



THE INFLUENCE OF EDUCATION, TRAINING AND COMPETENCE ON PERFORMANCE THROUGH WORK MOTIVATION IN VILLAGE DEVICES SEBINTAN DISTRICT

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ABSTRACT

Education, training and competence of employees are needed to deal with changes that occur such as changes in technology, changes in work methods in village development. The purpose of this study was to analyze the influence of education, training and competency on performance through work motivation in Village Officials throughout Bintan Regency, totaling 324 Village Officials. The population in this study amounted to 179 Village Officials in Bintan Regency. In this study, the sampling technique used was nonprobability sampling with the technique taken, namely saturated sampling (census). The research method uses an associative method with a quantitative approach to the analysis of Partial Least Square (PLS) analysis techniques with the SmartPLS program. The results of the research variable on education have a positive and significant effect on work motivation and performance. Training has a positive and significant effect on work motivation. Training has no significant effect on performance. Competence has a positive and significant effect on work motivation, while competence has no significant effect on performance and work motivation has a positive and significant effect on performance. The indirect test of work motivation is an intervening variable between education, training and competency on performance. while competence has no significant effect on performance and work motivation has a positive and significant effect on performance. The indirect test of work motivation is an intervening variable between education, training and competency on performance. while competence has no significant effect on performance and work motivation has a positive and significant effect on performance. The indirect test of work motivation is an intervening variable between education, training and competency on performance.

Keywords: *Education, Training, Competence, Work Motivation and Performance.*

1. INTRODUCTION

Village government requires intellectual resources to be able to produce good and clean government performance. To be able to have good government performance, the village government must pay attention to the quality of human resources which are the main actors managing the village government. The achievement of good village government performance is driven by the good performance of Village Officials. The good performance of Village Officials must always be developed and balanced with technological developments so that the managed village can be competitive. Therefore, it is important to carry out development strategies such as paying attention to education, training and competence so as to create work motivation for Village Officials to work optimally and produce good device performance.

Village apparatus currently need special attention. In the presentation of the Village Apparatus Capacity Development Evaluation (PKAD) it was stated that out of 74,957 villages, approximately 24% of the villages had quite a good village government apparatus. Meanwhile, 76% of all villages in Indonesia still have Village Officials who are below average or still low. The low quality of Village Officials can be caused by several things such as the various education

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levels of Village Officials, which results in different capacities and learning characteristics of Village Officials. The following is data released by the village ministry regarding the last level of education of Village Officials:

On January 15, 2014, the Government has enacted Law No. 6 of 2014 concerning Villages, and subsequently issued 2 more Government Regulations

Namely PP No. 43 and PP No. 60 of 2014 concerning Villages and 4 Permendagri viz

Permendagri No. 111, 112, 113, 114 of 2014 as a derivative of the implementation of Law No. 06 of 2014 concerning Villages and one thing that is very crucial and prone to problems in the regions due to limited human resources.

With the Village Fund, development in every village will increase. Increased village income provided by the government to improve community service facilities in the form of meeting basic needs, strengthening village institutions and other activities needed by village communities. From figure 1.1 it can be seen that the development of villages in Bintan Regency from 2019 to 2021 has fluctuated. There are villages that can survive and remain productive but there are also villages that are still feeling the strong impact of post-Covid19. This becomes interesting if it is analyzed how village development is increasing and some are in a free fall.

The problems in this research are: First, the quality of human resources in improving village government performance, especially through the field of education. Second, increasing Human Resources through training, technical guidance and mentoring is a need for Village Officials along with changes in the paradigm of implementation in village governance, because Village Officials are appointed with a background varied education. Third, increasing human resources through their competencies in the form of knowledge and skills as well as other individual factors.

If Village Officials do not have a high level of education, it is very likely that the quality of the Village Government's performance is not good. The level of education for Village Officials in Bintan Regency is still low, this is supported by a survey in the preliminary study that the researchers conducted. The results of this survey are supported by the educational data of Village Officials in Bintan Regency as follows:

Table 1.2
Education Data of Village Officials in Bintan Regency

No	Level P education Village Equipment	Percentage
1	SENIOR	81 %
2	D3	4 %
3	S1	15 %

Source: Researchers, Year 2022

Based on the data above, it is known that the education level of Village Officials in Bintan Regency is quite low from the perspective of workload and required competencies. Only 15% of Village Officials with an undergraduate degree background and 4% of Village Officials with a D3 educational background, and 81% of Village Officials with a high school background are dominated. The workload managed by the Village Government requires adequately qualified human resources. However, the obstacle found is that the education of Village Officials is still low.

Training for Village Officials is in accordance with the mandate of Permendagri No. 83 of 2015, that newly appointed Village Officials are required to attend training. Opportunities or budget breakthroughs for technical guidance activities can come from APBN, APBD, APBDes, even from third parties. Training and technical guidance activities must continue to be carried out regularly as for civil servants or private employees so that in the future Village Officials are able to improve performance, discipline, managerial and professional abilities. This training for Village Officials needs to be held at least once a year, so that cooperation between the Village Administration and the BPD and LPMD can be established, as well as a wider understanding of



Government Regulations so that they can be implemented in the Governance system towards E-Governance. Training for employees is very important to be implemented in an organization. With training, employees will be able to work more effectively and efficiently, especially to deal with changes that occur such as changes in technology, changes in work methods, also demand changes in attitudes, behavior, skills and knowledge. Previous research by Istiqomah (2021) found training had a significant effect on employee performance.

2. PROBLEM FORMULATION

Based on the description of the problem in the previous sub, the formulation of the problem in this study is:

1. How does education influence performance
2. How does the effect of training on performance
3. How does competence affect performance
4. How does motivation influence performance
5. How does education affect work motivation
6. How does the influence of training on work motivation
7. How does competence affect work motivation
8. How does education influence performance through work motivation
9. How does the influence of training on performance through work motivation
10. How does competence affect performance through work motivation

3. RESEARCH METHOD

The research method that will be used in this study is an associative method with a quantitative approach. Before continuing the research, the researcher first used a pilot test of 30 questionnaires. The population in this study were 324 Village Officials in Bintan Regency. In this study the sampling technique used was nonprobability sampling with the technique taken using the Slovin formula. So, the number of samples in this study amounted to 179 research data. The results of the questionnaire distribution are 167 data used in the study using PLS (Partial Least Square) Analysis.

4. RESULTS AND DISCUSSION

Furthermore, the measurement of reliability will show the accuracy of the consistency of the respondents' answers in the variables used to determine whether the respondents are consistent in answering the person being studied. The tests used to assess this are composite reliability and Cronbach's alpha. The composite reliability value of 0.6 – 0.7 is considered to have good reliability and the Cronbach's alpha value must be above 0.6 (Ghozali & Latan, 2015).

Table 1. Composite Reliability and Average Variance Extracted

Variable	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
X1	0879	0.900	0.904	0.543
X2	0.920	0.926	0.932	0.557
X3	0.908	0914	0.924	0.578
Y1	0.926	0.930	0.938	0.602
Y2	0.906	0.907	0.923	0.572

Based on the internal consistency analysis data in the table above, the results show that variable X1 has a composite reliability value of $0.904 > 0.600$, then variable X1 is reliable, then

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variable X2 has a composite reliability value of $0.932 > 0.600$, variable X2 is reliable, variable X3 has a reliability value composite value of $0.924 > 0.600$, variable X3 is reliable, variable Y1 has a composite reliability value of $0.602 > 0.600$, variable Y1 is reliable, variable Y2 has a composite reliability value of $0.923 > 0.600$, variable Y2 is reliable.

The collinearity test is to prove whether the correlation between latent/construct variables is strong or not. If the VIF value is greater than 5.00, it means that there is a collinearity problem, and conversely there is no collinearity problem if the VIF value is < 5.00 (Hair, Hult, Ringle, & Sarstedt, 2014).

Table.2 Collonierity

Variable	Y1	Y2
X1	2,641	2,890
X2	3.152	3,427
X3	3.159	3,419
Y1		2,980
Y2		

Source: Data Processing (2022)

From the data above it can be described as follows:

- a. VIF for the correlation X1 with Y1 is $2.641 < 5.00$ (no collinearity problem).
- b. VIF for correlation X2 with Y1 is $3.152 < 5.00$ (no collinearity problem)
- c. VIF for the correlation X3 with Y1 Customer is $3.159 < 5.00$ (no collinearity problem)
- d. VIF for the correlation between Y1 and Y2 is $2,980 < 5.00$ (no collinearity problem)

Thus, from the data above, the structural model in this case does not contain collinearity problems.

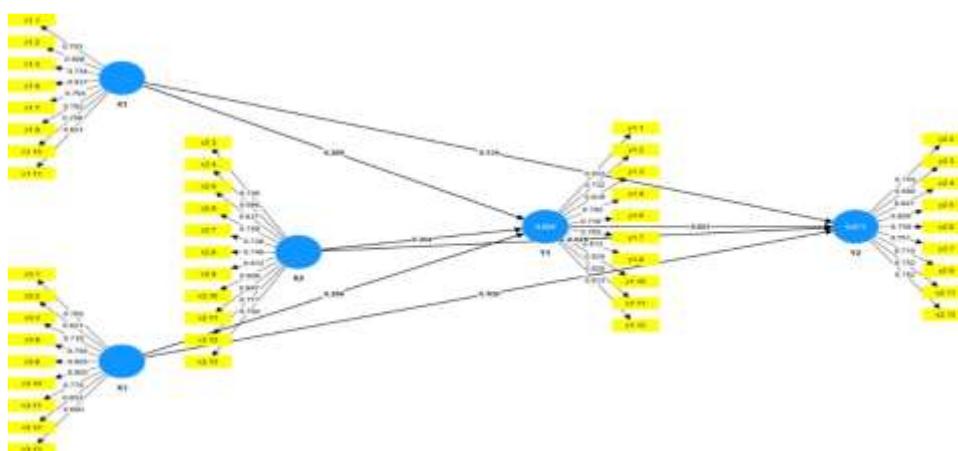


Figure 4.2 Structural Model (Inner Model)

Testing the direct effect hypothesis aims to prove the hypotheses of the effect of a variable on other variables directly (without intermediaries). If the path coefficient value is positive, it indicates that an increase in the value of one variable is followed by an increase in the value of another variable. If the path coefficient value is negative, it indicates that an increase in one variable is followed by a decrease in the value of the other variable.



If the probability value (P-Value) < Alpha (0.05) then H_0 is rejected (the influence of a variable on other variables is significant). If the probability value (P-Value) > Alpha (0.05) then H_0 is rejected (the effect of a variable on other variables is not significant)

Table 4.3 The Direct Effect Hypothesis

Variable	Sample Original (O)	Sample Average (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
x1 -> y1	0.289	0.287	0.122	2,366	0.018
x1 -> y2	0.134	0.142	0.065	2045	0.041
x2 -> y1	0.304	0.300	0.118	2,570	0.010
x2 -> y2	-0.028	-0.022	0.087	0.325	0.745
x3 -> y1	0.296	0.305	0.092	3.216	0.001
x3 -> y2	0.109	0.095	0.111	0978	0.328
y1 -> y2	0.651	0.656	0.067	9,794	0.000

Source: Data Processing (2022)

1. The direct effect of the education variable (X1) on the motivational variable (Y1) with a t statistic of 2.366 with a p value of 0.018. It can be explained that the value of the t statistic is $2.366 > t$ table 1.96 or the p value is $0.018 < 0.05$, so statistically H_0 is rejected, or H_a is accepted, meaning that the education variable (X1) has a positive and significant effect on motivation (Y1).
2. The direct effect of the education variable (X1) on the performance variable (Y2) with a t statistic of 2.045 with a p value of 0.041. It can be explained that the value of the t statistic is $2.045 > t$ table 1.96 or the p value is $0.041 < 0.05$, then statistically H_0 is rejected, or H_a is accepted, meaning that education (X1) has a positive and significant effect on performance (Y2).
3. The direct effect of the training variable (X2) on the motivational variable (Y1) with a t statistic of 2.570 with a p value of 0.010. It can be explained that the value of the t statistic is $2.570 > t$ table 1.96 or the p value is $0.010 < 0.05$, so statistically H_0 is rejected, or H_a is accepted, meaning that training (X2) has a positive and significant effect on motivation (Y1).
4. The direct effect of the training variable (X2) on the performance variable (Y2) with a t statistic of 0.325 with a p value of 0.745. It can be explained that the value of the t statistic is $0.325 < t$ table 1.96 or the p value is $0.745 > 0.05$, so statistically H_a is accepted, or H_0 is rejected, meaning that training (X2) has a positive and insignificant effect on performance (Y1).
5. The direct effect of the competency variable (X3) on the motivational variable (Y1) with a t statistic of 2.570 with a p value of 0.010. It can be explained that the value of the t statistic is $3,216 > t$ table 1.96 or the p value is $0.001 < 0.05$, so statistically H_0 is rejected, or H_a is accepted, meaning that competence (X3) has a positive and significant effect on motivation (Y1).
6. The direct effect of the competency variable (X3) on the performance variable (Y2) with a t statistic of 0.978 and a p value of 0.328. It can be explained that the value of the t statistic is $0.978 < t$ table 1.96 or the p value is $0.328 > 0.05$, so statistically H_a is accepted, or H_0 is rejected, meaning that competence (X3) has a positive and insignificant effect on performance (Y2).

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- The direct effect of the motivational variable (Y1) on the performance variable (Y2) with a t statistic of 9,794 with a p value of 0,000. It can be explained that the value of the t statistic is $9,794 > t$ table 1.96 or the p value is $0,000 < 0.05$, then statistically H_0 is rejected, or H_a is accepted, meaning that motivation (Y1) has a positive and significant effect on performance (Y2).

Testing the indirect effect hypothesis aims to prove the hypotheses of the effect of a variable on other variables indirectly (through an intermediary). If the value of the coefficient of indirect influence $>$ the coefficient of direct influence, then the intervening variable mediates the relationship between one variable and another. Conversely, if the value of the coefficient of indirect influence $<$ the coefficient of direct influence, then the intervening variable does not mediate the relationship between one variable and another.

Table 4. Indirect Effect Hypothesis

Variable	Sample Original	Average Sample	Standard Deviation	Q Statistics	P Values
x1 -> y1 -> y2	0.188	0.188	0.082	2,309	0.021
x2 -> y1 -> y2	0.198	0.196	0.079	2,492	0.013
x3 -> y1 -> y2	0.192	0.200	0.066	2,908	0.004

Source: Data Processing (2022)

Based on Table 4 the results of the indirect effect test of the latent variables analyzed can be seen as follows:

- The indirect effect of education on performance through motivation is 2,309, with a p-value of $0.021 > 0.05$, education indirectly has a positive and significant effect on performance through motivation.
- The indirect effect of training on performance through motivation is 2,492, with a p-value of $0.013 > 0.05$, training has an indirect positive and significant effect on performance through motivation.
- The indirect effect of competency on performance through motivation is 2,492, with a p-value of $0.013 > 0.05$, competence indirectly has a positive and significant effect on performance through motivation.

The coefficient of determination (R Square) aims to evaluate the accuracy of the prediction of a variable. In other words, to evaluate how the variation in the value of the dependent variable is affected by the variation in the value of the independent variable in a path model.

Table 4.5. Coefficient of Determination

Variable	R Square	Adjusted R Square
Y1	0.664	0.658
Y2	0.673	0.665

Source: Data Processing (2022)

Based on the data presented in table 4.5, it can be seen that the R-Square value for variable Y1 is 0.664. The acquisition of this value explains that the percentage is 66.4% and is influenced by other variables of 33.6% which were not examined in this study. Then for the R-Square value obtained by the Y2 variable of 0.676. The acquisition of this value explains that the percentage of 67.3% is influenced by other variables of 32.7% which are not examined in this study.



5. CONCLUSIONS AND SUGGESTIONS

5.1. CONCLUSION

The results of data analysis in the discussion and hypothesis testing, can be concluded as follows:

1. The direct effect of the Education variable on the Motivation variable has a path coefficient of 2,366 (positive) so an increase in the value of the Education variable will be followed by an increase in the Work Motivation variable. The effect of the variable Education on Performance has a P-Values of 0.018 < 0.05 , so it can be stated that the influence between Education and Performance is positive and significant.
2. The direct effect of the Education variable on the Performance variable has a path coefficient of 2.045 (positive), so an increase in the value of the Education variable will be followed by an increase in the Performance variable. The effect of the variable Education on Performance has a P-Values of 0.041 < 0.05 , so it can be stated that the influence between Education and Performance is positive and significant.
3. The direct effect of the Training variable on the Work Motivation variable has a path coefficient of 2.045 (positive), so an increase in the value of the Training variable will be followed by an increase in the Work Motivation variable. The effect of the variable Training on Work Motivation has a P-Values of 0.010 < 0.05 , so it can be stated that the influence between Training and Work Motivation is positive and significant.
4. The direct effect of the Training variable on the Performance variable has a path coefficient of 0.325 (positive), so an increase in the value of the Training variable is not followed by an increase in the Performance variable. The effect of the variable Training on Performance has a P-Values of 0.745 > 0.05 , so it can be stated that the effect between Training and Performance is positive and not significant.
5. The direct effect of the Competency variable on the Work Motivation variable has a path coefficient of 3,216 (positive), so an increase in the Competency variable value is followed by an increase in the Work Motivation variable. The influence of the Competency variable on Work Motivation has a P-Values of 0.001 < 0.05 , so it can be stated that the influence between Competence and Work Motivation is positive and significant.

5.2. SUGGESTIONS

Based on the discussion and conclusions above, the suggestions in this study are as follows:

1. To improve Education for Village Officials, support from all parties is needed, both the Central Government, Regional Government and Village Government. Support from the Central Government can be provided through the Village Fund. Every year the Central Government budget through the Ministry of Villages, Development of Disadvantaged Regions and Transmigration (Kemendes PDTT) issues a policy on Priority Use of Village Funds, and for one of the priority uses of Village Funds a certain percentage can be allocated for education improvement programs for Village Officials, as well as the Government Regions through Village Fund Allocations and Profit Sharing Funds can allocate a special budget for scholarships to improve education for Village Officials in Bintan Regency.

With the support of all these parties, the performance of Village Officials throughout Bintan Regency will be better, and Village Officials will have high work motivation, with high work motivation it will produce good performance of Village Officials and continue to increase.

2. Apart from Education, Training is also a form of support for work motivation for Village Officials. The training that has been going on so far has been good, in the future Village Officials can be provided with more renewable training reinforcement. Such as information technology training, to keep up with the times and updates. The provision of training will indirectly motivate Village Officials and implement the training they receive at work.

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However, it should be noted that the training provided is evenly distributed to Village Apparatuses and that there is conformity with the positions held by Village Apparatuses.

3. Performance Training. So far, training for Village Officials has been carried out well, but it is essential that the need for training for Village Officials is very high. What happened in the field of training that was attended was mostly not in accordance with the needs for village development. So that village performance does not increase every year, even from village performance data it fluctuates. Ideally each village should make a mapping of the required training, there are so many programs and activities in the village that require technical training so that Village Officials can better understand their duties, such as training in community empowerment, village wealth management, village government administration, village institutions and others. The training carried out should not just be a routine activity for budget absorption,
4. From the results of the study, it was found that competence has an influence on work motivation, so that if the Village Government wants to increase the work motivation of Village Officials, it can be done by providing training that can improve work competence so that they can work more skillfully so that Village Officials can complete work more quickly and can reduce the intensity of making mistakes when working.
5. Competence is one of the variables that can improve performance, what the Village Government is currently doing is correct by recruiting Village Officials through measurable and accountable selection. But it must be completely clean of nepotism, including recruiting Village Officials in accordance with the job requirements needed by the Village. This competence can be used as one of the requirements in recruiting Village Officials who are carried out by the Selection Committee, apart from education level. Village apparatus to be recruited can be subjected to a competency test, to what extent the knowledge and skills they have in understanding the administration of Village Government,

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