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**The Role of Competence in Mediating the Effect of Training and Motivation on Employee Performance at LSP P3 PIB**

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**Abstract**

Employee performance is an important factor in achieving organizational goals. In the LSP P3 PIB, there are still several Key Performance Indicators (KPIs) that have not reached the target and there are inconsistencies in previous research results regarding the influence of training and work motivation on employee performance. This study aims to analyze the influence of training and work motivation on employee competence and performance and examine the role of competence as a mediating variable in LSP P3 Builder of National Integrity Counseling (LSP P3 PIB). This study uses a quantitative approach with an associative method. The research population is 72 employees with a total sampling technique. Data were collected through a five-point Likert scale questionnaire and analyzed using Structural Equation Modeling-Partial Least Squares (SEM-PLS) with the help of SmartPLS. The results of the study show that training and work motivation have a positive and significant effect on competence, and competence has a positive and significant effect on employee performance. In addition, competence has been shown to partially mediate the influence of training and work motivation on employee performance. These findings show that improving employee performance can be done through strengthening training, increasing work motivation, and developing competencies on an ongoing basis.

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## **INTRODUCTION**

In the era of globalization, organizations face increasingly fierce dynamics of change and competition, so they are required to manage human resources effectively to achieve organizational goals. Human resources are strategic assets that determine the success of an organization because the quality of employee performance has a direct effect on productivity, +service quality, and the achievement of organizational targets (Baharuddin & Panus, 2023; Muhtadin & Maimun, 2025). Therefore, employee performance is one of the important factors that need attention in an effort to improve the competitiveness and sustainability of the organization.

The P3 Professional Certification Institute for the Builder of National Integrity Counseling (LSP P3 PIB) is a third-party professional certification institution that obtains a license from the National Professional Certification Agency (BNSP) to carry out competency certification in the field of national integrity development. As an institution oriented towards the quality of certification services, LSP P3 PIB is required to be able to carry out the certification process professionally, objectively, and in accordance with applicable competency standards. However, the results of the internal evaluation in 2025 show that several key performance indicators (KPIs) have not reached the targets set by the organization. These indicators include the frequency of competency training, the level of employee attendance and discipline, the achievement of personnel competencies, the success rate of certification, and the satisfaction of certification participants. This condition shows that organizational performance is still not optimal and requires special attention in human resource management.

Based on this phenomenon, efforts are needed to identify factors that affect employee performance. This research proposes the idea that competence is an important mechanism that can explain the relationship between training and work motivation on employee performance. Effective training and high work motivation are believed to be able to improve employee competence, which ultimately has an impact on improving performance. Thus, competence is seen not only as a factor that affects performance, but also as a variable that bridges the influence of training and work motivation on employee performance.

Theoretically, training is a process of human resource development that aims to improve the knowledge, skills, and employability of employees in order to be able to carry out their duties effectively (Simarmata et al., 2025; Herlinawati and Priyowidodo, 2025; Suryani and Ekawati, 2023). Work motivation is an internal and external drive that affects a person's enthusiasm, direction, and intensity at work (Herlinawati et al., 2025; Simarmata et al. 2025; Suryani and Ekawati 2023). Meanwhile, competence is a combination of knowledge, skills, and attitudes that allow individuals to carry out their work optimally (Pramono et al., 2025; Suryani and Ekawati, 2023; Herlinawati and Priyowidodo, 2025). These three factors are believed to have a close relationship with employee performance, namely the work results achieved by individuals in accordance with the tasks and responsibilities given by the organization (Pramono et al., 2025; Suryani and Ekawati, 2023; Herlinawati and Priyowidodo, 2025).

Various previous studies have shown that training and work motivation have an effect on employee performance. Hamid et al. (2024) found that training affects performance through improving competence. Ditasman et al. (2025) also showed that competence is able to mediate the relationship between training and employee performance. In addition, Munawir et al. (2025) and Hondo et al. (2025) found that work motivation has a positive effect on improving employee performance. However, Simarmata et al. (2025) found that work motivation does not always have a significant influence on performance. The difference in the results of the study shows that there

is still an inconsistency in empirical findings regarding the relationship between training, work motivation, competence, and employee performance.

In addition to the inconsistencies of the research results, there are still research gaps related to the role of competence as a mediating variable. Most previous studies have used mediating variables such as job satisfaction, work discipline, quality of work life, and creativity, while studies that specifically place competence as a mediating variable in the relationship between training and work motivation to performance are still relatively limited. In addition, research in the context of professional certification bodies, especially LSP P3 PIB, is still rarely conducted. This condition shows an opportunity to develop an empirical study on the mechanism of improving employee performance through competence.

Based on the problems, empirical facts, theoretical studies, and research gaps that have been described, this study aims to analyze the influence of training and work motivation on employee performance and test the role of competence as a mediating variable in the P3 Professional Certification Institute for the Builder of National Integrity Extension (LSP P3 PIB).

## **HYPOTHESES DEVELOPMENT**

The development of hypotheses in this study is grounded in Human Capital Theory (Becker), which emphasizes that investment in training enhances employees' knowledge, skills, and abilities, thereby improving competence and performance. Previous empirical studies have consistently shown that training has a significant positive effect on competence, which in turn strengthens employee performance (Hamid et al., 2024; Ditasman et al., 2025). Similarly, work motivation has been identified as a crucial driver of performance, as motivated employees are more likely to engage in tasks effectively and achieve organizational goals (Munawir et al., 2025). However, some studies have reported inconsistent findings regarding the direct impact of motivation on performance (Simarmata et al., 2025), suggesting that competence may act as a mediating mechanism that explains how training and motivation translate into improved performance outcomes.

Building upon these theoretical and empirical foundations, this study proposes that competence plays a mediating role in the relationship between training, motivation, and employee performance. The conceptual framework assumes that training and motivation positively influence competence, which subsequently enhances performance. By positioning competence as a mediating variable, this research seeks to close the gap identified in prior studies where mediation effects were either overlooked or substituted with other variables such as job satisfaction or discipline. Thus, the hypotheses are formulated to test both the direct and indirect effects of training and motivation on performance, with competence serving as the key explanatory mechanism within the organizational context of LSP P3 PIB. Based on the literature, the following hypotheses are proposed:

- H1: Training affects competence
- H2: Work motivation affects competence.
- H3: Competence affects employee performance.
- H4: Training affects performance both directly and indirectly through competencies
- H5: Motivation affects performance both directly and indirectly through competence

## **METHODS**

This study uses a quantitative approach with an associative research design. The associative approach was used to analyze the relationship and influence between research variables, namely training, work motivation, competence, and employee performance (Sugiyono, 2024). The research was carried out at the P3 Professional Certification Institute for the Builder of National Integrity Counseling (LSP P3 PIB) located in South Jakarta.

The research population is all active employees of LSP P3 PIB which totals 72 people. The sampling technique uses total sampling (saturated sample), namely all members of the population are used as research respondents because the population is relatively small and all population members have characteristics that are relevant to the research objectives (Sugiyono, 2024).

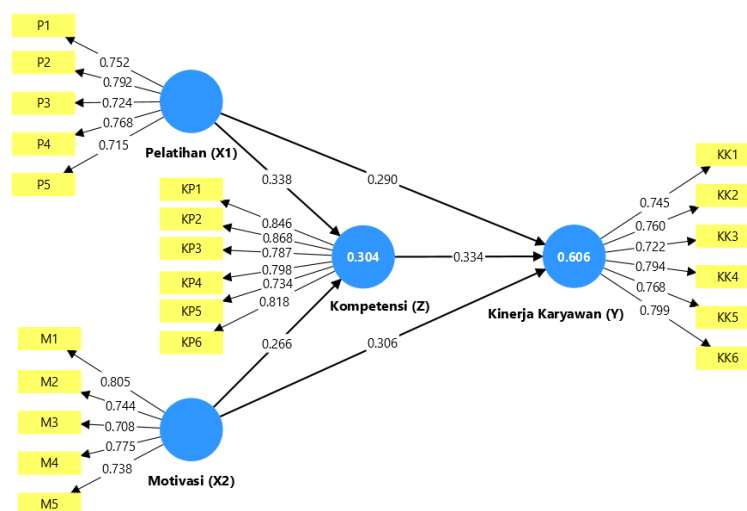
The data used consists of primary data and secondary data. Primary data was obtained through the distribution of questionnaires to respondents, while secondary data was obtained from organizational documents, books, scientific journals, and other literature sources relevant to the research (Iba et al., 2024). The data collection technique uses a survey method with instruments in the form of a closed questionnaire which is compiled based on research variable indicators adapted from the research of Simarmata et al. (2025), Herlinawati et al. (2025), and Pramono et al. (2025). The measurement of each indicator uses a five-point Likert scale, ranging from a score of 1 (strongly disagree) to a score of 5 (strongly agree) (Sugiyono, 2024).

Training variables were measured through indicators of instructor qualifications, participant readiness, material relevance, method suitability, and clarity of objectives. Work motivation variables are measured through indicators of decent remuneration, promotion opportunities, recognition, job security, and harmonious working relationships. Competency variables are measured through aspects of knowledge, skills, and attitudes, while employee performance variables are measured through quality, quantity, and timeliness adapted from previous research (Simarmata et al., 2025; Herlinawati et al., 2025; Pramono et al., 2025).

Data analysis was carried out using the Structural Equation Modeling–Partial Least Square (SEM-PLS) method with the help of SmartPLS software. The SEM-PLS method was chosen because it is able to test the relationship between latent variables simultaneously, including direct and indirect influences through mediated variables, and does not require normal data distribution and can be used on relatively limited sample sizes (Ghozali, 2022). The analysis was carried out through the evaluation of the outer model and the inner model. The evaluation of the outer model includes testing for convergent validity, discriminant validity, and construct reliability. Furthermore, the evaluation of the inner model was carried out through testing the determination coefficient ( $R^2$ ), path coefficient, and indirect effect using the bootstrapping procedure. Model suitability was evaluated using the Standardized Root Mean Square Residual (SRMR),  $d\_ULS$ ,  $d\_G$ , Chi-square, and Normed Fit Index (NFI) indicators (Ghozali, 2022).

## **RESULT AND DISCUSSION**

Evaluation of the measurement model was carried out to test the validity and reliability of the research instrument. The test results showed that all indicators had an outer loading value above 0.70, which ranged from 0.708–0.868, thus meeting the criteria for convergent validity (Ghozali, 2022). In addition, the Average Variance Extracted (AVE) value for the entire construct is in the range of 0.563–0.655 or greater than 0.50, which indicates that each construct is able to explain more than 50% of the variance of its indicators.



**Gambar 1. Hasil Pengujian Outer Model (*Loading Factor*)**

Testing the validity of the discriminant through cross loading showed that each indicator had the highest correlation in the construct it measured compared to other constructs. The results of the Fornell-Larcker test also show that the square root value of AVE of each construct is greater than the correlation between constructs. Furthermore, the HTMT value is in the range of 0.495–0.801 or below the limit of 0.90. Thus, the entire construct meets the requirements of discriminant validity.

The results of the reliability test showed that all variables had Cronbach's Alpha values between 0.807–0.894 and Composite Reliability between 0.866–0.919. This value has exceeded the minimum limit of 0.70 so that all constructs are declared reliable.

The value of the determination coefficient ( $R^2$ ) shows that the Competency variable can be explained by Training and Work Motivation by 30.4%, while the remaining 69.6% is influenced by other variables outside the model. Meanwhile, the Employee Performance variable was able to be explained by Training, Work Motivation, and Competence by 60.6%, which shows that the model's predictive ability is in the medium to strong category (Ghozali, 2022). The results of the hypothesis test are presented in Table 1.

**Table 1. Hypothesis Testing Results**

| Variables                              | Coeficin | t-statistic | p-value | Verdict  |
|----------------------------------------|----------|-------------|---------|----------|
| Training → Competency                  | 0,338    | 3,026       | 0,002   | Accepted |
| Work Motivation → Competence           | 0,266    | 2,310       | 0,021   | Accepted |
| Employee Performance → Competencies    | 0,334    | 3,278       | 0,001   | Accepted |
| Employee Performance → Training        | 0,290    | 2,213       | 0,027   | Accepted |
| Work Motivation → Employee Performance | 0,306    | 2,322       | 0,020   | Accepted |

Indirect influence testing showed that Competency mediated the relationship between Training and Employee Performance ( $\beta = 0.113$ ;  $p = 0.028$ ) as well as the relationship between Work Motivation and Employee Performance ( $\beta = 0.089$ ;  $p = 0.046$ ). Because direct and indirect influences are equally significant, competence plays a role as partial mediation.

The results of the study show that training has a positive and significant effect on employee competence. These findings indicate that the better the quality of training provided by

the organization, the higher the competencies employees have. These results are in line with Human Capital Theory which states that organizational investment through training can improve the quality of human resources in the form of knowledge, skills, and employability (Becker, 1964). These findings also support the research of Giovanni and Ali (2024), Ditasman et al. (2025), and Hamid et al. (2024) who concluded that training is an important factor in the formation of employee competencies.

Work motivation has also been shown to have a positive and significant effect on competence. This shows that highly motivated employees tend to be more active in developing skills, expanding knowledge, and improving work professionalism. These findings support the research of Winoto et al. (2023) and Herlinawati et al. (2025) who stated that work motivation is an important factor in the development of human resource competencies.

This study further proves that competence has a positive and significant effect on employee performance. The higher the competence that employees have, the better the quality, quantity, and timeliness of job completion. These results are consistent with Human Capital Theory and the research of Pramono et al. (2025), Giovanni and Ali (2024), and Winoto et al. (2023) which affirm that competence is the main determinant of individual performance.

In addition, training has been proven to have a direct effect on employee performance and also has an indirect effect through competence. These findings show that training not only improves employability in the short term, but also forms competencies that are able to improve performance in a sustainable manner. The role of competence as a partial mediator shows that part of the influence of training on performance is channeled through the improvement of employee knowledge, skills, and work attitudes.

Work motivation has also been proven to have a direct or indirect effect on performance through competence. These results show that high motivation not only encourages employees to work more optimally, but also encourages them to continue learning and developing competencies that ultimately improve performance. Competency serves as a mechanism that reinforces the influence of motivation on performance.

Overall, the results show that the improvement in the performance of LSP P3 PIB employees is influenced by training and work motivation, both directly and through competency improvement. The practical implications of these findings are the need for organizations to continuously improve the quality of training programs, create an effective work motivation system, and develop employee competencies as a key strategy in improving organizational performance.

## **CONCLUSIONS, RECOMMENDATIONS, AND LIMITATIONS**

This study proves that training and work motivation have a positive and significant effect on employee competence in LSP P3 Builder of National Integrity Counseling (LSP P3 PIB). Competence has also been proven to have a positive and significant effect on employee performance. In addition, training and work motivation have a positive and significant influence on employee performance both directly and indirectly through competencies. The results of the study show that competence plays a role as a partial mediating variable in the relationship between training and employee performance as well as the relationship between work motivation and employee performance. These findings indicate that improving the quality of training and work motivation will encourage competency improvement which ultimately has an impact on improving employee performance.

LSP P3 PIB is advised to continue to improve the quality of training programs in accordance with the needs of job competencies and strengthen work motivation through awards, career development, and the creation of a conducive work environment. In addition, competency development needs to be the main focus of the organization because it has been proven to play a role in improving employee performance and mediating the influence of training and work motivation on performance. For future researchers, it is recommended to develop a research model by adding other variables that have the potential to affect employee performance, such as leadership, organizational culture, job satisfaction, or organizational commitment, as well as expanding the research object to obtain more comprehensive results and have a broader level of generalization.

This study has several limitations that need to be acknowledged. First, the research was conducted only within the scope of LSP P3 PIB with a relatively small population of 72 employees, which may limit the generalizability of the findings to other organizations or industries. Second, the use of a cross-sectional design restricts the ability to capture changes in training, motivation, competence, and performance over time. Third, the data collection relied on self-reported questionnaires, which may be subject to response bias and social desirability effects. Finally, the study focused only on training and motivation as independent variables and competence as a mediating variable, while other factors such as leadership, organizational culture, or compensation were not included, leaving room for future research to expand the model for a more comprehensive understanding of employee performance.

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