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HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW  
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Judul Karya Ilmiah (Artikel) : THE EFFECT OF TRAINING TO EMPLOYEE PERFORMANCE WITH MOTIVATION AS A MEDIATION IN LEMBAGA PENDIDIKAN PERKEBUNAN (LPP) YOGYAKARTA

Penulis Jurnal Ilmiah : Diana A. Kusumawati, Purbudi Wahyuni

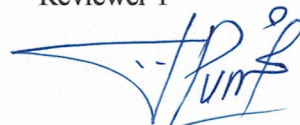
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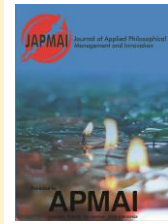
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## THE EFFECT OF TRAINING TO EMPLOYEE PERFORMANCE WITH MOTIVATION AS A MEDIATION IN LEMBAGA PENDIDIKAN PERKEBUNAN (LPP) YOGYAKARTA

Diana A. Kusumawati<sup>✉</sup>, Purbudi Wahyuni

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### Abstract

Improved employee performance is important because it can guarantee the survival of an organization. Employee performance is related to the quantity, quality of work, responsibility, cooperation and initiative in employees. The purpose of this study was to examine and analyze the influence of training on employee performance mediated by motivation at Lembaga Pendidikan Perkebunan (LPP) Yogyakarta. The subjects in this study were 34 teaching staff at LPP Yogyakarta. The analytical tool used in this study is Partial Least Square (PLS). The results of this study indicate that training directly have a positive effect on employee performance. This study shows that motivation is able to mediate between training on employee performance implications for the findings in this study are scientific contributions, companies must improve training on a regular basis to increase motivation so that it has a positive effect on improving employee performance. Contributions to further research and society.

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### Introductions

Improving employee performance needs to get attention in an organization, because improving employee performance can determine the survival of each organization. Employee performance is the work that can be achieved by a person or group of people in an organization, in accordance with the authority and responsibility of each in order to achieve organizational goals. Employee performance is related to the quantity, quality of work, responsibility, cooperation and initiative in employees.

Lembaga Pendidikan Perkebunan (LPP) Yogyakarta is the center of human resource development in the plantation sub-sector. LPP is engaged in education and has various business units in the areas of consultancy, training and hotel in LPP Group. LPP Yogyakarta has teaching staff with professional certification in various fields of expertise as consultants and training specialists.

According to Dhanonjoy Kumar and Humaira Siddika (2017), the organizations have a clear understanding so as to their most precious assets is their human capital where investments are made in employee training and development. Asfaw (2015), includes that the method of training facilitation that has been successful outcome was observed in



employee performance and organizational effectiveness. Since training is seen as the most prevalent means for enhancing the individual's productivity and communicating organizational goals to employees, it has to be systematic, well planned and effective (Salah, 2016).

Training and development is seen as a key factor in making it possible for organizations to achieve it, business, and operational goals (Carell et al, 2000). Byars and Rue (2000), say that training is a learning process to enhance employee performance. Training and development of benefits for employees such as better position and better career life and make efficiency of the organization enhance (Shafiq, 2017). Training and development is needed to increase work motivation and improve the ability of employees to meet the work targets set by the company. But what happens to teaching staff is also required to carry out business trips as instructors and consultants of plantation companies throughout Indonesia, which causes them not to have much time to attend training and development.

A business that makes an effort to motivate its employees to remain competitive and more productive in the long run (Güllü, 2016). Companies need to pay attention to training and development programs so that employees are more motivated in carrying out their work so as to improve performance. To develop optimal employee's performance, it is necessary appropriate strategies through learning process continuously (Mangkunegara, 2016).

Training is a planned effort by company to facilitate learning of job-related knowledge, skills, and behaviors by employees (Noe, 2012). Motivation represent the forces within a person that affect his or her direction, intensity, and persistence of voluntary behavior (McShane, 2005). Evaluating an employee's current or past performance relative to his or her performance standard (McShane, 2005). The purpose of this study is: (1) Testing the training influences of employee performance at LPP Yogyakarta. (2) Testing motivation can mediate training on employee performance at LPP Yogyakarta.

## **Literature Review**

### Employee Performance

Performance is the factors that affect the level of individual performance are motivation, ability, and opportunity to participate (Armstrong, 2009). Performance is the degree of accomplishment of the tasks that makes up an employee's job (Byars, 2000). Performance appraisal (PA) is the ongoing process of evaluating and managing both the behavior and human outcomes in the workplace (Carrell et al, 2000). Performance appraisal means evaluating employee's current or past performance relative to his or her performance standards (Dessler, 2003). Factors of employee performance (Dessler 2003);

- a. Quality: the accuracy, thoroughness, and acceptability of work performed.
- b. Productivity: the quantity and efficiency of work is produced in a specific period of time.
- c. Job knowledge: practical / technical skills and information used on the job.
- d. Reliability; the extent to which an employee can be relied upon regarding task completion and follow-up.
- e. Availability: the extent to which an employee is punctual, observes prescribed work break / meal periods, and the overall attendance record.

### Motivation

Motivation represents forces within a person that affects his or her direction, intensity, and persistence of voluntary behavior (McShane, 2005). In the opinion of Robbins (2014), motivation is a process that explains, the intensity, direction, and perseverance of an individual to achieve his goals. Psychologist David McClelland devoted his career to studying three secondary needs that he considered particularly important sources of motivation: need for achievement, need for affiliation, and need for power (McShane, 2005).



- a. Need phot achievement (nAch) is learned need in which people want to achieve challenging goals through their own efforts, like to be successful in competitive situations, and desire unambiguous feedback regarding their success.
- b. Need for affiliation (nAff) is learned in people seeking approval from others, avoiding conflict and confrontation.
- c. Need for power (nPow) is learned need in which people want to control their environment, including people and material resources, to personalized benefits or others (socialized power).

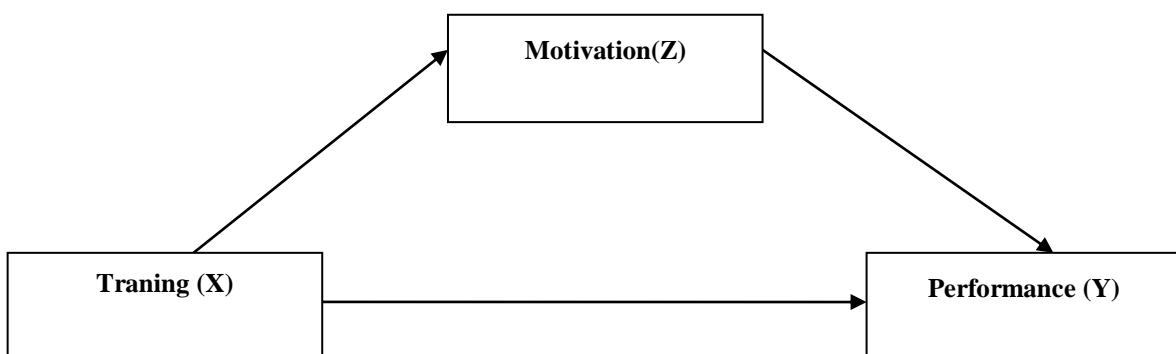
### Training

Mangkunegara & Agustine (2016), Training is a short-term educational process that uses a systematic and organized procedure in which employees earn technical knowledge in a limited purpose. Training to use the methods used to present or present employees the skills they need to perform their jobs (Dessler 2003). Training is defined as employee performance on currently held jobs or one related to it. (Bernadin, 2003). Training is a learning process that involves the acquisition of skills, concepts, rules, or attitudes to enhance employee performance (Byars, 2000). Training is a planned effort by the company to facilitate learning of job-related knowledge, skills, and behaviors by employees (Noe, 2012). There are 5 factors of planning and development (Noe, 2012):

- a. Needs assessment: The process used to determine if training is necessary.
- b. Creating a learning environment: for employees to acquire knowledge and skills in the training program and apply this information in their jobs, the training program must include specific learning principles.
- c. Ensuring transfer of training: the used of knowledge, skills, and behaviors are learned in training on the job.
- d. Selecting training methods: a number of different methods can help employees acquire new knowledge, skills, and behaviors.
- e. Evaluating training programs: choose an appropriate evaluation design based on training objectives and analysis of constraints.

### Conceptual Framework

Based on theoretical studies and empirical studies, it can be described a conceptual framework and hypotheses that show the relationship between the influence of independent training and development variables (X) on the dependent variable performance (Y) with motivation (Z) as a mediating variable.



**Figure 1. Conceptual Framework**

H1. Training has a positive relationship to employee performance

H2. There is positive training for employees performance that is mediated by motivation



## Method

### Population and Sample

The design of this study uses quantitative research methods. The population of this study is that all population of teaching staff will be sampled. But this study uses census research because of the limited number of population.

### Definition Operational Variable

Variable	Indicator	Source
<p><b>Training (X)</b>                      Training is a planned effort by company to facilitate learning of job-related knowledge, skills, and behaviors by employees.</p>	<ol style="list-style-type: none"> <li>1. Person analysis</li> <li>2. Identification of learning objectives and training outcomes.</li> <li>3. Self management strategies.</li> <li>4. Presentational methods.</li> <li>5. Identification of training outcomes and evaluation design.</li> </ol>	Noe, Raymond A., John R. Hollenbeck, Barry Gerhat., Patrick M. Wright (2012).
<p><b>Motivation (Z)</b>                      Motivation represent the forces within a person that affect his or her direction, intensity, and persistence of voluntary behavior.</p>	<ol style="list-style-type: none"> <li>1. Succesful in competitive situations.</li> <li>2. The desire for achievement.</li> <li>3. People seek approval from others employee.</li> <li>4. Avoid conflict and confrontation.</li> <li>5. People want to control their environment.</li> <li>6. People want to benefit either themselves (personalized power) or others (socialized power).</li> </ol>	McShane (2005)
<p><b>Employee Performance(Y)</b>                      Evaluating an employee's current or past performance relative to his or her performance standard.</p>	<ol style="list-style-type: none"> <li>1. Acceptability of work performed</li> <li>2. The quantity and efficiency of work produced.</li> <li>3. The practical/ technical skills used on the job.</li> <li>4. Task completion and follow-up.</li> <li>5. Overall attendance record.</li> </ol>	Dessler (2003)

Data of this study are primary data obtained directly from the respondents and secondary data obtained from the relevant literatures. The research instrument is measured by Likert scale, using 5 (five) points of strongly disagree to strongly agree. Data analysis is using Partial Least Square (PLS).

## Results and Discussion

### Validity Testing

The results in Table 1 show that all loading factors are more than 0.5 so that all items are valid and meet convergent validity. The results of the analysis show that the AVE value is above 0.5 so that it meets the convergent validity requirements.



Table 1. Average Variance Extraced (AVE)

Variable	Original Sample	Sample Mean	Standard Deviation	T Statistics ( O/STDEV )	P Values
Motivation (Z)	0.654	0.673	0.055	11.832	0.000
Performance (Y)	0.635	0.651	0.073	8.695	0.000
Training (X)	0.681	0.696	0.070	9.770	0.000

The results of the Table 2 show that the variables of training, performance, and motivation meet the criteria of discriminant validity, because the value of cross loading is  $> 0.6$ .

Table 2. Cross Loading

Item	Training (X)	Performance (Y)	Motivation (Z)
X1.1	<b>0.910</b>	0.854	0.880
X1.2	<b>0.835</b>	0.772	0.794
X1.3	<b>0.928</b>	0.903	0.883
X1.4	<b>0.621</b>	0.493	0.612
X1.5	<b>0.793</b>	0.774	0.654
Y1.1	0.885	<b>0.957</b>	0.912
Y1.2	0.758	<b>0.794</b>	0.700
Y1.3	0.586	<b>0.713</b>	0.686
Y1.4	0.846	<b>0.810</b>	0.767
Y1.5	0.603	<b>0.683</b>	0.642
Z1.1	0.897	0.878	<b>0.915</b>
Z1.2	0.903	0.909	<b>0.931</b>
Z1.3	0.894	0.902	<b>0.883</b>
Z1.4	0.646	0.592	<b>0.706</b>
Z1.5	0.449	0.441	<b>0.618</b>
Z1.6	0.610	0.682	<b>0.748</b>

The Table 3 shows that the composite reliability values of each variable of training, performance, and motivation are all above 0.70. So it can be concluded that all variable instruments have good reliability.

Table 3. Composite Reliability

Variable	Original Sample	Sample Mean	Standard Deviation	T Statistics ( O/STDEV )	P Values
Motivation (Z)	0.917	0.921	0.021	43.463	0.000
Performance (Y)	0.896	0.898	0.033	27.158	0.000
Training (X)	0.913	0.915	0.031	29.323	0.000

Results of the Regression Coefficient of Partial Least Square (PLS) Method. The results of the linear regression coefficient model path with the PLS (Partial Least Square) method can be seen in Table 4.

Table 4. Path Coefficient

	Original Sample	Sample Mean	Standard Deviation	T Statistics ( O/STDEV )	P Values
Motivation (Z) → Performance (Y)	0.501	0.534	0.215	2.327	0.026
Training (X) → Motivation (Z)	0.936	0.945	0.017	55.082	0.000
Training (X) → Performance (Y)	0.466	0.438	0.206	2.268	0.030





### Hypothesis 1

Testing the effect of training variables on the employee performance at Lembaga Pendidikan Perkebunan (LPP) Yogyakarta. With a probability of  $0.05 = 5\%$  obtained  $t$ -table = 1.96. Based on the data obtained by  $t$ -count (2.268) <  $t$ -table 1.96, with a regression coefficient of 0.466, the second hypothesis proved that training directly had a positive effect on employee performance at LPP Yogyakarta (LPP).

### Hypothesis 2

Testing the influence of training variables on employee performance with motivation as a mediating variable at LPP Yogyakarta. With a probability of  $0.05 = 5\%$  obtained  $t$ -table = 1.96. Based on the data obtained by the regression coefficient of 0.936 with  $t$ -count (55.082) >  $t$ -table 1.96, it was concluded that training had a positive and significant effect on motivation. Based on the data obtained by the regression coefficient of 0.501 with  $t$ -count (2.327) >  $t$ -table (1.96), which means motivation has a positive and significant effect on employee performance. This shows that the second hypothesis is proven, training has a positive effect on employee performance with motivation as a mediating variable at LPP Yogyakarta.

### R<sup>2</sup> (Coefficient of Determination)

The results of the PLS regression method obtained  $R^2 = 0.876$  which means that the performance of LPP Yogyakarta employees can be explained by training 87%,  $R^2 = 0.906$  explained by motivation, the remaining 13% respectively. and 10% is explained by other variables outside the model.

The results of the analysis obtained the value of  $R1^2 = 0,876^2$  dan  $R2^2 = 0,906$ , so the model has predictive relevance produced by the model and also the parameter estimation, strong.

$$\begin{aligned} Q^2 &= 1 - (1 - R1^2)(1 - R2^2) \\ Q^2 &= 1 - (1 - 0,876^2)(1 - 0,906^2) \\ Q^2 &= 1 - (1 - 0,7673)(1 - 0,8208) \\ Q^2 &= 0,96 \end{aligned}$$

Based on the calculation of the Q-square value can be seen that the Q-square value is 0.96. This shows that the variables of competence, education and training, and motivation have an influence on performance by 96% and the remaining 4% cannot be detected by the model in this study.

The analysis shows that training has a positive and significant effect on the performance of employees of LPP Yogyakarta. A similar result was reported by Tetteh et al. (2017), which shows that training has a positive and significant effect on performance. If training increases and will affect the improvement of employee performance. Employees who realize the need for change in attitude and want to develop themselves through formal education in order to be able to continue with modern technology advances are sponsored by the institution or by themselves with assistance from institutions to acquire these skills (Ampomah, 2016).

The results showed that training had a positive effect on employee performance with motivation as a mediating variable at LPP Yogyakarta. If training increases, it will affect the motivation and performance of employees will increase. Conversely, if the training has decreased, it will affect the motivation and performance of employees also experience a decline. If the organization has good training and development programs for employees can enhance the motivation of employees that is as well as of organization (Güllü, 2016). Nabi et al (2016), found that motivation has a dominating impact on employee performance, so, if we can find more effective use of motivational tools from these studies, it will certainly help us to make our economic sectors more enriched.



## Conclusion

First, testing of hypotheses conducted proves that there is a positive and significant influence between training on the performance of employees of LPP Yogyakarta. Second, testing of hypotheses carried out proves that there is a positive and significant influence between training on employee performance through motivation at LPP Yogyakarta. If the company continuously implements training programs so that employees will be motivated to improve their performance and provide benefits to science, the company and subsequent research can examine employee performance in addition to the variables presented in this study.

Motivation can mediate training on employee performance at LPP Yogyakarta. Instead, it needs motivation that relates to success in competitive situations. The desire to achieve. People seek approval from other employees. Avoiding conflict and confrontation, people want to control their environment. People want to benefit either themselves (personal power) or others (socialized power).

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