THE INFLUENCE OF TRAINING, MOTIVATION AND WORK ENVIRONMENT VARIABLES AND COMPETENCY AS INTERVENING VARIABLES TO IMPROVE THE PERFORMANCE OF EDUCATIONAL PERSONNEL

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ABSTRACT
It is known that not all educational staff at Muhammadiyah University of Jember carry out their performance well.So, this research aims to determine the influence of training, motivation, and work environment on performance through competence as an intervening variable among educational personnel at Muhammadiyah University of Jember. The population studied consists of general administrative educational personnel totaling 74 individuals at Muhammadiyah University of Jember. The sampling method used is quantitative and employs Nonprobability sampling saturation sampling technique using questionnaire data collection from respondents analyzed using Warppls 8.0. The results of this study indicate that the variables of training, motivation, and work environment significantly affect the competence of educational personnel at Muhammadiyah University of Jember. The variables of training, motivation, and work environment significantly affect the performance of educational personnel at Muhammadiyah University of Jember. The competence variable significantly affects the performance of educational personnel at Muhammadiyah University of Jember. The training variable does not significantly affect performance through competence of educational personnel at Muhammadiyah University of Jember. The motivation and work environment variables significantly affect performance through competence of educational personnel at Muhammadiyah University of Jember.

ABSTRAK
Diketahui, belum semua tenaga kependidikan di Universitas Muhammadiyah Jember menjalankan kinerjanya dengan baik. Jadi, penelitian ini bertujuan untuk mengetahui pengaruh pelatihan, motivasi, dan lingkungan kerja terhadap kinerja melalui kompetensi sebagai variabel intervening antar tenaga kependidikan di Universitas Muhammadiyah Jember. Penduduk yang diteliti terdiri dari tenaga kependidikan administrasi umum berjumlah 74 orang di Universitas Muhammadiyah Jember. Metode pengambilan sampel yang digunakan adalah kuantitatif dan menggunakan teknik Nonprobability sampling saturation sampling menggunakan pengumpulan data kuesioner dari responden yang dianalisis menggunakan Warppls 8.0. Hasil penelitian ini menunjukkan bahwa variabel pelatihan, motivasi, dan lingkungan kerja berpengaruh signifikan terhadap kompetensi tenaga kependidikan di Universitas Muhammadiyah Jember. Variabel pelatihan, motivasi, dan lingkungan kerja berpengaruh signifikan terhadap kinerja tenaga kependidikan di Universitas Muhammadiyah Jember. Variabel kompetensi berpengaruh signifikan terhadap kinerja tenaga kependidikan di Universitas Muhammadiyah Jember. Variabel pelatihan tidak berpengaruh signifikan terhadap kinerja melalui kompetensi tenaga kependidikan di Universitas Muhammadiyah Jember. Variabel motivasi dan lingkungan kerja berpengaruh signifikan terhadap kinerja melalui kompetensi tenaga kependidikan di Universitas Muhammadiyah Jember.
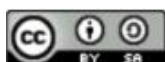
Intruduction

Higher education institutions, as service providers, are faced with changes in the global business environment that lead to competition among higher education service providers. According to the 2022 report from the Central Bureau of Statistics, there are 3,107 higher education institutions in Indonesia under the Ministry of Education, Culture, Research, and Technology. This indicates a decrease from the previous year's total of 3,115 units. The majority of higher education institutions in Indonesia are private (PTS), numbering 2,982 units or about 95.97%. Meanwhile, the remaining 125 units are public universities (PTN). Java Island is the region with the highest number of higher education institutions nationally, totaling 1,477 units. This highlights the increasingly intense competition among higher education institutions in Indonesia, especially private ones. To win this competition, each institution strives to offer high-performance services. In the context of achieving overall educational goals, the importance of having quality human resources cannot be overstated. Human resources are crucial in a higher education institution because they provide motivation and play a tangible role in supporting the educational process. Without human elements, a higher education institution would not be able to move towards its desired goals. Therefore, the success of a higher education institution or organization is inseparable from the performance of its educational staff, who play a key role in achieving the expected performance.

Mangkunegara in (Soedarsono, 2021), performance refers to the achievements obtained by an employee in carrying out their work, both in terms of quality and quantity, in accordance with the tasks and responsibilities assigned. Work results represent the capability of human resources that must be well tested to complete all given tasks. To test or improve this capability, companies or organizations can provide specially tailored training. According to Mathis (Mariane et al., 2020), training is the process by which individuals acquire specific skills that help achieve organizational goals. In addition to being a tool for enhancing performance within a company or organization, motivation is also a crucial factor necessary to encourage individuals. Motivation, as defined by Hasibuan and cited in research by (Hermawati et al., 2021) is the process of providing encouragement that creates a person's work enthusiasm, making them willing to cooperate, work effectively, and integrate to achieve satisfaction. Furthermore, another factor that can improve employee performance is the work environment. According to Nitisemito (Simamora & Robin, 2019) the work environment includes all elements surrounding workers that can influence them in carrying out their tasks or responsibilities. Additionally, the competence possessed by employees significantly impacts their performance enhancement. Competence refers to the ability or skill to perform a job or task, based on relevant knowledge and skills, and supported by a work attitude appropriate to the field of work.

Table 1. Performance Assessment of Educational Staff at Universitas Muhammadiyah Jember

No	Tupoksi (Job Description)	Target Grade	Total Employees	Employees Who Achieved Target Grade	%	Employees Who Did Not Achieve Target Grade	%
1	Administrasi Keuangan	B	14	6	43%	8	57%
2	Administrasi Umum	B	74	46	62%	28	38%
3	Content Creator	B	3	2	68%	1	32%
4	Driver	B	6	4	67%	2	33%

5	Laboran	B	19	13	68%	6	32%
6	Jurnalis	B	2	2	100%	-	-
7	Pranata Komputer	B	8	3	38%	5	62%
8	Pustakawan	B	4	4	100%	-	-
9	Teknisi Ac	B	1	1	100%	-	-
10	Teknisi Komputer	B	1	1	100%	-	-
11	Teknisi Listrik	B	4	2	50%	2	50%
12	Kebersihan	B	32	6	19%	26	81%
13	Security	B	17	14	82%	3	18%
	Jumlah		185	104	56%	81	44%

Source : Biro Kepegawaian Universitas Muhammadiyah Jember

Based on Table 1.1,it is evident that not all educational staff at Universitas Muhammadiyah Jember are performing well. Achieving a grade of B is the target set by the Human Resources Bureau of Universitas Muhammadiyah Jember. From the data mapped according to the job descriptions, there are still employees who have not met the target, with 104 or 56% of employees having achieved the target and 81 or 44% of employees still not meeting the performance evaluation target. Employee performance evaluations are based on the competencies possessed by each employee, indicating that some employees do not yet have adequate competencies, and thus do not meet the performance evaluation criteria set by the Human Resources Bureau of Universitas Muhammadiyah Jember. The achievement of performance evaluation targets has not been optimal, prompting the researcher to investigate this case further. This raises questions about the factors that can influence the performance of educational staff at Universitas Muhammadiyah Jember. Consequently, this research will be continued by examining several variables mentioned above, namely training, motivation, and work environment. The researcher is interested in the study titled "The Influence of Training, Motivation, and Work Environment Variables with Competence as an Intervening Variable to Improve the Performance of Educational Staff (Study at Universitas Muhammadiyah Jember)."

Literature Review

This research refers to previous research in a field similar to Karyono and Gunawan . This is a research journal on (Karyono & Gunawan, 2021) "The Effect of Training and Compensation on Employee Performance at Pt. Asahi Forge Indonesia" which was published on July 2021. The sample size of the data collection on previous research only 43 respondents of the total population which were 48 employees. The sampling technique used was random sampling using the Slovin formula. Data collection methods included observation and questionnaires distributed to employees of PT. Asahi Forge Indonesia. This research consisted of independent variables: training and compensation, and a dependent variable: employee performance. The results showed that the training variable did not affect employee performance, while the compensation variable did affect employee performance. However, other factors that could affect performance were not examined by the researchers.

Performance

Organizational performance is highly dependent on the performance of its employees. Therefore, when measuring the performance of an organization, it is advisable to focus on the performance of its employees. Robbin as (Nur Aziz & Dewanto, 2022) defines performance as the results achieved by employees in their work based on specific criteria applicable to that job.

Competence

A competence, according to (Wibowo, 2016), is the ability to carry out a job based on the skills and knowledge that underlie, complemented by the work attitude that is appropriate for the job requirements. The definition according to Sudarmanto as cited in ((Azizah et al.,

2021), is the basic behavioral characteristics of an individual associated with effective criteria and good performance in given jobs or situations.

Training

Training is a systematic effort to develop employees' skills and attitude, knowledge to achieve organizational goals. Rivai and Sagala described in (Farida, 2019) as quoted in training is a part of education that is the educative process to acquire and develop capabilities that are required in the work done outside the formal education system, relatively in a short time, with an emphasis on practice rather than theory.

Motivation

The word "motove," which means "to direct" in Latin, is derived from "movere." Motivation, according to Rivai and Sagala, as stated in (Nurkhotimah, 2022), is a collection of attitudes and values that have the power to persuade people to pursue particular goals and aspirations. Nawawi, as referenced in (Hendra, 2020), asserts that the word motivation derives from the root word "motive," which denotes the inspiration, cause, or rationale behind an action.

Work Environment

Workplace Conditions People in the workplace can form enduring relationships with one another. As stated by Afandi and referenced in (Khaerani, 2021), the work environment encompasses all elements surrounding employees that may impact their ability to perform their duties, including but not limited to temperature, humidity, ventilation, lighting, noise level, cleanliness of the workspace, and the sufficiency of work equipment. The tools, supplies, and surroundings that people encounter at work, along with the ways in which people work individually and in groups, are all considered to be a part of the work environment (Sedarmayanti, 2012)

Research Methodology

Variable Identification

1. Independent variables

   Independent variables are variables that influence or cause changes in the dependent variable (Wiratna, 2018). he independent variables in this study are :
   a. Training
   b. Work motivation
   c. Work environment

2. Intervening variables

   Intervening variables are variables that connect independent variables with dependent variables, which can strengthen or weaken the relationship but cannot be directly observed or measured (Wiratna, 2018). In this study, the intervening variable is competence.

3. Independent variables

   (Sugiyono, 2016) defines a dependent variable as a variable that is influenced or caused by the presence of independent variables. In this study, the dependent variable is employee performance.

Populasi and Sample

Population and Sample In this study, the population consists of General Administration Education Personnel at Muhammadiyah University of Jember, totaling 74 people, consisting of both males and females. This study uses a Nonprobability Sampling method with a saturated sample technique. Nonprobability Sampling is a sampling technique that does not offer every element or member of the population an equal chance of being chosen as a sample, according to (Sugiyono, 2016). All members of the population are taken as samples in a sampling technique known as saturated sampling, according to (Sugiyono, 2016). As a

result, 74 general administration education staff members from Muhammadiyah University of Jember were included in the sample, which was considered saturated for this study.

Results and Discussion
Uji Inner Model
Uji Hipotesis

Table 2. Direct Effect Coefficient Values

Hipotesis	Path coefficients	P values	Explanation
X1→ Z	0.232	0.018	Signifikan
X2→ Z	0.293	0.004	Signifikan
X3→ Z	0.341	<0.001	Signifikan
X1→ Y	0.380	<0.001	Signifikan
X2→ Y	0.198	0.037	Signifikan
X3→ Y	0.202	0.034	Signifikan
Z → Y	0.478	<0.001	Signifikan

The table above explains that :

1. The influence of training (X1) on competence (Z) :

    The influence of training (X1) on competence (Z) yields a path coefficient value of 0.232 with a p-value of 0.018. Since the p-value is lower than the significance level α (0.018 < 0.05), it can be concluded that there is an influence. This indicates that the training methods provided to educational personnel can enhance their competence in mastering work techniques, thus enabling them to carry out assigned tasks effectively and efficiently.

2. The influence of motivation (X2) on competence (Z) :

    The influence of motivation (X2) on competence (Z) yields a path coefficient value of 0.293 with a p-value of 0.004. Since the p-value is lower than the significance level α (0.004 < 0.05), it can be concluded that there is an influence.

3. The influence of work environment (X3) on competence (Z) :

    The influence of work environment (X3) on competence (Z) yields a path coefficient value of 0.341 with a p-value of <0.001. Thus, it can be concluded that there is a significant influence of the work environment on competence.

4. The influence of training (X1) on performance (Y) :

    The influence of training (X1) on performance (Y) yields a path coefficient value of 0.380 with a p-value of <0.001. Thus, it can be concluded that there is a significant influence of training on performance..

5. The influence of motivation (X2) on performance (Y) :

    The influence of motivation (X2) on performance (Y) yields a path coefficient value of 0.198 with a p-value of 0.037. Since the p-value is lower than the significance level α (0.037 < 0.05), it can be concluded that there is an influence.

6. The influence of the work environment (X3) on performance (Y) :

    The influence of training (X3) on performance (Y) yields a path coefficient value of 0.202 with a p-value of 0.034. Because the p-value is lower than the significance level α (0.034 < 0.05), it can be concluded that there is an influence.

7. The influence of competency (Z) on performance (Y) :

    The influence of competency training (Z) on performance (Y) yields a path coefficient value of 0.478 with a p-value of <0.001. Thus, it can be concluded that there is a significant influence of competency on performance.

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Table 3. Coefficients of Indirect Effects Path

Hipotesis	Indirect and total effect	P values for sums of indirect effect	Keterangan
X1→ Y → Z	0.111	0.083	Tidak Signifikan
X2→ Y → Z	0.140	0.040	Signifikan
X3→ Y → Z	0.163	0.020	Signifikan

The results presented in the table above indicate the indirect effects of variables X1 (Training), X2 (Motivation), and X3 (Work Environment) on variable Y (Performance) through Z (Competence).

1. Table 4.14 shows that the indirect effect of X1 (Training) on Y (Performance) through Z (Competence) has a path coefficient of 0.111 with a p-value of 0.083. Since the p-value is greater than α (<0.05), the hypothesis is rejected, indicating that there is no significant effect of X1 (Training) on Y (Performance) through Z (Competence).

2. Based on table 4.14, it can be seen that the indirect effect of X2 (Motivation) on Y (Performance) through Z (Competence) has a path coefficient of 0.140 with a p-value of 0.040. Since the p-value is lower than the significance level α (0.040 < 0.05), the hypothesis is accepted, indicating that there is a significant effect of X2 (Motivation) on Y (Performance) through Z (Competence).

3. In table 4.14, it is shown that the indirect effect of X3 (Work Environment) on Y (Performance) through Z (Competence) has a path coefficient of 0.163 with a p-value of 0.020. Since the p-value is lower than the significance level α (0.020 < 0.05), the hypothesis is accepted. Thus, there is a significant effect of the indirect effect of X3 (Work Environment) on Y (Performance) through Z (Competence).
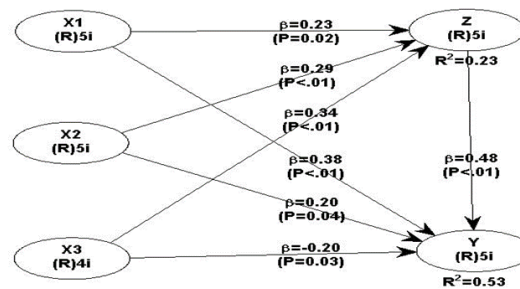
Picture 1.
Path Analysis Results

Keterangan :

X1	: Training
X2	: Motivation
X3	: Work Environment
Z	: Competence
Y	: Performance
(R)	: Indicates the number of Indicators
R^2	: Coefficient of determination

Table 4. Coefficient of Determination

No	Hipotesis	R-square
1	X1	-
2	X2	-
3	X3	-
4	Z	0.225

| 5 | **Y** | 0.533 |

From the analysis of the influence of training (X1), motivation (X2), and work environment (X3) on competence (Z), the coefficient of determination (R-squared) is 0.225. This indicates a weak but definite influence. This result means that all independent variables (training, motivation, and work environment) collectively contribute 22.5% to the intervening variable (competence), while the remaining 77.5% is influenced by other factors not included in the study.

The results of the analysis of the influence of training (X1), motivation (X2), and work environment (X3) on performance (Y) show a coefficient of determination (R-squared) of 0.533, which is categorized as a moderate influence. This means that all independent variables (training, motivation, and work environment) as well as the intervening variable (competence) collectively contribute 53.3% to the dependent variable (performance), while the remaining 46.7% is influenced by other factors not included in the study.

Table 5. Rangkuman Uji Hipotesis

No		Hipotesis	Path Coeficient	P value	Kesimpulan
1	H1	Influence of Training on Competence	0,232	0,018	Accepted
2	H2	Influence of Motivation on Competence	0,293	0,004	Accepted
3	H3	Influence of Work Environment on Competence	0,341	<0,001	Accepted
4	H4	Influence of Training on Performance	0,380	<0,001	Accepted
5	H5	Influence of Motivation on Performance	0,198	0,037	Accepted
6	H6	Influence of Work Environment on Performance	0,202	0,034	Accepted
7	H7	Influence of Competence on Performance	0,478	<0,001	Accepted
8	H8	Influence of Training on Performance through Competence	0,111	0,083	Rejected
9	H9	Influence of Motivation on Performance through Competence	0,140	0,040	Accepted
10	H10	Influence of Work Environment on Performance through Competence	0,163	0,020	Accepted

Source : The data was processed by the researcher (2024)

Based on table 4.19, it shows that the influence of training on performance through competence is not significant. However, other hypotheses tested in this study are accepted or have a significant influence.

Conclusion and Rescommedations
Conclusion
The research findings presented in Chapter IV form the basis for the following study conclusions: Competence (Z) is positively and significantly impacted by training (X1). Competence (Z) is positively and significantly impacted by motivation (X2). Competence (Z) is positively and significantly impacted by the work environment (X3). Performance (Y) is positively and significantly impacted by training (X1). Performance (Y) is positively and significantly impacted by motivation (X2). Performance (Y) is positively and significantly impacted by the work environment (X3). Performance (Y) is positively and significantly impacted by competence (Z). Through Competence (Z), Training (X1) does not significantly

and favorably affect Performance (Y). Through competence, motivation (X2) significantly and favorably affects performance (Y).

Recommendations

Referring to the conclusion stating that motivation and work environment have a positive and significant influence on employee performance. However, training does not significantly affect performance through competence. Based on these results, Muhammadiyah University of Jember needs to provide more comprehensive training to produce good competence, which in turn contributes to good performance in achieving goals. Furthermore, the use of different research methods: Future researchers may consider using different research methods, such as qualitative methods or a combination of qualitative and quantitative methods. Expansion of sample and research area: To improve the generalization of research results, future researchers can involve more educational staff or employees. Expanding the sample can also increase the representation of a broader population. And Comprehensive variable measurement: Future researchers can enrich the measurement of the variables studied using more comprehensive and valid instruments. This approach will provide more accurate and reliable research results.

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