as follows.

$$\begin{aligned} Q^2 &= 1-\left(1-R_1^2\right)\left(1-R_2^2\right) \\ &= 1-\left(1-0.6435\right)\left(1-0.7621\right) \\ &= 0.9152 \end{aligned}$$

Based on the calculation Q^2, 0,9152 or higher than zero was obtained; consequently, the model obtained had predictive relevance.

The final step in evaluating the inner model is to evaluate the model as a whole, namely, an evaluation that cannot be conducted on SEM-PLS. To overcome this problem, Tenenhaus et al. proposed global criteria for goodness-of-fit (GoF) to validate the SEM-PLS model globally [40]. The formulation proposed by Tenenhaus was:

$$\begin{aligned} GoF &= \sqrt{\left(\overline{Communality}\right)*\left(\overline{R^2}\right)} \\ &= \sqrt{\left(0.7139\right)*\left(0.7028\right)} \\ &= 0.7083 \end{aligned}$$

After the calculation, the GoF obtained was 0.7083. According to Tenenhaus et al., the value of small GoF = 0.1, medium GoF = 0.25, and large GoF = 0.36. Based on the testing R^2 Q^2 and GoF, the model formed was already robust, so the hypothesis testing could be carried out [40].

Hypothesis tesing. In this research, 10 hypotheses will be tested, as written in Chapter 2. Table 8 provides the correlation results among the constructs of the intended hypothesis. In deciding whether the hypothesis is statistically significant, the t-statistics value will be compared with the t-value from the table. The hypothesis is statistically significant if the t-statistic value is higher than the t-table value. By conducting a two-way test with a significance level of 1 percent, the t-table value is 2,58, and by 5 percent, the t-table value is 1,96. Meanwhile, if a significance level of 10 percent is used, then the t-table value is 1,28. Table 8 presents the decision results from hypothesis testing.

Table 8

Path Coefficients (Mean, StDev, T-Values)

	Coefficient	Error Standard	T-Statistics	Decision
Leadership -> Performance	0,1230	0,0863	1,4259	**Not Significant α=0,10**
Leadership -> Competence	-0,1231	0,0814	1,5122	**Not Significant α=0,10**
Competence -> Performance	0,7405	0,0947	7,8232	**Significant α=0,01**
Motivation -> Performance	0,0614	0,1102	0,5570	**Not significant α=0,10**
Motivation -> Competence	0,7497	0,0716	10,4660	**Significant α=0,01**
Training -> Performance	0,0509	0,0666	0,7651	**Not significant α=0,10**
Training -> Competence	0,1823	0,0831	2,1864	**Significant α=0,05**

Source: data processed

The table above indicates that the estimation results of the most significant correlation with a significance level of 0.01 or 1 percent, the influence of motivational variables on competence has a path coefficient of 0.7497. It means that there is a correlation between motivation and competence. The higher the motivation, the higher the competence. Also, the influence of the competence variable on the performance variable, with a significance level of 0.01 or 1 percent, has a significant effect with a path coefficient of 0.7405. The better the competence, the better the performance. With a significance level of 0.05 or 5 percent, the training variable significantly affects the competency variable with a path coefficient of 0.1817. Meaning the better the implementation of the training, the higher the competence of employees.

With a significance level of 0.10 or 10 percent, the leadership variable has no significant effect on the performance variable with a path coefficient of 0.1230. With the same level of significance, the leadership variable has no significant effect on the competence variable with a path coefficient of 0.1231; the motivation variable has no significant effect on competence with a path coefficient of 0.0614; Likewise, the training variable has no significant effect on performance with a path coefficient of 0.0509. If the leadership, motivation, and training variables are increased, the performance and competence variables will increase by the value of these coefficients.

Mediation. This mediation test is often used to answer Hypothesis 8, hypothesis 9, and Hypothesis 10. This test describes a process model of the correlation with an intermediate variable between the causal and outcome variables. Once a relationship between two variables is established, it is common for researchers to consider the role of other variables in this correlation. The mediation test carried out in this research used the formulation set by Sobel (1986) or the Sobel test. The Sobel test is significant if the Sobel test statistic (z-count) value is higher than the z-table with the significance level used. This mediation test will use a two-way test with a significance level 0,05. Therefore, the mediation test will be significant, or H0 will be rejected if the z-count is higher than z-table = 1,96.

The first mediation analysis conducted was whether there was a significant influence of leadership on performance mediated by competence. Figure 3 below shows the correlation results using SEM-PLS.

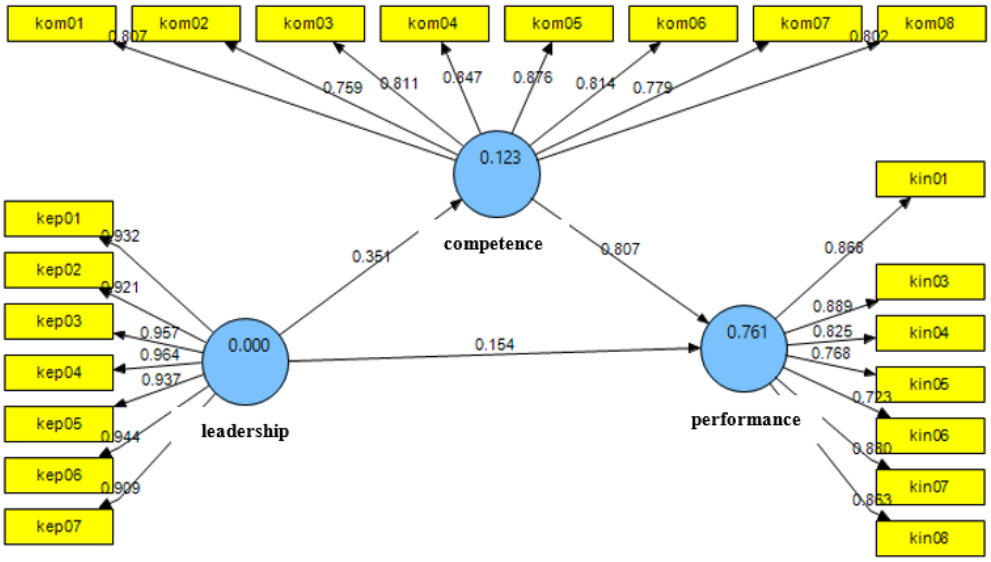

Fig. 3. The Correlation Between Leadership and Performance Mediated by Competence

Table 9

Leadership Path Coefficients – Performance with Competency Mediator

	Coefficient	Error Standard
Leadership -> Competence (a)	0,3507	0,0703
Competence -> Performance (b)	0,8065	0,0473
Leadership -> Performance	0,1537	0,0667

Source: data processed

From Table 9 above, the statistical value of the Sobel test can be calculated as follows:

$$z-hitung = \frac{a*b}{\sqrt{\left\{b^2*\left[se(a)\right]^2\right\}+\left\{a^2*\left[se(b)\right]^2\right\}}}$$

$$= \frac{(0.3507)*(0.8065)}{\sqrt{\left[\left(0.8065^2\right)*\left(0.0703^2\right)+\left[\left(0.3507^2\right)*\left(0.0473^2\right)\right]\right]}}$$

$$= 4.7890$$

By using the significance level α = 0.05, the z-table is 1.96. Since the z-count value of 4.7890 is higher than z-table = 1.96, it indicates that competence can mediate the correlation between leadership and performance.

The next mediation analysis is whether motivational variables significantly influence performance mediated by competence variables. The competence variable can mediate the effect of a motivational variable on performance if the Sobel test statistic value is higher than the z-table with the significance level used. Figure 4 shows the correlation results using SEM-PLS.

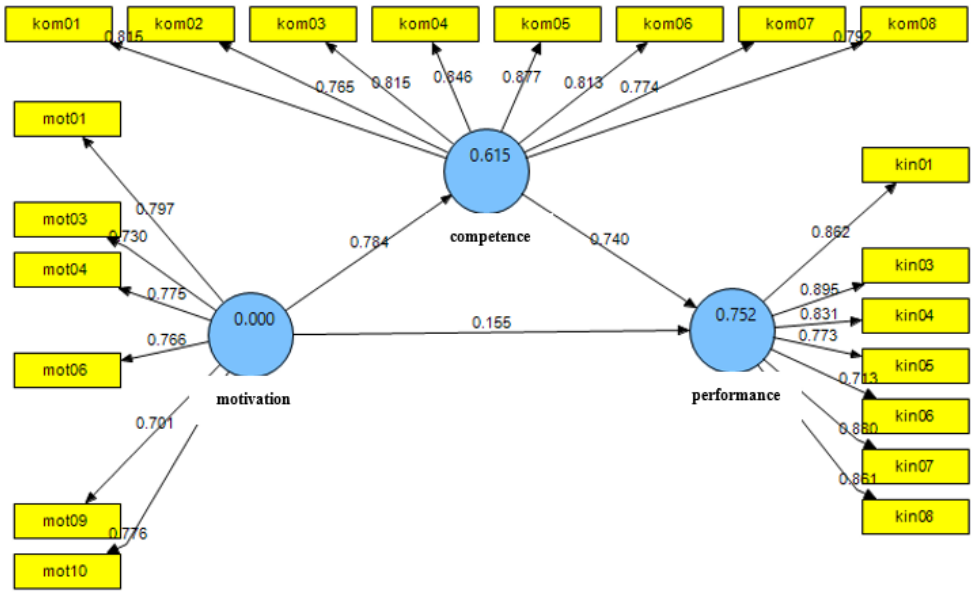

Fig. 4. The Correlation Between Motivation and Performance mediated by Competence

Table 10

Path Coefficient of Motivation – Performance with Competency Mediator

	Coefficient	Error Standard
Motivation -> Competence (a)	0,7842	0,0362
Competence -> Performance (b)	0,7404	0,0796
Motivation -> Performance	0,1551	0,0833

Source: data processed

From Table 10 above, the statistical value of the Sobel test can be calculated as follows:

$$z-hitung = \frac{a*b}{\sqrt{\left\{b^2*\left[se(a)\right]^2\right\}+\left\{a^2*\left[se(b)\right]^2\right\}}}$$

$$= \frac{(0.7842)*(0.7404)}{\sqrt{\left[\left(0.7404^2\right)*\left(0.0362^2\right)+\left[\left(0.7842^2\right)*\left(0.0796^2\right)\right]\right]}}$$

$$= 8.5434$$

By using the significance level α = 0,05, the z-table is 1,96. Since the z-count value of 8,5434 is higher than z-table = 1,96, it indicates that competence can mediate the correlation between motivation and performance.

The third mediation analysis conducted was whether there was a significant influence of training on performance mediated by competence. Figure 5 shows the correlation results using SEM-PLS.

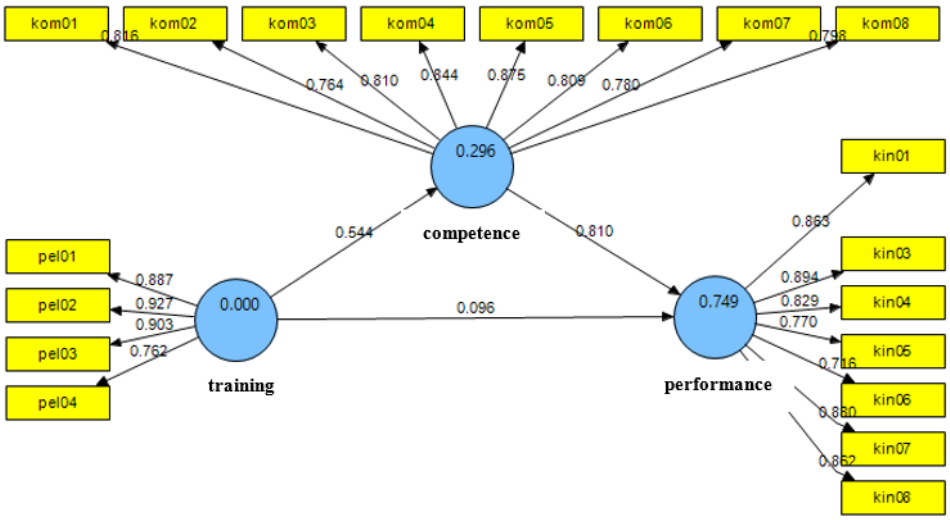

Fig. 5. The Correlation between Training and Performance Mediated by Competence

Table 11

Path Coefficient of Training – Performance with Competency Mediator

	Coefficient	Error Standard
Training -> Competence (a)	0,5439	0,0734
Competence -> Performance (b)	0,8095	0,0471
Training-> Performance	0,0957	0,0561

Source: data processed

From Table 4, 11 above, the statistical value of the Sobel test can be calculated as follows:

$$z-hitung = \frac{a*b}{\sqrt{\left\{b^2*\left[se(a)\right]^2\right\}+\left\{a^2*\left[se(b)\right]^2\right\}}}$$

$$= \frac{(0.5439)*(0.8095)}{\sqrt{\left[\left(0.8095^2\right)*\left(0.0734^2\right)+\left[\left(0.5439^2\right)*\left(0.0471^2\right)\right]\right]}}$$

$$= 6.8030$$

By using the significance level α = 0,05, the z-table is 1,96. Since the z-count value of 6.8030 is higher than z-table = 1,96, it indicates that competence can mediate the correlation between training and performance.

Discussion. After researching and testing the hypotheses, discussing the existence of the variables studied is necessary.

The Effect of Leadership on Performance. The calculation results of the influence of leadership on performance get a t-statistics value of 1,426, lower than the t-table value of 1,64 with a significance level of 10 percent. These results indicate that the theory and the results of previous studies used as the basis for building the hypothesis that leadership has a significant effect on performance have yet to be proven. It indicates that the leadership style applied by the Fiscal Policy Agency of the Ministry of Finance of the Republic of Indonesia needs to be more effective and less affect employee performance.

Leadership has no significant effect on employee performance, with a coefficient or parameter estimate of 0,123. This rate means that the higher the quality of the leadership style applied, the higher the performance of employees in carrying out their duties. Leadership is not proven to be a factor that significantly affects employee performance. It indicates that leadership quality has yet to be able to encourage employee performance to the maximum as expected. Although theoretically, leadership is an important requirement for managers and the main reason for managerial work [15]. According to de Pree in Rees and McBain, the signs of extraordinary leadership will appear especially among the followers [41]

The true measure of leadership is the level of capability of the people that the leaders develop in an organization.

To encourage the competence and performance of employees, according to Kouzes and Posesner in Rees and McBain, there are some key activities of leaders: (1) Criticizing the existing processes; why things are carried out in a certain way, plus an openness to allow others to criticize their actions; (2) Inspiring a shared vision, engaging others with a vision of how things should be and how progress can be made; (3) Enabling others to act, working by believing in the potential of employees and creating conditions so that they can realize their potentials; (4) Setting an example, acting and demonstrating integrity in the form of conformity between words and actions; and (5) Encouraging, giving recognition tailored to the understanding of each person's needs and personality [41].

The Effect of Leadership on Competence. The calculation results of the influence of leadership on competence get a t-statistics value of 1,512 which is lower than the t-table value of 1,64 with a significance level of 10 percent. Consequently, the effect is not significant. The results indicate that the theory and the results of previous studies used as the basis for building the hypothesis that leadership has a significant effect on competence have yet to be proven. It indicates that leadership has been unable to increase employee competence maximally, as expected.

Leadership has no significant effect on competence, with a coefficient or parameter estimate of 0,1231. This rate means that the effectiveness and ability of leadership in encouraging employee competence still needs the managerial ability to be improved to build the competence of their subordinates.

Leadership is not proven to be one of the factors that significantly influence the improvement of employee competence. Competence is an inherent ability of employees to carry out their duties or works based on knowledge and skills and supported by attitudes becoming individual characters. Consciously strengthening competencies that are more creative and broader, the role of leaders in organizations can help employees improve competencies and performance.

The Effect of Competence on Performance. The result of the calculation of the effect of competence on performance gets a t-statistics value of 7,823, which is higher than the t-table value of 2,58 with a significance level of 1 percent. The results of this study indicate that the theory and the results of previous studies used as the basis for building the hypothesis that competence has a significant effect on employee performance are proven. It indicates that the better the employee competencies that are built, the better the employee performance will be.

Competence significantly affects employee performance, with a coefficient or parameter estimate of 0,741. This rate indicates that the better and increasing the competence of employees built, the better and improving the performance of employees in carrying out their duties.

Competence is proven to be one of the factors that have a significant influence on employee performance. It is understandable, considering that competence is fundamental in building superior performance for individuals and organizations. Therefore, the supporting mechanisms that organizations and employees can use to ensure. Wibowo states that competence that can drive performance is: (1) Recording the progress of goals and implementation of action steps; (2) Communicating progress to others; and (3) Using rewards [42].

The Effect of Motivation on Performance. The calculation results of the influence of motivation on performance get a t-statistics value of 0,557, lower than the t-table value of 1,28 with a significance level of 10 percent. The results break the theory, and the results of previous studies used to build the hypothesis that motivation has a significant effect on employee performance have yet to be proven. It indicates that it is necessary to continue to make adjustments while motivating the employees to improve their performance.

Motivation has an insignificant direct effect on employee performance, with a coefficient or parameter estimate of 0,0061. Meaning the increase in employee motivation carried out will only be able to increase employee performance by that number. Performance problems arise if the individual's work behavior exceeds expectations. The problem is not caused by low motivation, but Sedarmayanti states it is because of as follows: (1) Communication problems, failures in carrying out tasks arise due to wrong perceptions of what is expected; (2) Skill problems, the person concerned lacks the physical and mental skills to carry out the task as expected; (3) Training problem, performance will still be insufficient regardless of motivation level until some training has been given; and (4) Opportunity problem, the officer knows what and how it should be done, but is constrained by environmental conditions, for example, lack of equipment and outdated methods [43].

According to Sedarmayanti, the concrete steps to motivate employees are by identifying the members of the organization and identifying their needs, including (1) Setting targets to be achieved based on the principle of setting goals; (2) Developing reliable performance measures and periodically provide feedback to them; (3)

Positioning members of the organization based on their abilities and talents; (4) Providing supports in completing tasks, for example through training and fostering a sense of capability; (5) Developing a fair reward system; and (6) Being fair, objective, and being a role model [43].

The Effect of Motivation on Competence. The results of the calculation of the influence of motivation on employee competence get a t-statistics value of 10,446, higher than the t-table value of 2,58 with a significance level of 1 percent. The results indicate that the theory and the results of previous studies used as the basis for building the hypothesis that motivation has a significant effect on employee competence are proven. It indicates that the better the organization encourages employee motivation, the employee's competence will also be better.

Motivation significantly influences employee competence, with a coefficient or parameter estimate of 0,757. This rate means that the better and increasing the efforts to encourage motivation by the organization, the better and more competent employees in carrying out their duties.

Motivation is proven to be one of the factors that significantly influence employee competence. It is understandable, considering that achievement motivation is the main and fundamental factor in building employee competence and organizational commitment; Therefore, motivation is a factor that must be continuously developed to strengthen employee competence. A person's motivation for an activity will affect the competence and performance achieved [43].

The Effect of Training on Performance. The results of the calculation of the direct effect of training on employee performance get a t-statistics value of 0,765, which is lower than the t-table value of 1,28 with a significance level of 10 percent. The results break the theory, and the results of previous studies used to build the hypothesis that training has a significant direct effect on employee performance have yet to be proven. It indicates that it is necessary to continue designing and implementing the training programs as needed, and subsequently, they will have a strong impact on increasing employee performance significantly.

Training has no significant effect on employee performance, with a coefficient or parameter estimate of 0.051. It means that the increase in training programs carried out will only be able to increase employee performance by that number. Training organized only sometimes succeeds; many of them fail. Many factors lead training to failure. For example, poor teaching, inappropriate curriculum materials, poor planning, insufficient funding, and lack of management commitment. There are at least two main causes that are more serious and often occur, namely (1) Lack of management participation in planning; and (2) The scope that is too narrow.

In this regard, there are some principles for the preparation of training planning and implementation: (1) People learn best when they are ready to learn; (2) People learn more easily from what is learned if it is associated with something they already know; (3) People will learn best if it is carried out gradually; (4) People learn by doing, (learning by doing); (5) The more often people use what is learned, the better their memory and comprehension will be; (6) Success in learning will stimulate to learn more; and (7) People need immediate and continuous feedback to see if they have learned [15].

The Effect of Training on Competence. The results of the calculation of the influence of training on employee competence get a t-statistics value of 2,186, higher than the t-table value of 1,96 with a significance level of 5 percent. The results indicate that the theory and the results of previous studies used as the basis for building the hypothesis that training has a significant effect on employee competence are proven. It indicates that the better the organization designs the training programs and implements them, the better the competence of employees will be.

Training significantly affects employee competence, with a coefficient or parameter estimate of 0,182. The rate means that the better the quality of the program and the implementation of training carried out by the Fiscal Policy Agency of the Ministry of Finance of the Republic of Indonesia, the better and more improving the competence of the employees in carrying out their respective duties will be.

The future capabilities of HR management focus on managers' role in developing their subordinates' skills, knowledge, and competencies. Organizational and individual learning has proven to be an interesting issue mainly because it is the main tool to achieve competitive advantage. According to John Browen in Rees and McBain, learning is the key for companies to adapt to a rapidly changing environment [41]. Learning is key to being able to identify opportunities that others may not see and to be able to take advantage of those opportunities quickly and completely. In line with this, Prokesch says that to generate extraordinary value for their shareholders, companies must learn better than their competitors and apply the knowledge at all levels of the companies more quickly and extensively than their competitors do [44].

The Effect of Leadership on Performance Mediated by Competence. Competence can mediate the influence of leadership on performance if: (1) The influence of the leadership variable on the competency variable is significant and (2) The influence of the competence variable on employee performance is significant. The mediation test results show that leadership's influence on competence is significant with a t-statistic of 1,512, higher than a t-table of 1,280 with a significance level of 10 percent and a coefficient level or parameter estimate of 0,123. Likewise, the competence variable significantly affects employee performance with a t-statistic of 7,823, higher than a t-table of 2,58 with a significant level of 1 percent and a coefficient or parameter estimate of 0,741. Using the Sobel formula

and mediated by the competence variable, the leadership variable significantly affects employee performance because the z-count is 4,890, higher than the z-table of 1,96 with a significant level of 5 percent.

The results of this study indicate that leadership affects employee performance when mediated by competence. Meaning the existence of competence has a significant effect on the strength and weaknesses of the influence of leadership on employee performance. Good condition of employee performance can occur, among others, due to leadership factors. Consequently, good or bad patterns of competence affect the level of leadership quality on employee performance. Therefore, the position of the competence variable can significantly intervene in the influence of leadership on employee performance.

The Effect of Motivation on Performance Mediated by Competency. Competence can mediate the effect of motivation on performance if: (1) The influence of the motivation variable on the competency variable is significant and (2) The influence of the competence variable on employee performance is significant. The results of the mediation test show that the effect of motivation on competence is significant with a t-statistic of 10,466, higher than the t-table of 2,580 with a significance level of 1 percent, and the level of the coefficient or parameter estimate of 0,757. Likewise, the competence variable significantly affects employee performance with a t-statistic of 7,823, higher than a t-table of 2,58 with a significant level of 1 percent and a coefficient or parameter estimate of 0,741. Using the Sobel formula and mediated by the competence variable, the motivation variable significantly affects performance because the z-count is 8,543, higher than the z-table of 1,96 with a significant level of 1 percent.

The results of this study indicate that motivation affects employee performance when mediated by competence. The existence of competence significantly affects the strength and weaknesses of the influence of motivation on employee performance. The good condition of employee performance can be realized, among others, because of the motivational factor that, consequently, high or low competence affects the motivation level of employee performance. Thus, the position of the competence variable can significantly intervene in the influence of motivation on employee performance.

The Effect of Training on Performance Mediated by Competence. Competence can mediate the effect of training on performance if: (1) The effect of the training variable on the competency variable is significant and (2) The effect of the competence variable on employee performance is significant. The results of the mediation test show that the effect of training on competence is significant with a t-statistic of 2,186, higher than the t-table of 1,90 with a significance level of 5 percent, and the level of the coefficient or parameter estimate of 0,182. Likewise, the competence variable significantly affects employee performance with a t-statistic of 7.823, higher than a t-table of 2,58 with a significant level of 1 percent and a coefficient or parameter estimate of 0,741. Using the Sobel formula and mediated by the competence variable, the training variable significantly affects performance because the z-count is 6,803, which is higher than the z-table of 1,960 with a significant level of 5 percent.

The results of this study indicate that training affects employee performance when mediated by competence. The existence of competence significantly affects the strength and weaknesses of the influence of training on employee performance. The good condition of employee performance can be realized, among others, because of the training factor. Hence, the effectiveness of the design and implementation of training programs affects the employee performance. Thus, the position of the competence variable can significantly intervene in the influence of training on employee performance.

The Strength Value of Independent Variable. The strength value of each dependent variable is shown by calculating the square of the multiple correlations (R^2), namely competence of 0,6431 and employee performance of 0,7621. These figures indicate that the competency variable can be explained by the construct variables (leadership, motivation, and training) of 64,31 %, and the remaining 35,69 % is explained by other factors not examined in this study. In addition, the employee performance variable is explained by the construct variables (leadership, motivation, training, and competence) of 76,21 %, and the remaining 23,79 % is explained by other factors not examined in this study.

These values indicate that if the organization improves the quality of competence by making decisions by improving the leadership patterns, stimulating motivation, and improving the quality of training programs simultaneously (*ceteris paribus*), employee performance will increase by 64,31 %. Similarly, suppose an organization improves its employee performance by improving leadership patterns, improving the quality of training programs, stimulating motivation, and increasing competence together (*ceteris paribus*). In that case, employee performance will increase by 76,21 percent.

Conclusion. Based on the research objectives that have been set previously, the results of this study can be concluded following the significance order as follows.

1. Motivation and training have a significant effect on employee competence. The higher the motivation and the more effective and quality training provided, the higher the employee competence will be. The competence variable has a significant effect on employee performance. The higher the competence quality, the higher the performance of employees in carrying out their duties.

2. Leadership has no significant effect both on competence and employee performance. Leadership quality is less influential in shaping competence and boosting employees' performance in carrying out their duties.

Likewise, motivation and training do not significantly affect employee performance; employee motivation can still not encourage employees to perform optimally. Also, the training attended by employees has yet to be able to form employees with good performance.

3. As a mediator variable, competence can significantly mediate the influence of leadership, motivation, and training on employee performance. Competence can mediate leadership, motivation, and training to improve employee performance significantly.

4. The power value of the dependent variable of competence and employee performance can be shown from the calculation of the square of the multiple correlations (R^2) of 0,6435 and 0,7621, respectively. Meaning the competence variable can be influenced by the independent variables (leadership, motivation, and training) by 64,35 %. Similarly, the independent variables (leadership, motivation, training, and competence) of 76,21 % explain employee performance. The rest is explained by other factors not studied in this research.

Managerial implication. All independent variables, except motivation and training, significantly impact the dependent variable of competence and performance. Competence and performance variables exhibit substantial influence as high-value dependent variables. The competence variable acts as a potent mediator, influencing the performance variable via motivation, training, and leadership with diverse and strong effects. Consequently, to enhance organizational performance through leadership, motivation, training, and competence, the following implications arise:

1. Leadership, in facing challenges and changes, good leadership can significantly improve the competence and performance of employees. At least, in the effort to improve the competence and performance of the organization, the leader must have the ability: (1) to develop a vision and drive change within the organization in order to achieve the vision, establishing direction; (2) to communicate the direction of transformation to all levels, aligning people; (3) To build coalitions to realize the vision; and (3) To keep all levels of the organization moving along the tracks that have been determined in the vision, motivation, and inspiration.

2. In facing internal and external challenges and changes, every agency is increasingly required to encourage employee motivation. In order for motivational factors to encourage employees to improve competence and perform better, at least the efforts that can be made are: (1) Improving achievement as everything so that every employee has a high motivation to work, is directed, and sustainable; (2) Directing employee satisfaction for long-term goals; (3) Making achievement as the need of every employee; (4) Encouraging every employee to have excellence in work; (5) Fostering a sense of responsibility for each employee; and (6) Creating a climate of good relations with superiors and subordinates.

3. Training is important for competence improvement, superior performance, and speed and accuracy in meeting challenges and responding to change. In order for the training factor to further enhance those goals, the design and implementation of training programs should at least include the following efforts: (1) Adapting the training program to changing demands; (2) Improving the quality of training materials; (3) Improving the quality of appropriate training facilities; (4) Improving the quality of trainers and selecting them appropriately; (5) Improving coordination of training programs with each work unit; (6) Linking training programs with employee development; and (7) Establishing a model for evaluating the effectiveness of the training programs.

4. Competence is one of the determining factors for employee and organizational performance. Competence is not an irreversible factor. In improving competency skills, the following things can be carried out: (1) Improving the employees' self-confidence and values to be more creative and innovative; (2) Improving the skills and experience of employees in various fields of work; (3) Improving the quality of personality characteristics; (4) Exploring and encouraging the employees' motivation in performing; (5) Overcoming emotional barriers to improving competency skills; and (6) Improving intellectual abilities so that employees have conceptual abilities and analytical thinking.

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Детермінанти ефективності роботи співробітника з посередництвом змінної компетенції

Це дослідження розуміння впливу лідерства, мотивації, навчання та продуктивності, опосередкованого компетентністю. Для дослідження використовувався багатофакторний аналіз із використанням описового та пояснювально-кількісного методів. Вибіркою дослідження були 114 респондентів за пропорційним методом. Дані були зібрані за допомогою анкети для подальшого аналізу за допомогою моделювання структурними рівняннями (SEM) із застосуванням підходу часткових найменших квадратів (PLS). Результати дослідження показали, що: (1) Мотивація та навчання мають значний вплив на компетентність, а компетентність має значний вплив на продуктивність; (2) Лідерство не має істотного впливу на компетентність і продуктивність. Подібним чином мотивація та навчання не мають значного впливу на продуктивність; (3) Як посередницька змінна, компетентність здатна суттєво опосередковувати вплив лідерства, мотивації та навчання на продуктивність; і (4) значення сили залежних змінних компетентності та результативності співробітника вказується результатами розрахунку квадрата множинних кореляцій (R2) 0, 6435 і 0,7621 відповідно.

Ключові слова: мотивація; навчання; лідерство; компетентність; продуктивність.

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