

KRONOLOGI KORESPONDENSI JURNAL

THE IMPACT OF MOTIVATION, COMPETENCE, AND TRAINING THROUGH JOB SATISFACTION ON EMPLOYEE PERFORMANCE OF THE AGRICULTURE OFFICE EAST LUWU

Salju

No	Tanggal	Aktivitas Korespondensi
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Pengaruh Motivasi, Kompetensi, dan Pelatihan Melalui Keuasan Kerja Terhadap Kinerja Pegawai Dinas Pertanian Luwu Timur

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ABSTRAK

Penelitian ini bertujuan untuk mengevaluasi dampak motivasi, kepemimpinan, kompetensi, dan pelatihan terhadap tingkat kepuasan kerja, serta memeriksa bagaimana kepuasan kerja mempengaruhi kinerja. Responden yang terlibat dalam penelitian ini adalah 113 pegawai. Pengambilan sampel dilakukan dengan menggunakan teknik sensus. Data primer yang dibutuhkan dikumpulkan melalui kuesioner yang menggunakan skala Likert dan skala numerik. Sementara itu, data sekunder diperoleh dari Laporan Tahunan dan Laporan Akuntabilitas Kinerja Instansi Pemerintah (LAKIP) Dinas Pertanian (DISTAN) Luwu Timur. Analisis dilakukan menggunakan teknik analisis deskriptif dan metode Structural Equation Modelling (SEM) dengan menggunakan Partial Least Square (PLS). Hasil penelitian menunjukkan bahwa kinerja pegawai dalam komunikasi vertikal dipengaruhi secara langsung dan tidak langsung oleh motivasi, kepemimpinan, dan kompetensi. Sementara itu, pelatihan mempengaruhi kinerja secara tidak langsung melalui kepuasan kerja. Dalam hal kinerja pegawai dalam komunikasi horizontal, kepemimpinan, kompetensi, dan pelatihan memiliki pengaruh langsung dan tidak langsung. Motivasi juga memiliki pengaruh langsung terhadap kinerja. Kepuasan kerja berfungsi sebagai mediator antara motivasi, kepemimpinan, kompetensi, dan pelatihan dengan kinerja. Untuk meningkatkan kinerja melalui kepuasan kerja dalam komunikasi horizontal, strategi utama yang dapat dilakukan adalah meningkatkan kompetensi pegawai melalui pendidikan dan pelatihan yang relevan dengan tugas dan jabatan.

Kata Kunci: *Kinerja, Kepuasan Kerja, Motivasi, Kepemimpinan, Kompetensi, Pelatihan*

ABSTRACT

The objective of this research is to examine the impact of motivation, leadership, competency, and training on job satisfaction, as well as the influence of job satisfaction on performance. A total of 113 employees participated as respondents in this study. The sampling technique employed was the census method. Primary data for the research were collected through a questionnaire utilizing both Likert and numeric scales. Meanwhile, secondary data were obtained from the annual reports and Performance Accountability Reports for Government Agencies (LAKIP) of DISTAN East Luwu. Descriptive analysis techniques and the Partial Least Square (PLS) method within the Structural Equation Modeling (SEM) framework were employed for data analysis. The findings reveal that the performance of employees engaged in vertical communication is directly and indirectly influenced by motivation, leadership, and competency. Additionally, training indirectly affects performance through its impact on job satisfaction. Regarding employee performance within horizontal communication, leadership, competency, and training have both direct and indirect effects, while motivation directly influences performance. Job satisfaction acts as a mediating variable for the influence of motivation, leadership, competency, and training on performance. To enhance performance through job satisfaction in horizontal communication, the primary strategy involves enhancing employee competency through education and training (Training) tailored to their roles and positions.

Keywords: *Performance, Job Satisfaction, Motivation, Leadership, Competence, Training*

Commented [rv1]: Translate naskah dalam bahasa inggris

Commented [rv2]: Abstrak berisi tujuan, metode, hasil, dan implikasi. Hasil penelitian didetailkan

PENDAHULUAN

Pegawai dan organisasi memiliki keterkaitan yang sangat penting dan sulit dipisahkan. Kehadiran keduanya memiliki peran yang vital dalam berbagai jenis organisasi, termasuk pemerintahan dan sektor swasta. Setiap organisasi berusaha secara berkelanjutan untuk meningkatkan kualitas dan kinerja pegawainya melalui program-program pengembangan yang terstruktur.

Kinerja pegawai merupakan aspek yang kompleks dan tidak dapat dipisahkan dari kesuksesan perusahaan. Faktanya, kinerja pegawai memiliki peran krusial dalam menentukan kemajuan suatu organisasi. Dalam hal ini, perusahaan dapat memberikan dukungan melalui motivasi kerja, arahan yang diberikan oleh pemimpin, peningkatan kompetensi dan pengembangan pegawai, serta pelatihan yang diberikan. Tindakan-tindakan ini akan mempermudah pencapaian tujuan organisasi dan secara langsung meningkatkan kepuasan pegawai, yang pada akhirnya akan berdampak positif pada kinerja mereka.

Menguatkan motivasi kerja pegawai dapat menjadi kunci untuk meningkatkan kinerja mereka. Ketika pegawai memiliki motivasi kerja yang tinggi, hal tersebut akan secara positif mempengaruhi tingkat kinerja mereka. Sebaliknya, jika motivasi kerja pegawai rendah, hal tersebut dapat berdampak negatif pada kinerja mereka. Dalam konteks ini, terdapat hubungan langsung antara motivasi kerja dan kinerja pegawai. Semakin tinggi motivasi kerja, semakin tinggi pula kinerja yang dapat dicapai. Sebaliknya, jika motivasi kerja rendah, kinerja pegawai cenderung menurun.

Dalam menjalankan tugasnya, pegawai perlu memiliki kompetensi yang mencakup keterampilan, pengetahuan, dan sikap kerja yang relevan. Kompetensi ini sangat penting dalam pengelolaan sumber daya manusia. Namun, hanya memiliki kompetensi dan kemampuan saja tidak cukup untuk meningkatkan kinerja pegawai. Penting juga untuk menempatkan pegawai sesuai dengan kompetensi dan kemampuan yang mereka miliki. Sayangnya, dalam beberapa kasus, penempatan pegawai tidak selalu didasarkan pada latar belakang pendidikan mereka. Akibatnya, kompetensi pegawai dalam menyelesaikan tugas dan peran mereka mungkin tidak sepenuhnya sesuai dengan latar belakang keilmuan yang dimiliki. Oleh karena itu, pelatihan tetap diperlukan guna mengisi kesenjangan antara kompetensi yang dimiliki dan tuntutan pekerjaan yang dihadapi. Pelatihan dapat membantu pegawai mengembangkan keterampilan yang kurang, meningkatkan pengetahuan, dan menyesuaikan diri dengan tugas dan peran yang diemban.

Pelatihan merupakan suatu proses yang bertujuan untuk mengajar pegawai tentang pengetahuan, keterampilan, dan sikap yang diperlukan agar mereka menjadi lebih terampil dan mampu menjalankan tanggung jawab dengan baik dalam upaya meningkatkan kinerja mereka. Dengan melalui pelatihan, kinerja pegawai akan meningkat sehingga dapat mendukung keberhasilan mereka.

Kepuasan kerja, motivasi, kompetensi, dan pelatihan merupakan faktor yang mempengaruhi persepsi individu terhadap pekerjaan serta sikap yang bernilai positif terhadap kelangsungan organisasi. Oleh karena itu, sangatlah wajar bagi setiap pimpinan untuk mengambil langkah dan melakukan upaya yang diperlukan guna meningkatkan kepuasan kerja karyawan.

TINJAUAN PUSTAKA DAN PENGEMBANGAN HIPOTESIS

Kinerja

Menurut (Moehariono, 2014) kinerja merujuk pada evaluasi atas pelaksanaan program, kegiatan, atau kebijakan dalam usaha mencapai tujuan, visi, dan misi organisasi yang dinyatakan dalam rencana strategis.

Sementara itu, (Ma & Ye, 2015) menyebutkan terdapat enam kriteria yang digunakan untuk mengevaluasi kinerja karyawan, termasuk: (1) *Quality*, yang merujuk pada sejauh mana proses atau

penyesuaian dilakukan secara ideal dalam melakukan tugas atau memenuhi harapan yang ditetapkan. (2) *Quantity*, yang mengacu pada jumlah hasil yang dihasilkan, baik dalam bentuk nilai mata uang, unit, atau siklus kegiatan yang diselesaikan. (3) *Timeliness*, yang menggambarkan sejauh mana tugas diselesaikan lebih cepat dari waktu yang ditentukan, serta pengoptimalan waktu untuk tugas-tugas lain. (4) *Cost effectiveness*, yang mencerminkan sejauh mana sumber daya perusahaan seperti tenaga kerja, keuangan, dan teknologi dimanfaatkan secara maksimal untuk mencapai hasil yang optimal atau mengurangi kerugian per unit. (5) *Need for supervision*, yang mengindikasikan sejauh mana seorang karyawan dapat melaksanakan tugasnya tanpa membutuhkan bimbingan atau supervisi dari atasan. (6) *Interpersonal impact*, yang menggambarkan sejauh mana seorang karyawan memiliki rasa percaya diri, motivasi yang baik, dan kemampuan untuk bekerja sama dengan rekan kerja.

Kepuasan Kerja

Menurut (Hasibuan, 2014), kepuasan kerja sebagai sikap emosional yang menyenangkan dan mencintai pekerjaannya. Menurut (Anwar, 2008) yang mendefinisikan Kepuasan kerja adalah tingkat positivities atau negativities yang dirasakan oleh individu terhadap berbagai faktor atau aspek tugas-tugas yang dilakukan dalam pekerjaannya. Kepuasan kerja dapat dipengaruhi oleh berbagai faktor, seperti tingkat gaji, interaksi dengan atasan dan rekan kerja, lingkungan kerja, dan peraturan-peraturan yang ada.

Indikator-indikator kepuasan kerja menurut (Hambali & Idris, 2020) antara lain: (i) kerja yang menantang secara mental; (ii) penghargaan yang sesuai; (iii) kondisi kerja yang mendukung; dan (iv) rekan kerja yang mendukung.

Motivasi

Menurut (Siagian, 2019), faktor yang mendorong seorang anggota organisasi untuk dengan sukarela menggunakan keterampilan dan waktu mereka untuk menjalankan tugas dan tanggung jawab mereka, dengan tujuan mencapai sasaran dan tujuan organisasi yang telah ditetapkan sebelumnya.

Lebih lanjut (Susilo Martoyo, 1992) mengatakan indikator motivasi adalah sebagai berikut: (i) Daya pendorong adalah insting yang mendorong seseorang ke arah umum yang kuat. (ii) Kemauan adalah dorongan untuk melakukan sesuatu karena terpengaruh oleh faktor eksternal. (iii) Kerelaan adalah bentuk persetujuan terhadap permintaan orang lain untuk melaksanakan permintaan tertentu tanpa merasa terpaksa. (iv) Membentuk keahlian adalah proses menciptakan atau mengubah keterampilan seseorang dalam suatu disiplin tertentu. (v) Membentuk keterampilan adalah kemampuan untuk melakukan pola perilaku yang kompleks dan terorganisir dengan baik sesuai dengan situasi untuk mencapai hasil tertentu. (vi) Tanggung jawab adalah kewajiban untuk melakukan sesuatu atau berperilaku sesuai dengan aturan yang ditetapkan. (vii) Kewajiban adalah sesuatu yang harus dilakukan. (viii) Tujuan adalah pernyataan tentang keadaan yang diinginkan di mana organisasi atau perusahaan bermaksud untuk mencapainya.

Kepemimpinan

Kepemimpinan menurut (Colquitt. et al., 2013) didefinisikan sebagai penggunaan kekuasaan dan pengaruh untuk membimbing pengikut dalam mencapai tujuan.

Indikator kepemimpinan menurut (Burhanuddin, 2022) yaitu: (i) Untuk berhasil dalam kepemimpinan, seseorang harus menghadapi situasi dengan teliti, fokus, dan mantap sebagai prasyarat dari kemampuan analitis. (ii) Seorang pemimpin harus memiliki keterampilan berkomunikasi yang baik dalam memberikan perintah, petunjuk, pedoman, dan nasihat, dengan menguasai teknik-teknik berkomunikasi. (iii) Dalam organisasi, semakin tinggi kedudukan seseorang, semakin besar keberanian yang diperlukan bagi seorang pemimpin dalam menjalankan tugas utamanya yang dipercayakan padanya. (iv) Setiap pemimpin perlu memiliki kemampuan

mendengar dan kemauan untuk mendengar pendapat atau saran dari orang lain, terutama bawahan-bawahannya. (v) Ketegasan dalam menghadapi bawahan dan menghadapi ketidakpastian sangat penting bagi seorang pemimpin.

Kompetensi

Kompetensi merujuk pada sifat-sifat atau kualitas (kombinasi dari beberapa kualitas) yang bisa diukur dengan akurat dan relatif stabil yang dimiliki oleh individu, tim, atau organisasi. Kompetensi ini berdampak dan secara statistik dapat diprediksi sebagai indikator tingkat kinerja.

Menurut (Spencer, 1993) terdapat 5 karakteristik kompetensi yaitu: (i) *motives* (motif) artinya seseorang secara konsisten berpikir sehingga ia melakukan tindakan; (ii) *traits* (*ciri*/karakteristik pribadi) merupakan watak yang membuat orang berperilaku atau merespon sesuatu dengan cara tertentu; (iii) *self concept* (*konsep diri*) merupakan sikap dan nilai-nilai yang dimiliki seseorang dan diyakininya; (iv) *knowledge* (pengetahuan) merupakan informasi yang dimiliki seseorang dalam bidang tertentu; dan (v) *skills* (keahlian/keterampilan) merupakan kemampuan untuk melaksanakan suatu tugas tertentu baik secara fisik maupun mental.

Pelatihan

Pelatihan adalah suatu metode yang terencana dan terstruktur untuk meningkatkan pengetahuan, keterampilan, dan sikap individu, tim, serta organisasi guna memenuhi kebutuhan dan harapan dalam hal kinerja. Tujuan dari pelatihan ini adalah untuk mengembangkan kompetensi yang diperlukan agar individu dan perusahaan dapat mencapai tingkat kinerja yang optimal (Aguinis & Kraiger, 2009).

Menurut (Ragawanti et al., 2014) kegiatan pelatihan memiliki beberapa tujuan yaitu: (i) Untuk memenuhi kebutuhan pekerjaan saat ini, diperlukan pelatihan guna mendapatkan pengalaman dan pengetahuan yang diperlukan untuk menyelesaikan tugas-tugas yang diemban. (ii) Agar memenuhi tuntutan dari jabatan lain, pelatihan diperlukan untuk memberikan pengalaman dan pengetahuan yang melampaui kemampuan seseorang, baik dalam bidang yang sudah dikuasai maupun di luar bidang tersebut. (iii) Untuk menanggapi tuntutan perubahan, pelatihan diperlukan untuk memberikan pengalaman dan pengetahuan yang melampaui kemampuan seseorang, baik dalam bidang yang sudah dikuasai maupun di luar bidang tersebut. (iv) Untuk menyesuaikan diri dengan perubahan metode kerja dan mencapai hasil kerja yang optimal, pelatihan dilakukan dengan tujuan meningkatkan kemampuan seorang pegawai dalam beradaptasi dengan perubahan tersebut.

Komunikasi Internal

Komunikasi internal adalah suatu bentuk komunikasi yang difokuskan oleh perusahaan untuk mengembangkan dan merawat hubungan dengan para pihak internal, dengan tujuan menciptakan ikatan emosional melalui dedikasi dan partisipasi yang bermanfaat dalam mencapai kesuksesan perusahaan (Welch & Jackson, 2007). Menurut (Yates, 2005) semakin efisien dan cepat komunikasi yang dilakukan, maka hubungan kerja yang baik akan terbentuk dengan lebih cepat pula. Kolaborasi yang baik antara anggota tim di dalam suatu organisasi akan membantu meningkatkan performa organisasi atau perusahaan menuju arah yang positif.

Hubungan Kepuasan Kerja, Motivasi, Kepemimpinan dan Kompetensi dengan Kinerja

Menurut (Colquitt. et al., 2013) dengan model integratif perilaku organisasi berpendapat bahwa kinerja dipengaruhi oleh tingkat kepuasan kerja, di mana karyawan yang merasa puas cenderung memberikan perhatian lebih kepada organisasi dan mengalami peningkatan dalam prestasi dan produktivitas mereka. Menurut (Khan et al., 2012), karyawan yang merasa puas dengan pekerjaannya memiliki potensi besar untuk berbagi hal-hal positif tentang organisasi, memberikan

bantuan kepada rekan kerja, dan melampaui ekspektasi dalam menjalankan tugas mereka (Babalola, 2016) menyatakan jika pimpinan mampu mengimplementasikan kepemimpinan yang sesuai, maka karyawan akan merasa puas, yang pada gilirannya akan meningkatkan kinerjanya. Lebih lanjut (Colquitt. et al., 2013) dengan model integratif perilaku organisasi menjelaskan bahwa kinerja dipengaruhi oleh mekanisme individu yang terdiri dari kepuasan kerja, stres, motivasi, kejujuran, keadilan, dan etika.

Hubungan Pelatihan dengan Kinerja

Menurut (Sharma & Taneja, 2018) menyatakan bahwa tanpa pelatihan yang sesuai, karyawan tidak dapat mengoptimalkan potensi mereka dalam menerima informasi dan mengembangkan keterampilan yang diperlukan untuk menyelesaikan tugas dengan maksimal. Hal ini sejalan dengan penelitian (Abozed, *et al.* 2009) menyatakan meningkatkan keterampilan karyawan melalui program pelatihan menjadi prioritas utama bagi organisasi guna mencapai tujuan perusahaan.

Hipotesis

Dari literatur yang telah dipelajari secara mendalam, maka pengemngangan hipotesis sebagai berikut:

- H1. motivasi, kepemimpinan, kompetensi dan pelatihan secara vertikal memengaruhi kepuasan kerja
- H2. motivasi, kepemimpinan, kompetensi, pelatihan dan kepuasan kerja secara vertikal memengaruhi kinerja
- H3. motivasi, kepemimpinan, kompetensi dan pelatihan secara horisontal memengaruhi kepuasan kerja
- H4. motivasi, kepemimpinan, kompetensi, pelatihan dan kepuasan kerja secara horisontal memengaruhi kinerja

METODOLOGI PENELITIAN

Kinerja terbaik DISTAN Kabupaten Luwu Timur sangat ditentukan oleh kinerja pegawai. Strategi dalam meningkatkan kinerja pegawai merupakan bagian dari pengembangan SDM, peningkatan kinerja pegawai dapat dilakukan dengan menganalisis faktor-faktor yang memengaruhi kinerja pegawai. Berdasarkan analisis permasalahan di DISTAN Kab. Luwu Timur terdapat beberapa masalah: pegawai terlambat masuk kerja, penempatan pegawai tidak sesuai dengan pendidikan, ketidaksesuaian jabatan dengan pelatihan yang diikuti, dan nilai IKPD belum mencapai hasil yang maksimal. Maka dari permasalahan tersebut peneliti melakukan identifikasi variabel motivasi, kepemimpinan, kompetensi dan pelatihan sebagai variabel eksogen yang memengaruhi kinerja sebagai endogen. Data akan dikumpulkan melalui distribusi kuesioner yang dirancang menggunakan format skala *Likert* dan *Numerik*, kemudian dianalisis menggunakan SEM PLS sehingga akan menghasilkan rekomendasi bagi *stakeholder*. Populasi dalam penelitian ini meliputi semua pegawai yang bekerja di DISTAN Kabupaten Luwu Timur yang berstatus Pegawai Sipil Negara dan berjumlah 113 (seratus tiga belas) orang. Responden dalam penelitian ini dibagi menjadi 2 berdasarkan komunikasi internal: 1. Komunikasi vertikal sebanyak 67 orang (struktural dengan fungsional umum), 2. Komunikasi horizontal sebanyak 46 orang (fungsional tertentu).

Data yang digunakan terdiri dari dua jenis, yaitu data primer yang diperoleh melalui wawancara dengan menggunakan kuesioner yang menggunakan skala *Likert* dan skala *Numerik* untuk mengukur respons dari responden, serta data sekunder yang diperoleh melalui Laporan Tahunan DISTAN Kabupaten Luwu Timur, Laporan Akuntabilitas Kinerja Instansi Pemerintah (LAKIP), Peraturan perundang-undangan yang berkaitan dengan manajemen PNS, data sistem informasi kepegawaian (simpeg) dan data presensi pegawai.

HASIL PENELITIAN DAN DISKUSI

Analisis Deskriptif Responden

Deskripsi karakteristik responden diperoleh melalui kuesioner yang disebarakan kepada PNS DISTAN Kabupaten Luwu Timur. Karakteristik responden diamati dari segi usia, jenis kelamin, pendidikan terakhir, dan unit kerja. Selanjutnya, dilakukan analisis mengenai komunikasi internal sebagai variabel moderator. Komunikasi responden dibagi menjadi dua kategori, yaitu komunikasi vertikal yang melibatkan jabatan struktural, fungsional umum, atau staf, dan komunikasi horizontal.

Tabulasi Silang Antar Usia dengan Pendidikan

Hasil tabulasi silang dengan uji *chi-square* antara usia dengan pendidikan diperoleh nilai *chi-square* $0.000 < 0.05$, hal ini membuktikan bahwa usia mempengaruhi pendidikan. Responden pada usia 21-30 tahun paling banyak berpendidikan SLTA dan D3 yaitu sebanyak 2 orang, responden pada usia 31-40 tahun paling banyak berpendidikan S1 yaitu 26 orang, sedangkan pada usia 41-50 tahun responden paling banyak berpendidikan S2 yaitu 12 orang, dan responden pada usia >51 tahun paling banyak berpendidikan SLTA dan S2 yaitu sebanyak 14 dan 9 orang. Kondisi ini menggambarkan bahwa SDM DISTAN Kabupaten Luwu Timur yang berusia produktif sebagian besar berpendidikan S1, sehingga apabila SDM dikelola dengan baik akan menghasilkan kinerja baik.

Tabulasi Silang Antar Jenis Kelamin dengan Jenjang Jabatan

Pada tabulasi silang antar jenis kelamin dengan jenjang jabatan diperoleh nilai *chi-square* $0.602 > 0.05$, yang artinya bahwa jenis kelamin tidak memengaruhi jenjang jabatan pada responden. Hal ini berarti bahwa kesempatan untuk naik jabatan bagi pegawai atau responden tidak dipengaruhi oleh jenis kelamin. Ini berarti baik laki-laki maupun perempuan memiliki kesempatan yang sama untuk mendapatkan promosi ke jabatan yang lebih tinggi.

Tabulasi Silang Antar Jenis Kelamin dengan Pendidikan

Hasil tabulasi silang dengan uji *chi-square* antara jenis kelamin dengan pendidikan diperoleh nilai *chi-square* $0.708 > 0.05$, hal ini membuktikan bahwa jenis kelamin tidak mempengaruhi pendidikan. Faktor ini disebabkan oleh kesetaraan peluang dalam memperoleh pendidikan tinggi antara pegawai laki-laki dan perempuan. Keduanya diberikan kesempatan yang sama untuk mengejar pendidikan tinggi.

Tabulasi Silang Antar Pendidikan dengan Jabatan

Hasil tabulasi silang dengan uji *chi-square* antara pendidikan dengan jabatan diperoleh nilai *chi-square* $0.000 < 0.05$, hal ini membuktikan bahwa pendidikan mempengaruhi jabatan. Responden berpendidikan S2 paling banyak menduduki jabatan fungsional tertentu dan struktural yaitu sebanyak 20 dan 3 orang, responden berpendidikan S1 paling banyak menduduki jabatan fungsional tertentu widyaiswara dan penyuluh sebanyak 22 orang. Responden berpendidikan SLTA paling banyak menduduki jabatan pengadministrasi umum yaitu sebanyak 30 orang. Responden berpendidikan SMP dan SD paling banyak menduduki jabatan teknis satpam dan teknisi yaitu sebanyak 6 dan 7. Fenomena ini disebabkan oleh adanya hubungan positif antara tingkat pendidikan seseorang dan peluang untuk menduduki posisi yang lebih tinggi. Dengan semakin tinggi tingkat pendidikan, peluang untuk mencapai jabatan yang lebih tinggi juga meningkat.

Hasil Analisis Faktor-faktor yang Mempengaruhi Kinerja

Uji Validitas dan Reliabilitas

Uji reliabilitas dilakukan dengan membandingkan hasil perhitungan koefisien butir (r_{α}) dengan hasil perhitungan (r_{tabel}) dari 113 sampel dengan teknik korelasi *Croanbach's Alpha*. Apabila (r_{α})

$> (r_{\text{tabel}})$, yaitu > 0.60 maka butir instrumen tersebut valid. Nilai *Croanbach's Alpha* (r_{alpha}) untuk masing-masing variabel berdasarkan uji reliabilitas pada penelitian ini semuanya $>$ dari $0,60$ sehingga kuesioner dianggap reliabel.

Hasil SEM-PLS

Uji *Measurement (outer) Model*

Berdasarkan uji *Outer Model*, output yang dihasilkan terlihat bahwa semua indikator telah memenuhi validitas konvergen (reliabilitas), di mana semua faktor pemuatan (loading factor) memiliki nilai lebih dari $0,50$.

Uji Validitas Konstruk

Uji validitas konstruk dilakukan dengan melihat nilai Average Variance Extracted (AVE). Konstruk dikatakan valid/baik apabila AVE dari masing-masing konstruk nilainya > 0.50 . Hasil uji yang dilakukan menunjukkan bahwa nilai AVE dari masing-masing konstruk memiliki nilai > 0.05 , hal ini menunjukkan bahwa konstruk dapat dikatakan valid dan baik. Hasil pengujian hipotesis selanjutnya mengindikasikan bahwa variabel-variabel yang signifikan berpengaruh terhadap kepuasan kerja dan kinerja pegawai, baik melalui komunikasi vertikal maupun komunikasi horizontal.

Uji Realibilitas Konstruk

Uji reliabilitas konstruk dapat dilakukan dengan dua kriteria pengukuran, yaitu *composite reliability* dan *croanbach alpha* dari blok indikator yang mengukur konstruk. Konstruk dinyatakan *reliable* jika nilai *composite reliability* maupun *croanbach alpha* di atas 0.70 . Hasil output pengujian *composite reliability* dan *croanbach alpha* untuk masing-masing konstruk semuanya di atas 0.70 . Hal ini dapat disimpulkan bahwa konstruk tersebut memiliki reliabilitas yang baik.

Uji Model Struktural (*Inner Model*)

Pengujian terhadap model struktural dilakukan dengan melihat nilai R-Square yang merupakan uji *goodness-fit model*. Tahap ini bertujuan untuk menganalisis tingkat estimasi antar variabel bebas (Motivasi, Kepemimpinan, Kompetensi, dan Pelatihan) dengan variabel intervening Kepuasan Kerja terhadap variabel terikat (Kinerja). Hasil analisis atas faktor-faktor untuk kedua kategori komunikasi sebagai berikut:

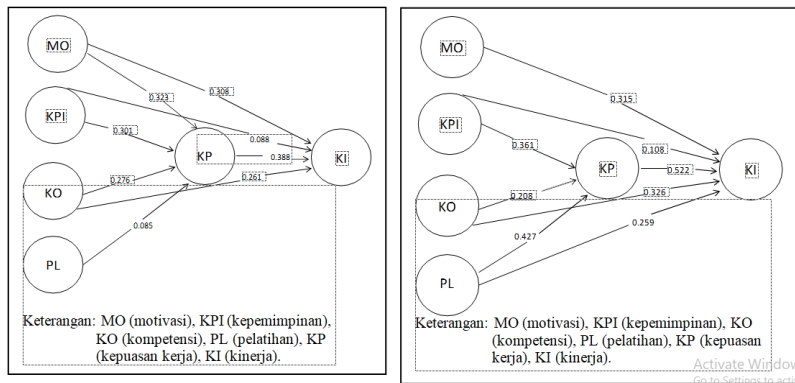
1. Komunikasi Vertikal
 - a. Motivasi, kepemimpinan, Kompetensi dan Pelatihan memengaruhi kepuasan kerja dengan nilai R- *Square* sebesar 0.761 , hal ini berarti variabilitas konstruk kepuasan kerja dapat dijelaskan oleh variabilitas konstruk motivasi, kepemimpinan, kompetensi dan pelatihan sebesar 76.1% sedangkan 23.9% dijelaskan oleh variabel atau faktor lain diluar yang diteliti.
 - b. Motivasi, kepemimpinan, kompetensi, pelatihan dan kepuasan kerja memengaruhi kinerja dengan nilai R-*Square* sebesar 0.939 , hal ini berarti variabilitas konstruk kinerja dapat dijelaskan oleh variabilitas konstruk motivasi, kepemimpinan, kompetensi, pelatihan dan kepuasan kerja sebesar 93.9% sedangkan 6.1% dijelaskan oleh variabel lain di luar yang diteliti.
2. Komunikasi Horizontal
 - a. Motivasi, kepemimpinan, kompetensi dan pelatihan memengaruhi kepuasan kerja dengan nilai R-*Square* sebesar 0.822 , hal ini berarti variabilitas konstruk kepuasan kerja dapat dapat dijelaskan oleh variabilitas konstruk Motivasi, kepemimpinan, kompetensi dan Pelatihan sebesar 82.2% sedangkan 17.8% dijelaskan oleh variabel atau faktor lain di luar yang diteliti.

b. Motivasi, kepemimpinan, kompetensi, pelatihan dan kepuasan kerja memengaruhi kinerja dengan nilai *R-square* sebesar 0.895, hal ini berarti variabilitas konstruk kinerja dapat dijelaskan oleh variabilitas dari konstruk motivasi, kepemimpinan, kompetensi, pelatihan, dan kepuasan kerja, dengan adanya variabel moderator komunikasi internal, menjelaskan sebesar 89,5% dari total variabilitas yang diamati. Sementara itu, sisanya sebesar 10,5% dijelaskan oleh faktor atau variabel lain yang tidak termasuk dalam penelitian ini.

Hasil Analisis SEM-PLS

Hasil pengujian hipotesis menunjukkan variabel yang signifikan memengaruhi kepuasan kerja dan kinerja pada pegawai dengan komunikasi vertikal dan horizontal yang terlihat dalam Gambar 1 dan Gambar 2.

Commented [rv3]: pindahkan semua gambar/tabel ke posisi setelah daftar pustaka, sesuai template JIMEA....



Gambar 1. Analisis SEM PLS

Berdasarkan visualisasi, dilakukan pengujian lanjutan terkait pengaruh tidak langsung (*indirect effect*) dan pengaruh total (*total effect*) dari variabel motivasi, kepemimpinan, kompetensi, dan pelatihan terhadap kinerja, dengan kepuasan kerja sebagai variabel mediator.

Hasil uji pengaruh tidak langsung dan pengaruh total pada pegawai dengan komunikasi vertikal menunjukkan hal-hal berikut:

1. Terdapat efek mediasi kepuasan kerja dalam pengaruh motivasi terhadap kinerja. Ini menunjukkan bahwa ketika pegawai memiliki motivasi yang tinggi, hal tersebut berkontribusi pada terciptanya kepuasan kerja, yang pada gilirannya meningkatkan kinerja pegawai.
2. Terdapat efek mediasi kepuasan kerja dalam pengaruh kepemimpinan terhadap kinerja. Ini menandakan bahwa penting bagi pimpinan untuk menerapkan kepemimpinan yang tepat, karena hal tersebut akan menciptakan kepuasan kerja di antara pegawai dan berdampak positif pada kinerja mereka.
3. Terdapat efek mediasi kepuasan kerja dalam pengaruh kompetensi terhadap kinerja. Ini menunjukkan bahwa semakin tinggi kompetensi pegawai, semakin tinggi pula tingkat kepuasan kerja mereka, yang pada akhirnya mempengaruhi peningkatan kinerja.
4. Terdapat efek mediasi kepuasan kerja dalam pengaruh pelatihan terhadap kinerja. Manfaat yang diperoleh dari pelatihan bagi kepuasan kerja pegawai memiliki dampak positif pada peningkatan kinerja mereka.

Hasil pengaruh langsung, tidak langsung, dan pengaruh total pada komunikasi horizontal menunjukkan hal-hal berikut:

1. Terdapat efek mediasi kepuasan kerja dalam pengaruh kepemimpinan terhadap kinerja. Ini menandakan bahwa penting bagi pimpinan untuk menerapkan kepemimpinan yang tepat, karena hal tersebut akan menciptakan kepuasan kerja di antara pegawai dan berdampak positif pada kinerja mereka.
2. Terdapat efek mediasi kepuasan kerja dalam pengaruh kompetensi terhadap kinerja. Ini membuktikan bahwa semakin tinggi kompetensi pegawai, semakin tinggi pula tingkat kepuasan kerja mereka, yang pada akhirnya berdampak pada peningkatan kinerja.
3. Terdapat efek mediasi kepuasan kerja dalam pengaruh pelatihan terhadap kinerja. Manfaat yang diperoleh dari pelatihan bagi kepuasan kerja pegawai memiliki dampak positif pada peningkatan kinerja mereka.

Berdasarkan hasil SEM-PLS diketahui bahwa pada pegawai dengan komunikasi vertikal pengaruh total terbesar ditunjukkan oleh pengaruh motivasi terhadap kinerja dengan nilai 0.433. sedangkan pada pegawai dengan komunikasi horizontal pengaruh total terbesar ditunjukkan oleh pengaruh kompetensi terhadap kinerja nilai koefisien pengaruh 0.435.

Pada pegawai dengan komunikasi vertikal, pengaruh total terbesar terlihat pada pengaruh motivasi terhadap kinerja, dengan koefisien sebesar 0.433. Oleh karena itu, strategi prioritas yang dapat dilakukan adalah meningkatkan motivasi pegawai melalui beberapa langkah, seperti: (1) Menerapkan pembagian kompensasi yang adil berdasarkan kinerja dan keterampilan pegawai. (2) Memberikan peluang bagi pegawai untuk memajukan karir mereka. (3) Membangun hubungan yang harmonis di antara seluruh pegawai. Selain itu, penting untuk menghindari memberikan kompensasi dengan pertimbangan subyektif dan diskriminatif. Selain itu, diberikan kesempatan kepada pegawai yang berprestasi untuk promosi atau penugasan pekerjaan yang lebih baik.

Pegawai dengan komunikasi horizontal pengaruh total terbesar ditunjukkan oleh pengaruh kompetensi terhadap kinerja nilai koefisien pengaruh 0.435 sehingga strategi prioritas yang dapat dilakukan adalah dengan meningkatkan kompetensi pegawai yang dilakukan melalui pendidikan dan pelatihan (Diklat) sesuai dengan tugas dan jabatan, mengikuti bimbingan teknis, workshop, sosialisasi dan seminar. Hal ini senada dengan penelitian (Satriya et al., 2013) yang menunjukkan bahwa pengembangan SDM dilakukan melalui magang, bimbingan, rotasi pekerjaan, pendidikan dan pelatihan (Diklat) dan melanjutkan pendidikan formal.

Commented [rv4]: tambahkan analisis

KESIMPULAN

Dari hasil analisis data, terdapat perbedaan faktor-faktor yang memengaruhi kinerja pada pegawai dengan komunikasi vertikal dan horizontal. Berdasarkan hal ini, beberapa kesimpulan dapat ditarik: (1) Pada pegawai dengan komunikasi vertikal, faktor motivasi, kepemimpinan, dan kompetensi berpengaruh signifikan terhadap kinerja, baik secara langsung maupun melalui kepuasan kerja. Selain itu, pelatihan juga berpengaruh signifikan terhadap kinerja melalui kepuasan kerja. (2) Pada pegawai dengan komunikasi horizontal, faktor motivasi, kepemimpinan, dan kompetensi berpengaruh signifikan terhadap kinerja, baik secara langsung maupun melalui kepuasan kerja. Secara khusus, motivasi juga memiliki pengaruh signifikan terhadap kinerja secara langsung. (3) Pada pegawai dengan komunikasi vertikal dan horizontal, kepuasan kerja memiliki pengaruh signifikan terhadap kinerja. Dengan demikian, dapat disimpulkan bahwa faktor-faktor seperti motivasi, kepemimpinan, kompetensi, dan kepuasan kerja berperan penting dalam mempengaruhi kinerja pegawai, tergantung pada jenis komunikasi yang terjadi (vertikal atau horizontal).

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The Impact of Motivation, Competence, and Training Through Job Satisfaction on Employee Performance of the Agriculture Office East Luwu

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ABSTRACT

The purpose of this study was to evaluate the impact of motivation, leadership, competence, and training on the level of job satisfaction, as well as investigate how job satisfaction affects performance. A total of 113 employees were involved as respondents in this study. Sampling was conducted using the census technique. The required primary data was collected through questionnaires using Likert scale and numerical scale. Meanwhile, secondary data were obtained from the Annual Report and Government Agency Performance Accountability Report (LAKIP) of DISTAN Luwu Timur. The analysis was carried out using descriptive analysis techniques and Structural Equation Modeling (SEM) methods using Partial Least Square (PLS). Hasil penelitian menunjukkan bahwa kinerja pegawai dalam komunikasi vertikal dipengaruhi secara langsung dan tidak langsung oleh motivasi, kepemimpinan, dan kompetensi. Meanwhile, training affects performance indirectly through job satisfaction. In terms of employee performance in horizontal communication, leadership, competence, and training have direct and indirect effects. Motivation also has a direct influence on performance. Job satisfaction serves as a mediator between motivation, leadership, competence, and training with performance. To improve performance through job satisfaction in horizontal communication, the main strategy that can be done is to improve employee competence through education and training relevant to duties and positions, as well as attending technical guidance, workshops, socialization, and seminars to improve professionalism.

Keywords: Performance, Job Satisfaction, Motivation, Leadership, Competence

PENDAHULUAN

The relationship between employees and organizations is a very important and inseparable relationship. The presence of both has a crucial role in various types of organizations, both in the government and private sectors. Every organization strives continuously to improve the quality and performance of its employees through structured development programs.

Employee performance is a complex and inseparable aspect of a company's success. In fact, employee performance plays an important role in determining the progress of an organization. In this case, companies can provide support through work motivation, direction from leaders, increasing employee competence and development, and training provided. These actions will facilitate the achievement of organizational goals and directly increase employee satisfaction, which in turn will have a positive impact on their performance.

Strengthening employees' work motivation plays an important role in improving their performance. When employees have strong work motivation, this will have a positive impact on

their performance levels. Conversely, if employees' work motivation is low, it can have a negative impact on their performance. In this context, there is a direct link between work motivation and employee performance. The higher the work motivation, the higher the level of performance that can be achieved. Conversely, if work motivation is low, employee performance tends to decline.

In carrying out their duties, employees need to have competencies that include relevant skills, knowledge and work attitudes. These competencies are very important in human resource management. However, just having competencies and abilities is not enough to improve employee performance. It is also important to place employees in accordance with their competencies and abilities. Unfortunately, in some cases, the placement of employees is not always based on their educational background. As a result, the competence of employees in completing their tasks and roles may not fully match their scientific background. Therefore, training is still needed to fill the gap between the competencies possessed and the demands of the job at hand. Training can help employees develop skills they lack, increase their knowledge, and adjust to their tasks and roles.

Training is a process that aims to educate employees on the knowledge, skills and attitudes required for them to improve their skills and perform their responsibilities properly. Through training, employee performance can be improved so that they can make better contributions and support the success of the organization.

An individual's perception of the job and positive attitude towards the organization are influenced by job satisfaction, motivation, competence and training. Therefore, as a leader, it is only natural to take steps and make the necessary efforts to improve employee job satisfaction.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Performance

According to (Moeheriono, 2014) Performance refers to the assessment of the implementation of programs, activities, or policies with the aim of achieving the vision, mission, and goals of the organization stated in the strategic plan.

Meanwhile, (Ma & Ye, 2015) There are six criteria used to evaluate employee performance, including: (1) Quality, which measures the extent to which the process or adjustment is done well in carrying out the task or meeting the expectations that have been set. (2) Quantity, which refers to the amount of results produced, either in terms of monetary value, units, or cycles of activities completed. (3) Timeliness, which describes the extent to which tasks are completed on time and the optimization of time for other tasks. (4) Cost-effectiveness, which reflects the extent to which company resources such as labor, finance, and technology are efficiently utilized to achieve optimal results or reduce losses per unit. (5) Independence, which indicates the extent to which an employee can carry out his or her duties without requiring guidance or supervision from superiors. (6) Interpersonal impact, which describes the extent to which an employee has confidence, high motivation, and the ability to cooperate with coworkers.

Job Satisfaction

According to (Hasibuan, 2014), Job satisfaction is an emotional attitude that is pleasant and loves his job. According to (Anwar, 2008) Job satisfaction can be explained as a positive or negative evaluation felt by individuals towards various factors or aspects of the tasks they perform in their job. Factors such as salary level, interactions with superiors and coworkers, work environment, and company policies can affect a person's level of job satisfaction.

Indikator-indikator kepuasan kerja menurut (Hambali & Idris, 2020) antara lain: (i) kerja yang menantang secara mental; (ii) penghargaan yang sesuai; (iii) kondisi kerja yang mendukung; dan (iv) rekan kerja yang mendukung.

Motivation

According to (Siagian, 2019), The factors that encourage organizational members to voluntarily use their skills and time in carrying out their duties and responsibilities are with the aim of achieving the organization's previously set goals and objectives.

Furthermore (Susilo Martoyo, 1992) Indicators of motivation can be explained as follows: (i) Driving force is a strong innate drive that pushes a person towards a common goal. (ii) Willingness is the motivation to do something that is influenced by external factors. (iii) Willingness is a form of agreement to the requests of others to carry out certain tasks without feeling forced. (iv) Forming expertise is the process of creating or changing one's skills in a particular field. (v) Forming skills is the ability to perform complex and well-organized patterns of behavior in accordance with the situation in order to achieve the desired results. (vi) Responsibility is the obligation to do something or behave in accordance with set rules. (vii) Obligation is a duty that must be performed. (viii) Objective is a statement of the desired state in which the organization or company aims to achieve.

Leadership

Leadership according to (Colquitt. et al., 2013) It is defined as the use of power and influence to guide followers in achieving goals.

Leadership indicators according to (Burhanuddin, 2022) These are: (i) To succeed in leadership, rigor, focus, and solid courage are required as prerequisites to possessing analytical skills. (ii) A leader needs to have effective communication skills in providing instructions, guidance, direction, and advice with good mastery of communication techniques. (iii) In an organizational context, the higher one's position, the greater the challenges faced by a leader in carrying out the main tasks entrusted to him. (iv) Every leader must have the ability to listen and openness to receive opinions or suggestions from others, especially from their subordinates. (v) Assertiveness in dealing with subordinates and overcoming uncertainty has a very important role for a leader.

Competence

Competencies refer to attributes or characteristics (a combination of several characteristics) that can be accurately measured and are relatively consistent in possession by an individual, team, or organization. These competencies have an impact and can be statistically predicted as a pointer to performance levels.

According to (Spencer, 1993) There are 5 characteristics of competence which include: (i) motivation, which refers to the reasons that drive a person to act consistently; (ii) personal traits, which are traits that influence a person's behavior or response to a situation; (iii) self-concept, which includes the attitudes and values a person believes about themselves; (iv) knowledge, which is the information a person has in a particular field; and (v) skills, which involve the ability to carry out a particular task both physically and mentally.

Training

Training is a planned and structured method to improve the knowledge, skills and attitudes of individuals, teams and organizations to meet performance needs and expectations. The purpose of training is to develop the competencies necessary for individuals and companies to achieve optimal performance levels (Aguinis & Kraiger, 2009).

According to (Ragawanti et al., 2014) Training activities have several objectives, including: (i) To meet the needs of the current job, where training is required to gain the experience and

knowledge necessary to complete the tasks assigned properly. (ii) Meeting the demands of other positions, where training is needed to provide experience and knowledge that exceeds one's abilities, both in the field already mastered and outside the field. (iii) Responding to the demands of change, where training is required to provide experience and knowledge beyond one's capabilities, both within one's field of expertise and beyond. (iv) Adjusting to changes in work methods and achieving optimal work results, where training is carried out with the aim of increasing an employee's ability to adapt to these changes.

Internal Communication

Internal communication is a type of communication carried out by companies with a focus on developing and maintaining relationships with internal parties. The goal is to create emotional bonds through dedication and participation that provide benefits in achieving company success (Welch & Jackson, 2007). According to (Yates, 2005) The more effective and faster communication is, the faster good working relationships will be established. Good cooperation between team members in an organization will help improve the performance of the organization or company positively.

Relationship between Job Satisfaction, Motivation, Leadership and Competence with Performance

According to (Colquitt. et al., 2013) Integrative approach in organizational behavior, performance is influenced by the level of job satisfaction. When employees are satisfied, they tend to pay greater attention to the organization and experience improvements in their performance and productivity. According to (Khan et al., 2012), employees who are satisfied with their jobs have great potential to spread a positive view of the organization, provide support to colleagues, and exceed expectations in carrying out their duties.

(Babalola, 2016) explains that if the leader is able to apply appropriate leadership, employees will experience satisfaction, which in turn will improve their performance. Furthermore (Colquitt. et al., 2013) according to the integrative model of organizational behavior, performance is influenced by a number of individual mechanisms, including job satisfaction, stress levels, motivation, integrity, fair treatment, and ethical behavior.

Relationship between Training and Performance

According to (Sharma & Taneja, 2018) without appropriate training, employees will face obstacles in optimizing their potential in receiving information and developing the skills needed to complete tasks at the maximum level. This is in line with research (Abozed, *et al.* 2009) which states that improving employee skills through training programs has become a major focus for organizations in achieving company goals.

Hypotheses

Based on an in-depth literature review, the following development hypotheses can be proposed:

H1: Motivation, leadership, competence, and training vertically have an influence on job satisfaction.

H2: Motivation, leadership, competence, training, and job satisfaction vertically have an influence on performance.

H3: Motivation, leadership, competence, and training horizontally have an influence on job satisfaction.

H4: Motivation, leadership, competence, training, and job satisfaction horizontally have an influence on performance.

RESEARCH METHODOLOGY

Optimal performance at DISTAN East Luwu Regency is highly dependent on employee performance. Strategies to improve employee performance are an integral part of human resource development. Improving employee performance can be done by analyzing the factors that influence their performance. After analyzing the problems at DISTAN East Luwu Regency, several problems were identified, including: late entry of employees, employee placement that is not in accordance with their education, mismatch of positions with the training attended, and the achievement of IKPD scores that are not optimal.

For this reason, the researcher identifies motivation, leadership, competence, and training variables as exogenous variables that affect performance as an endogenous variable. Data will be collected through the distribution of questionnaires designed using Likert and Numeric scale formats. The data will then be analyzed using SEM PLS (Structural Equation Modeling Partial Least Square) to generate recommendations for stakeholders. The population in this study includes all employees who work at DISTAN East Luwu Regency, with the status of State Civil Servants, totaling 113 people. Respondents in this study will be divided into 2 groups based on internal communication: 1. vertical communication consisting of 67 people (structural with general functional), 2. horizontal communication consisting of 46 people (specific functional).

The data used consisted of two types, namely primary data obtained through interviews using a questionnaire with a Likert scale and a Numeric scale to measure responses from respondents, and secondary data obtained from the East Luwu Regency DISTAN Annual Report, Government Agency Performance Accountability Report (LAKIP), laws and regulations related to civil servant management, staffing information system data (simpeg), and employee attendance data.

RESEARCH RESULTS AND DISCUSSION

Descriptive Analysis of Respondents

Information regarding the characteristics of respondents was obtained through distributing questionnaires to Civil Servants (PNS) who work at DISTAN East Luwu Regency. The characteristics of respondents were analyzed in terms of age, gender, latest education, and work unit. Furthermore, an analysis was carried out regarding internal communication as a moderator variable. Respondents' communication was classified into two categories, namely vertical communication involving structural, general functional, or staff positions, and horizontal communication.

Cross Tabulation between Age and Education

The results of cross-analysis with the chi-square test between age and education show that the chi-square value is $0.000 < 0.05$. This shows that age has an influence on the education level of respondents. In the 21-30 years age group, the majority of respondents had high school and diploma education, with a total of 2 people. In the 31-40 year age group, the majority of respondents had S1 education, with a total of 26 people. Meanwhile, in the 41-50 age group, the majority of respondents had a master's degree, with a total of 12 people. In the age group above 51 years, the majority of respondents had a high school education and a master's degree, with 14 and 9 people respectively. From this condition it can be concluded that the majority of Human Resources (HR) in DISTAN of East Luwu Regency who are of productive age have an S1 education level. With good HR management, this can contribute to achieving good performance.

Cross Tabulation Between Gender and Position Levels

In the cross analysis between gender and position level, a chi-square value of $0.602 > 0.05$ was obtained. This shows that gender has no influence on the level of positions for respondents. This means that the opportunity to move up for employees or respondents is not influenced by gender. This means that both men and women have the same opportunity to get promoted to higher positions.

Cross Tabulation between Gender and Education

The results of cross-analysis with the chi-square test between gender and education show that the chi-square value is $0.708 > 0.05$. This shows that gender has no influence on the education level of respondents. This factor is due to the equal opportunity in obtaining higher education between male and female employees. Both are given the same opportunity to pursue higher education.

Cross Tabulation between Education and Position

The results of cross-analysis with the chi-square test between education and position show that the chi-square value is $0.000 < 0.05$. This proves that education has an influence on positions. Respondents who have a master's degree predominantly occupy certain functional and structural positions, with 20 and 3 people respectively. Respondents who have a bachelor's degree predominantly occupy certain functional positions as widyaiswara and extension workers, with a total of 22 people. Respondents who have a high school education predominantly occupy general administrative positions, with a total of 30 people. Meanwhile, respondents who have junior high school and elementary school education predominantly occupy technical positions as security guards and technicians, with a total of 6 and 7 people. This phenomenon occurs because there is a positive relationship between a person's level of education and the opportunity to occupy a higher position. The higher the level of education, the greater the opportunity to achieve higher positions.

Results of Analysis of Factors Affecting Performance

Validity and Reliability Test

The reliability test was carried out by comparing the calculated item coefficient (r alpha) with the value (r table) of 113 samples using the Croanbach's Alpha correlation method. If the value (r alpha) $>$ (r table), which is a value of more than 0.60, then the instrument item is considered valid. In this study, all variables tested for reliability using the Croanbach's Alpha method have a value (r alpha) greater than 0.60, so the questionnaire is considered reliable.

SEM-PLS Results

Measurement (outer) Model Test

Based on the Outer Model analysis, the results obtained show that all indicators have met convergent validity (reliability), where all loading factors have a value above 0.50.

Construct Validity Test

The construct validity test is carried out by paying attention to the Average Variance Extracted (AVE) value. To state that the construct is valid or good, the AVE value of each construct must be more than 0.50. The test results show that the AVE value of each construct has a value greater

than 0.50, which indicates that the construct can be considered valid and good. Furthermore, the results of hypothesis testing show that significant variables have an influence on job satisfaction and employee performance, both through vertical communication and horizontal communication.

Construct Reliability Test

There are two measurement criteria that can be used to test construct reliability, namely composite reliability and Croanbach's Alpha of the indicator block that measures the construct. Constructs are considered reliable if the composite reliability and Croanbach's Alpha values are greater than 0.70. The test results for each construct show that the composite reliability and Croanbach's Alpha values are all above 0.70. Thus, it can be concluded that the constructs have good reliability.

Structural Model Test (Inner Model)

Testing of the structural model is done by analyzing the R-Square value as an indicator of goodness-of-fit model. The purpose of this stage is to analyze the level of estimation between the independent variables (Motivation, Leadership, Competence, and Training) with the intervening variable Job Satisfaction on the dependent variable (Performance). The results of the analysis for factors in both communication categories are as follows:

1. Vertical Communication
 - a. Motivation, leadership, competence, and training have an influence on job satisfaction with an R-Square value of 0.761. This means that 76.1% of the variability of job satisfaction constructs can be explained by the variability of motivation, leadership, competence, and training constructs, while 23.9% is explained by other factors not examined.
 - b. Motivation, leadership, competence, training, and job satisfaction have an influence on performance with an R-Square value of 0.939. This means that 93.9% of the variability of the performance construct can be explained by the variability of the motivation, leadership, competence, training, and job satisfaction constructs, while 6.1% is explained by other variables not studied.
2. Horizontal Communication
 - a. Motivation, leadership, competence, and training have an influence on job satisfaction with an R-Square value of 0.822. This means that 82.2% of the variability of job satisfaction constructs can be explained by the variability of motivation, leadership, competence, and training constructs, while 17.8% is explained by other factors not examined.
 - b. Motivation, leadership, competence, training, and job satisfaction have an influence on performance with an R-Square value of 0.895. This means that 89.5% of the variability of performance constructs can be explained by the variability of motivation, leadership, competence, training, and job satisfaction constructs, in the presence of internal communication moderator variables. The remaining 10.5% is explained by other factors or variables not included in this study.

SEM-PLS Analysis Results

The results of hypothesis testing show that there are variables that significantly affect job satisfaction and employee performance through vertical and horizontal communication, as shown in Figure 1 and Figure 2.

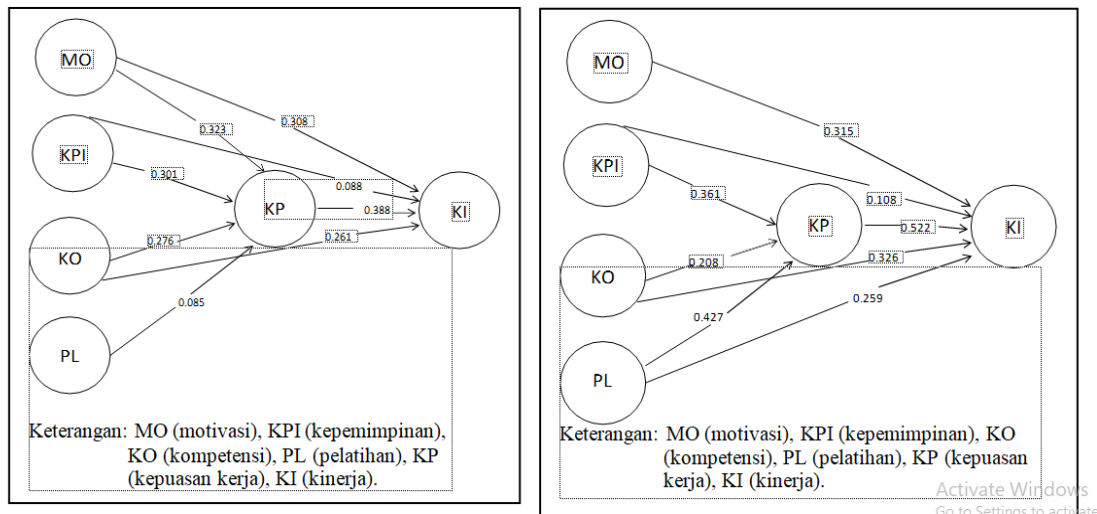


Figure 1. PLS SEM Analysis

From the results of further testing related to the indirect effect and total effect of motivation, leadership, competence, and training variables on performance with job satisfaction as a mediator, the following findings were found for employees with vertical communication:

- There is a mediating effect of job satisfaction in the effect of motivation on performance. This suggests that high levels of motivation in employees contribute to the creation of job satisfaction, which in turn improves their performance.
- There is a mediating effect of job satisfaction in the effect of leadership on performance. This finding indicates that proper leadership by leaders plays an important role in creating job satisfaction among employees, which has a positive impact on their performance.
- There is a mediating effect of job satisfaction in the effect of competence on performance. This result indicates that the higher the competence of employees, the higher the level of job satisfaction they feel, which in turn affects performance improvement.
- There is a mediating effect of job satisfaction in the effect of training on performance. The benefits derived from training by employees have a positive impact on their job satisfaction, which also contributes to improved performance.

Based on the results of direct, indirect, and total effects on horizontal communication, the following findings were found:

- There is a mediating effect of job satisfaction in the effect of leadership on performance. This suggests that it is important for leaders to apply appropriate leadership, as this will create job satisfaction among employees and have a positive impact on their performance.
- There is a mediating effect of job satisfaction in the effect of competence on performance. This finding proves that the higher the competence of employees, the higher the level of job satisfaction they feel, which in turn has an impact on improving performance.

- c. There is a mediating effect of job satisfaction in the effect of training on performance. The benefits derived from training by employees have a positive impact on their job satisfaction, which also contributes to improved performance.

Based on SEM-PLS analysis, it was found that in employees with vertical communication, the largest total effect was shown by the effect of motivation on performance with a coefficient value of 0.433. In this context, the priority strategy that can be done is to increase employee motivation through the following steps: (1) Implement a fair compensation system based on employee performance and skills. (2) Provide clear opportunities for employees to develop their careers. (3) Building harmonious relationships among all employees. It is also important to avoid making compensation decisions that are subjective and discriminatory. In addition, it is important to provide opportunities for outstanding employees to get promotions or better job assignments.

In employees with horizontal communication, the largest total effect is seen in the effect of competence on performance with an influence coefficient of 0.435. Therefore, the priority strategy that can be done is to improve employee competence through education and training relevant to their duties and positions.

Some steps that can be taken include: (1) Organizing education and training programs that are in accordance with the needs and roles of employees. (2) Encouraging employees to attend technical guidance, workshops, socialization, and seminars that can improve their competence. (3) Identify and provide opportunities for employees to develop the expertise and skills required in their work. (3) Establish cooperation with educational institutions or other institutions to facilitate employee competency development. By improving employee competencies through relevant education and training, it is expected that employee performance in the context of horizontal communication can be improved. This is in line with research (Satriya et al., 2013) which shows that human resource development (HR) is carried out through various methods, such as internships, mentoring, job rotation, education and training (Diklat), and continuing formal education.

CONCLUSION

From the data analysis conducted, there are differences in factors affecting performance in employees who communicate vertically and horizontally. From these results, several conclusions can be drawn: (1) In employees with vertical communication, motivation, leadership, and competence factors have a significant influence on performance, both directly and through job satisfaction. In addition, training also significantly affects performance through job satisfaction. (2) For employees with horizontal communication, motivation, leadership, and competency factors also have a significant influence on performance, both directly and through job satisfaction. In particular, motivation has a significant direct effect on performance. (3) For employees with vertical and horizontal communication, job satisfaction has a significant influence on performance. Thus, it can be concluded that factors such as motivation, leadership, competence, and job satisfaction play an important role in influencing employee performance, depending on the type of communication that occurs (vertical or horizontal).

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THE IMPACT OF MOTIVATION, COMPETENCE, AND TRAINING THROUGH JOB SATISFACTION ON EMPLOYEE PERFORMANCE OF THE AGRICULTURE OFFICE EAST LUWU

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ABSTRACT

The purpose of this study was to evaluate the impact of motivation, leadership, competence, and training on the level of job satisfaction, as well as investigate how job satisfaction affects performance. A total of 113 employees were involved as respondents in this study. Sampling was conducted using the census technique. The required primary data was collected through questionnaires using Likert scale and numerical scale. Meanwhile, secondary data were obtained from the Annual Report and Government Agency Performance Accountability Report (LAKIP) of DISTAN Luwu Timur. The analysis was carried out using descriptive analysis techniques and Structural Equation Modeling (SEM) methods using Partial Least Square (PLS). Hasil penelitian menunjukkan bahwa kinerja pegawai dalam komunikasi vertikal dipengaruhi secara langsung dan tidak langsung oleh motivasi, kepemimpinan, dan kompetensi. Meanwhile, training affects performance indirectly through job satisfaction. In terms of employee performance in horizontal communication, leadership, competence, and training have direct and indirect effects. Motivation also has a direct influence on performance. Job satisfaction serves as a mediator between motivation, leadership, competence, and training with performance. To improve performance through job satisfaction in horizontal communication, the main strategy that can be done is to improve employee competence through education and training relevant to duties and positions, as well as attending technical guidance, workshops, socialization, and seminars to improve professionalism.

Keywords : Performance; Job Satisfaction; Motivation; Leadership; Competence

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengevaluasi dampak motivasi, kepemimpinan, kompetensi, dan pelatihan terhadap tingkat kepuasan kerja, serta menyelidiki bagaimana kepuasan kerja mempengaruhi kinerja. Sebanyak 113 karyawan dilibatkan sebagai responden dalam penelitian ini. Pengambilan sampel dilakukan dengan menggunakan teknik sensus. Data primer yang dibutuhkan dikumpulkan melalui kuesioner dengan menggunakan skala Likert dan skala numerik. Sedangkan data sekunder diperoleh dari Laporan Tahunan dan Laporan Akuntabilitas Kinerja Instansi Pemerintah (LAKIP) DISTAN Luwu Timur. Analisis dilakukan dengan menggunakan teknik analisis deskriptif dan metode Structural Equation Modeling (SEM) dengan menggunakan Partial Least Square (PLS). Hasil penelitian menunjukkan bahwa kinerja pegawai dalam komunikasi vertikal dipengaruhi secara langsung dan tidak langsung oleh motivasi, kepemimpinan, dan kompetensi. Sedangkan pelatihan mempengaruhi kinerja secara tidak langsung melalui kepuasan kerja. Dalam hal kinerja karyawan dalam komunikasi horizontal, kepemimpinan, kompetensi, dan pelatihan memiliki pengaruh langsung dan tidak langsung. Motivasi juga memiliki pengaruh langsung

terhadap kinerja. Kepuasan kerja berfungsi sebagai mediator antara motivasi, kepemimpinan, kompetensi, dan pelatihan dengan kinerja. Untuk meningkatkan kinerja melalui kepuasan kerja dalam komunikasi horizontal, strategi utama yang dapat dilakukan adalah meningkatkan kompetensi pegawai melalui pendidikan dan pelatihan yang relevan dengan tugas dan jabatannya, serta mengikuti bimbingan teknis, workshop, sosialisasi, dan seminar untuk meningkatkan profesionalisme.

Kata Kunci : Kinerja; Kepuasan Kerja; Motivasi; Kepemimpinan; Kompetensi

INTRODUCTION

The relationship between employees and organizations is a very important and inseparable relationship. The presence of both has a crucial role in various types of organizations, both in the government and private sectors. Every organization strives continuously to improve the quality and performance of its employees through structured development programs.

Employee performance is a complex and inseparable aspect of a company's success (Muliadi & Leman, 2021). In fact, employee performance plays an important role in determining the progress of an organization. In this case, companies can provide support through work motivation, direction from leaders, increasing employee competence and development, and training provided. These actions will facilitate the achievement of organizational goals and directly increase employee satisfaction, which in turn will have a positive impact on their performance.

Strengthening employees' work motivation plays an important role in improving their performance. When employees have strong work motivation, this will have a positive impact on their performance levels. Conversely, if employees' work motivation is low, it can have a negative impact on their performance. In this context, there is a direct link between work motivation and employee performance. The higher the work motivation, the higher the level of performance that can be achieved. Conversely, if work motivation is low, employee performance tends to decline.

In carrying out their duties, employees need to have competencies that include relevant skills, knowledge and work attitudes. These competencies are very important in human resource management. However, just having competencies and abilities is not enough to improve employee performance. It is also important to place employees in accordance with their competencies and abilities. Unfortunately, in some cases, the placement of employees is not always based on their educational background. As a result, the competence of employees in completing their tasks and roles may not fully

match their scientific background. Therefore, training is still needed to fill the gap between the competencies possessed and the demands of the job at hand. Training can help employees develop skills they lack, increase their knowledge, and adjust to their tasks and roles.

Training is a process that aims to educate employees on the knowledge, skills and attitudes required for them to improve their skills and perform their responsibilities properly. Through training, employee performance can be improved so that they can make better contributions and support the success of the organization.

An individual's perception of the job and positive attitude towards the organization are influenced by job satisfaction, motivation, competence and training. Therefore, as a leader, it is only natural to take steps and make the necessary efforts to improve employee job satisfaction.

LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

Performance

According to (Moehariono, 2014) Performance refers to the assessment of the implementation of programs, activities, or policies with the aim of achieving the vision, mission, and goals of the organization stated in the strategic plan.

Meanwhile, (Ma & Ye, 2015) There are six criteria used to evaluate employee performance, including: (1) Quality, which measures the extent to which the process or adjustment is done well in carrying out the task or meeting the expectations that have been set. (2) Quantity, which refers to the amount of results produced, either in terms of monetary value, units, or cycles of activities completed. (3) Timeliness, which describes the extent to which tasks are completed on time and the optimization of time for other tasks. (4) Cost-effectiveness, which reflects the extent to which company resources such as labor, finance, and technology are efficiently utilized to achieve optimal results or reduce losses per unit. (5) Independence, which indicates the extent to which an employee can carry out his or her duties without requiring guidance or supervision from superiors. (6) Interpersonal impact, which describes the extent to which an employee has confidence, high motivation, and the ability to cooperate with coworkers.

Job Satisfaction

According to (Hasibuan, 2014), Job satisfaction is an emotional attitude that is pleasant and loves his job. According to (Anwar, 2008) Job satisfaction can be

explained as a positive or negative evaluation felt by individuals towards various factors or aspects of the tasks they perform in their job. Factors such as salary level, interactions with superiors and coworkers, work environment, and company policies can affect a person's level of job satisfaction (Tanjung et al., 2020).

Indikator-indikator kepuasan kerja menurut (Hambali & Idris, 2020) antara lain: (i) kerja yang menantang secara mental; (ii) penghargaan yang sesuai; (iii) kondisi kerja yang mendukung; dan (iv) rekan kerja yang mendukung.

Motivation

According to (Siagian, 2019), The factors that encourage organizational members to voluntarily use their skills and time in carrying out their duties and responsibilities are with the aim of achieving the organization's previously set goals and objectives.

Furthermore (Susilo Martoyo, 1992) Indicators of motivation can be explained as follows: (i) Driving force is a strong innate drive that pushes a person towards a common goal. (ii) Willingness is the motivation to do something that is influenced by external factors. (iii) Willingness is a form of agreement to the requests of others to carry out certain tasks without feeling forced. (iv) Forming expertise is the process of creating or changing one's skills in a particular field. (v) Forming skills is the ability to perform complex and well-organized patterns of behavior in accordance with the situation in order to achieve the desired results. (vi) Responsibility is the obligation to do something or behave in accordance with set rules. (vii) Obligation is a duty that must be performed. (viii) Objective is a statement of the desired state in which the organization or company aims to achieve.

Leadership

Leadership according to (Colquitt. et al., 2013) It is defined as the use of power and influence to guide followers in achieving goals (Ummah et al., 2023).

Leadership indicators according to (Burhanuddin, 2022) These are: (i) To succeed in leadership, rigor, focus, and solid courage are required as prerequisites to possessing analytical skills. (ii) A leader needs to have effective communication skills in providing instructions, guidance, direction, and advice with good mastery of communication techniques. (iii) In an organizational context, the higher one's position, the greater the challenges faced by a leader in carrying out the main tasks entrusted to him. (iv) Every leader must have the ability to listen and openness to receive opinions or suggestions

from others, especially from their subordinates. (v) Assertiveness in dealing with subordinates and overcoming uncertainty has a very important role for a leader.

Competence

Competencies refer to attributes or characteristics (a combination of several characteristics) that can be accurately measured and are relatively consistent in possession by an individual, team, or organization. These competencies have an impact and can be statistically predicted as a pointer to performance levels (Seran et al., 2023).

According to (Spencer, 1993) There are 5 characteristics of competence which include: (i) motivation, which refers to the reasons that drive a person to act consistently; (ii) personal traits, which are traits that influence a person's behavior or response to a situation; (iii) self-concept, which includes the attitudes and values a person believes about themselves; (iv) knowledge, which is the information a person has in a particular field; and (v) skills, which involve the ability to carry out a particular task both physically and mentally.

Training

Training is a planned and structured method to improve the knowledge, skills and attitudes of individuals, teams and organizations to meet performance needs and expectations (Budiningsih et al., 2023). The purpose of training is to develop the competencies necessary for individuals and companies to achieve optimal performance levels (Aguinis & Kraiger, 2009).

According to (Ragawanti et al., 2014) Training activities have several objectives, including: (i) To meet the needs of the current job, where training is required to gain the experience and knowledge necessary to complete the tasks assigned properly. (ii) Meeting the demands of other positions, where training is needed to provide experience and knowledge that exceeds one's abilities, both in the field already mastered and outside the field. (iii) Responding to the demands of change, where training is required to provide experience and knowledge beyond one's capabilities, both within one's field of expertise and beyond. (iv) Adjusting to changes in work methods and achieving optimal work results, where training is carried out with the aim of increasing an employee's ability to adapt to these changes.

Internal Communication

Internal communication is a type of communication carried out by companies with a focus on developing and maintaining relationships with internal parties. The goal is to create emotional bonds through dedication and participation that provide benefits in achieving company success (Welch & Jackson, 2007). According to (Yates, 2005) The more effective and faster communication is, the faster good working relationships will be established. Good cooperation between team members in an organization will help improve the performance of the organization or company positively.

Relationship between Job Satisfaction, Motivation, Leadership and Competence with Performance

According to (Colquitt. et al., 2013) Integrative approach in organizational behavior, performance is influenced by the level of job satisfaction. When employees are satisfied, they tend to pay greater attention to the organization and experience improvements in their performance and productivity. According to (Khan et al., 2012), employees who are satisfied with their jobs have great potential to spread a positive view of the organization, provide support to colleagues, and exceed expectations in carrying out their duties.

(Babalola, 2016) explains that if the leader is able to apply appropriate leadership, employees will experience satisfaction, which in turn will improve their performance. Furthermore (Colquitt. et al., 2013) according to the integrative model of organizational behavior, performance is influenced by a number of individual mechanisms, including job satisfaction, stress levels, motivation, integrity, fair treatment, and ethical behavior.

Relationship between Training and Performance

According to (Sharma & Taneja, 2018) without appropriate training, employees will face obstacles in optimizing their potential in receiving information and developing the skills needed to complete tasks at the maximum level. This is in line with research (Abozed, *et al.* 2009) which states that improving employee skills through training programs has become a major focus for organizations in achieving company goals.

Hypotheses

Based on an in-depth literature review, the following development hypotheses can be proposed:

H1: Motivation, leadership, competence, and training vertically have an influence on job satisfaction.

H2: Motivation, leadership, competence, training, and job satisfaction vertically have an influence on performance.

H3: Motivation, leadership, competence, and training horizontally have an influence on job satisfaction.

H4: Motivation, leadership, competence, training, and job satisfaction horizontally have an influence on performance.

RESEARCH METHODOLOGY

Optimal performance at DISTAN East Luwu Regency is highly dependent on employee performance. Strategies to improve employee performance are an integral part of human resource development. Improving employee performance can be done by analyzing the factors that influence their performance. After analyzing the problems at DISTAN East Luwu Regency, several problems were identified, including: late entry of employees, employee placement that is not in accordance with their education, mismatch of positions with the training attended, and the achievement of IKPD scores that are not optimal.

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The results of cross-analysis with the chi-square test between age and education show that the chi-square value is $0.000 < 0.05$. This shows that age has an influence on the education level of respondents. In the 21-30 years age group, the majority of respondents had high school and diploma education, with a total of 2 people. In the 31-40 year age group, the majority of respondents had S1 education, with a total of 26 people. Meanwhile, in the 41-50 age group, the majority of respondents had a master's degree, with a total of 12 people. In the age group above 51 years, the majority of respondents had a high school education and a master's degree, with 14 and 9 people respectively. From this condition it can be concluded that the majority of Human Resources (HR) in DISTAN of East Luwu Regency who are of productive age have an S1 education level. With good HR management, this can contribute to achieving good performance.

Cross Tabulation Between Gender and Position Levels

In the cross analysis between gender and position level, a chi-square value of $0.602 > 0.05$ was obtained. This shows that gender has no influence on the level of positions for respondents. This means that the opportunity to move up for employees or respondents is not influenced by gender. This means that both men and women have the same opportunity to get promoted to higher positions.

Cross Tabulation between Gender and Education

The results of cross-analysis with the chi-square test between gender and education show that the chi-square value is $0.708 > 0.05$. This shows that gender has no influence on the education level of respondents. This factor is due to the equal opportunity in

obtaining higher education between male and female employees. Both are given the same opportunity to pursue higher education.

Cross Tabulation between Education and Position

The results of cross-analysis with the chi-square test between education and position show that the chi-square value is $0.000 < 0.05$. This proves that education has an influence on positions. Respondents who have a master's degree predominantly occupy certain functional and structural positions, with 20 and 3 people respectively. Respondents who have a bachelor's degree predominantly occupy certain functional positions as widyaiswara and extension workers, with a total of 22 people. Respondents who have a high school education predominantly occupy general administrative positions, with a total of 30 people. Meanwhile, respondents who have junior high school and elementary school education predominantly occupy technical positions as security guards and technicians, with a total of 6 and 7 people. This phenomenon occurs because there is a positive relationship between a person's level of education and the opportunity to occupy a higher position. The higher the level of education, the greater the opportunity to achieve higher positions.

Results of Analysis of Factors Affecting Performance

Validity and Reliability Test

The reliability test was carried out by comparing the calculated item coefficient (r alpha) with the value (r table) of 113 samples using the Croanbach's Alpha correlation method. If the value (r alpha) $>$ (r table), which is a value of more than 0.60, then the instrument item is considered valid. In this study, all variables tested for reliability using the Croanbach's Alpha method have a value (r alpha) greater than 0.60, so the questionnaire is considered reliable.

SEM-PLS Results

Measurement (outer) Model Test

Based on the Outer Model analysis, the results obtained show that all indicators have met convergent validity (reliability), where all loading factors have a value above 0.50.

Construct Validity Test

The construct validity test is carried out by paying attention to the Average Variance Extracted (AVE) value. To state that the construct is valid or good, the AVE

value of each construct must be more than 0.50. The test results show that the AVE value of each construct has a value greater than 0.50, which indicates that the construct can be considered valid and good. Furthermore, the results of hypothesis testing show that significant variables have an influence on job satisfaction and employee performance, both through vertical communication and horizontal communication.

Construct Reliability Test

There are two measurement criteria that can be used to test construct reliability, namely composite reliability and Croanbach's Alpha of the indicator block that measures the construct. Constructs are considered reliable if the composite reliability and Croanbach's Alpha values are greater than 0.70. The test results for each construct show that the composite reliability and Croanbach's Alpha values are all above 0.70. Thus, it can be concluded that the constructs have good reliability.

Structural Model Test (Inner Model)

Testing of the structural model is done by analyzing the R-Square value as an indicator of goodness-of-fit model. The purpose of this stage is to analyze the level of estimation between the independent variables (Motivation, Leadership, Competence, and Training) with the intervening variable Job Satisfaction on the dependent variable (Performance). The results of the analysis for factors in both communication categories are as follows:

1. Vertical Communication

- a. Motivation, leadership, competence, and training have an influence on job satisfaction with an R-Square value of 0.761. This means that 76.1% of the variability of job satisfaction constructs can be explained by the variability of motivation, leadership, competence, and training constructs, while 23.9% is explained by other factors not examined.
- b. Motivation, leadership, competence, training, and job satisfaction have an influence on performance with an R-Square value of 0.939. This means that 93.9% of the variability of the performance construct can be explained by the variability of the motivation, leadership, competence, training, and job satisfaction constructs, while 6.1% is explained by other variables not studied.

2. Horizontal Communication

- a. Motivation, leadership, competence, and training have an influence on job satisfaction with an R-Square value of 0.822. This means that 82.2% of the variability of job satisfaction constructs can be explained by the variability of motivation, leadership, competence, and training constructs, while 17.8% is explained by other factors not examined.
- b. Motivation, leadership, competence, training, and job satisfaction have an influence on performance with an R-Square value of 0.895. This means that 89.5% of the variability of performance constructs can be explained by the variability of motivation, leadership, competence, training, and job satisfaction constructs, in the presence of internal communication moderator variables. The remaining 10.5% is explained by other factors or variables not included in this study.

SEM-PLS Analysis Results

The results of hypothesis testing show that there are variables that significantly affect job satisfaction and employee performance through vertical and horizontal communication, as shown in Figure 1.

From the results of further testing related to the indirect effect and total effect of motivation, leadership, competence, and training variables on performance with job satisfaction as a mediator, the following findings were found for employees with vertical communication:

- a. There is a mediating effect of job satisfaction in the effect of motivation on performance. This suggests that high levels of motivation in employees contribute to the creation of job satisfaction, which in turn improves their performance.
- b. There is a mediating effect of job satisfaction in the effect of leadership on performance. This finding indicates that proper leadership by leaders plays an important role in creating job satisfaction among employees, which has a positive impact on their performance.
- c. There is a mediating effect of job satisfaction in the effect of competence on performance. This result indicates that the higher the competence of employees, the higher the level of job satisfaction they feel, which in turn affects performance improvement.

d. There is a mediating effect of job satisfaction in the effect of training on performance. The benefits derived from training by employees have a positive impact on their job satisfaction, which also contributes to improved performance.

Based on the results of direct, indirect, and total effects on horizontal communication, the following findings were found:

a. There is a mediating effect of job satisfaction in the effect of leadership on performance. This suggests that it is important for leaders to apply appropriate leadership, as this will create job satisfaction among employees and have a positive impact on their performance.

b. There is a mediating effect of job satisfaction in the effect of competence on performance. This finding proves that the higher the competence of employees, the higher the level of job satisfaction they feel, which in turn has an impact on improving performance.

c. There is a mediating effect of job satisfaction in the effect of training on performance. The benefits derived from training by employees have a positive impact on their job satisfaction, which also contributes to improved performance.

Based on SEM-PLS analysis, it was found that in employees with vertical communication, the largest total effect was shown by the effect of motivation on performance with a coefficient value of 0.433. In this context, the priority strategy that can be done is to increase employee motivation through the following steps: (1) Implement a fair compensation system based on employee performance and skills. (2) Provide clear opportunities for employees to develop their careers. (3) Building harmonious relationships among all employees. It is also important to avoid making compensation decisions that are subjective and discriminatory. In addition, it is important to provide opportunities for outstanding employees to get promotions or better job assignments.

In employees with horizontal communication, the largest total effect is seen in the effect of competence on performance with an influence coefficient of 0.435. Therefore, the priority strategy that can be done is to improve employee competence through education and training relevant to their duties and positions.

Some steps that can be taken include: (1) Organizing education and training programs that are in accordance with the needs and roles of employees. (2) Encouraging

employees to attend technical guidance, workshops, socialization, and seminars that can improve their competence. (3) Identify and provide opportunities for employees to develop the expertise and skills required in their work. (3) Establish cooperation with educational institutions or other institutions to facilitate employee competency development. By improving employee competencies through relevant education and training, it is expected that employee performance in the context of horizontal communication can be improved This is in line with research (Satriya et al., 2013) which shows that human resource development (HR) is carried out through various methods, such as internships, mentoring, job rotation, education and training (Diklat), and continuing formal education.

CONCLUSION

From the data analysis conducted, there are differences in factors affecting performance in employees who communicate vertically and horizontally. From these results, several conclusions can be drawn: (1) In employees with vertical communication, motivation, leadership, and competence factors have a significant influence on performance, both directly and through job satisfaction. In addition, training also significantly affects performance through job satisfaction. (2) For employees with horizontal communication, motivation, leadership, and competency factors also have a significant influence on performance, both directly and through job satisfaction. In particular, motivation has a significant direct effect on performance. (3) For employees with vertical and horizontal communication, job satisfaction has a significant influence on performance. Thus, it can be concluded that factors such as motivation, leadership, competence, and job satisfaction play an important role in influencing employee performance, depending on the type of communication that occurs (vertical or horizontal).

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FIGURE

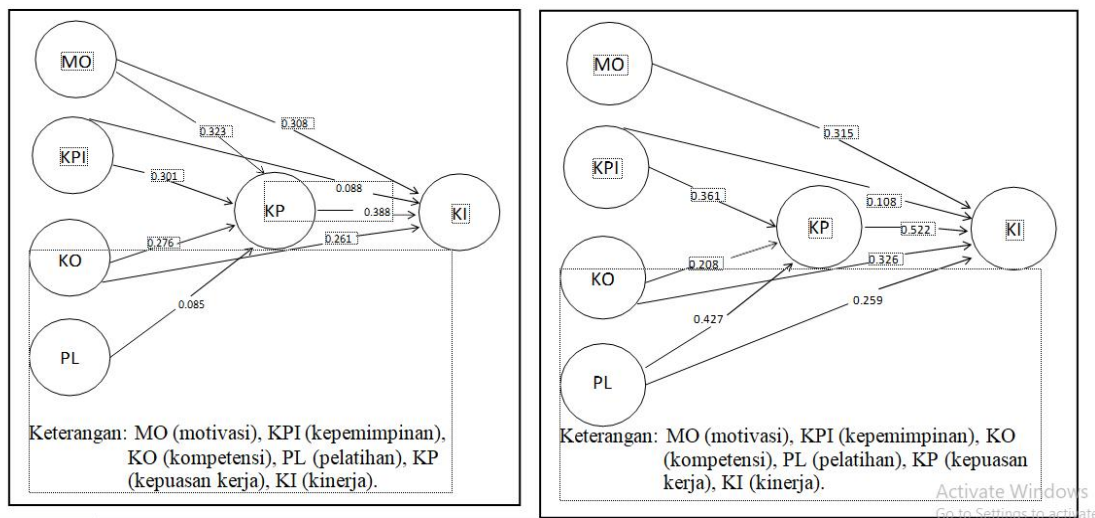


Figure 1. PLS SEM Analysis