

## Effect of Competence, Education and Training on Employee Performance with Work Motivation as Mediating Variable in Authority Office at Class II Airports in Papua and West Papua

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### **Abstract:**

*This study aimed to determine the effect of competence, education and training on employee performance mediated by work motivation. The sample of this study consisted of all employees at the Authority Office of Class II Airports in Papua and West Papua, with a total of 160 people. The research instrument was a questionnaire with a 5-point Likert scale. The data obtained were then analyzed using path analysis with SPSS software version 24. The results showed that competence, education and training had a positive effect on work motivation and employee performance. Work motivation had a positive effect on employee performance and could mediate the effect of competence, education, and training on employee performance.*

### **Keywords:**

*Employee Performance; Competence; Education and Training; Work Motivation; Airport Authority*

## I. Introduction

Airports have an important role in facilitating transportation activities and promoting regional development (Peneda et al., 2011). The presence of airports in rural and underdeveloped areas not only improves accessibility and connectivity but also stimulates economic growth (Bilotkach, 2015; Mosbah & Ryerson, 2016). According to Zhang dan Graham (2020), airports affect the economy directly through aviation activity and indirectly by increasing spending and providing better access to resources, markets, technology, and overall economic growth.

Despite the important role and benefits of airports, concerns about airport safety and security remain a major focus (Moon et al., 2017; Rizan et al., 2020). Based on data from National Transportation Safety Committee (KNKT), of all aviation accidents reported in Indonesia, Papua and West Papua Provinces are the provinces with the highest number of accidents. The high number of aviation accidents in Papua Province and airports indicates that the performance of the local airport authority has not been optimal. This regards the fact that one of the criteria for measuring the performance of airport authorities is an increase in the safety and security of air transportation.

Furthermore, according to Skorupski and Uchroński (2016), human resources are one of the factors that can significantly affect the level of air transportation security. Therefore, it is important to analyze the factors that affect employee performance at the Airport Authority of Class II airports in Papua and West Papua. This research focused on three main factors, namely competence, education and training, and work motivation.

Díaz-Fernández et al. (2014), analyzing competitive advantage factors, highlighted individual competences as a resource that drives profits and maintains competitiveness. Competences have become an integral part of modern human resource management due to their importance in influencing employee performance (Potnuru & Sahoo, 2016). Significant competence mismatch can be frustrating for companies and, if severe, can hinder the quality and quantity of outputs, as well as the profitability and longevity of the company (Škrinjarčić & Domadenik, 2020)

Education and training is a factor that, as mentioned in the literature, has been found to be effective and consistent with performance improvement (Seman et al., 2019). Organizations shall design education and training programs as effectively as possible because it can increase employee motivation and performance (Yusoff et al., 2018), According to Flöthmann et al. (2018), education and training programs can be a solution to talent shortage that causes low employee performance.

The next factor is work motivation which has also been found to be an important factor that improves employee performance (Jnaneswar & Ranjit, 2022). Organizations need to nurture and grow employees' work motivation which in turn can affect their performance levels (Layek & Koodamara, 2024). In this study, work motivation was also examined as a mediating variable for the relationship between competence and education and training on employee performance.

This research brings several contributions and novelty. This study fills the existing research gap related to the relationship between competence, education and training, and work motivation on employee performance. Based on the results of literature review, although some researchers found that competence, education and training, and work motivation have a positive effect on employee performance (Mubarok & Darmawan, 2019; Otoo, 2019), some other researchers found contrasting results (Kurniawan et al., 2021). In relation to the mediating role of work motivation, Guterresa et al. (2020) and Pakpahan and Aulia (2022) found that work motivation does not significantly mediate competence and education and training on performance.

The novelty of this research is by examining employee performance at the Airport Authority of Class II Airports in Papua and West Papua. There has, so far, been no research analyzing the factors that influence employee performance at the Airport Authority of Class II Airports in Papua and West Papua. Therefore, this research makes an important contribution to practitioners as well as the Airport Authority of Class II Airports in Papua and West Papua to manage the factors that affect employee performance.

## **II. Review of Literature**

### **2.1 Employee Performance**

Employee performance comprises work effectiveness and compliance with organizational responsibilities, which shows the achievement of both financial and non-financial objectives at work (Layek & Koodamara, 2024). Employee performance is considered a benchmark for assessing improvement, redundancy, rewards, disciplinary actions, evaluations, and salary adjustments given to employees based on their work performance (Liao et al., 2012; Warokka & Febrilia, 2015). Employee performance is a fundamental element that is believed to improve the achievement of organizational goals (Angsukanjanakul et al., 2019).

## 2.2 Competence

Employee competence refers to the combination of skills, knowledge, abilities, and attributes that a person possesses, which allows them to do their job effectively and contribute to organizational goals (Campion *et al.*, 2011). Competence is an important factor for employees to work effectively in organizations (Garcia-Perez *et al.*, 2019). It is the most important individual aspect that shapes performance because it refers to a person's innate traits that are directly associated to the achievement of effective or exceptional results (Poovathingal & Kumar, 2018).

## 2.3 Education and Training

Education and training comprise a series of activities and learning processes designed to improve performance and behavior by instilling skills and new beliefs, fostering positive attitudes, and disseminating knowledge (Quresh *et al.*, 2010). According to Bashir and Jehanzeb (2013), education and training programs aim to improve performance standards and efficiency by changing employee behavior within an organization. Good education and training are seen from the results that provide continuous improvement in the abilities and skills of employees (A. A. Hameed & Anwar, 2018).

## 2.4 Work Motivation

Work motivation is a factor that affects the expression of employee behavior during work; it is a psychological process that encourages a person to achieve their work goals (Lin, 2021). A higher level of motivation has been linked to some desirable work outcomes, including job satisfaction, a lower level of burnout, reduced turnover intentions, increased organizational citizenship behaviors, and a higher level of performance (Tóth-Király *et al.*, 2021; Van den Broeck *et al.*, 2021). Work motivation is the force that drives employee behavior in improving their performance so as to achieve organizational goals (Deschamps *et al.*, 2016).

## 2.5 Hypothesis Development

### a. Competence on Employee Performance

Employee competence provides opportunities for effectiveness in task execution, improves personal efficiency, and has an important role in creating organizational effectiveness (Otoo, 2019). With this role, several previous researchers found that competence has a positive effect on employee performance (Lin, 2021; Mulang, 2021; Škrinjarić & Domadenik, 2020). Employees will have high performance if they have competences relevant to the job and can be improved through training (Razak, 2021). Therefore, the following hypothesis is formulated:

**H1:** Competence has a positive effect on employee performance.

### b. Education and Training on Employee Performance

Increased knowledge and skills through education and training enable employees to carry out their duties properly, thus increasing their performance (Alhempí *et al.*, 2021). Some previous researchers have found a positive relationship between education and training and employee performance (Alhempí *et al.*, 2021; Freitas, 2023). Employee performance will improve if they are given technical education and training which can be directly applied to their work (Razak, 2021). Therefore, the following hypothesis is formulated:

**H2:** Education and training have a positive effect on employee performance.

### c. Competence to work motivation

Employee motivation will be higher if they have competences that are relevant to their duties and responsibilities (Tajudin *et al.*, 2023). Some previous researchers have shown that competence can affect the level of employee motivation (Arshad *et al.*, 2021; Tajudin *et al.*,

2023). When employees feel less competent in a task, their level of motivation in doing the task will be affected (Patall *et al.*, 2014). Therefore, the following hypothesis is formulated:

**H3:** Competence has a positive effect on work motivation.

#### **d. Education and Training on Work Motivation**

According to Mubarok and Darmawan (2019), education and training aim at motivating employee readiness to face changes within an organization. Previous research have shown a positive effect of education and training on work motivation (Cabrera, 2022). According to Tabassi *et al.* (2011), education and training programmed by the organization will motivate employees to continue to develop their skills. Therefore, the following hypothesis is formulated:

**H4:** Education and training have a positive effect on work motivation.

#### **e. Work Motivation on Employee Performance**

Work motivation is an important organizational instrument that inspires and utilizes human resources to achieve organizational goals (Shahzadi *et al.*, 2014). This is inseparable from the important role of work motivation, of which the positive effect on employee performance has been confirmed by previous researcher (Layek & Koodamara, 2024; Lin, 2021). Employees with a high level of work motivation will tend to show a high level of performance (Paais & Pattiruhu, 2020). Therefore, the following hypothesis is formulated:

**H5:** Work Motivation has a positive effect on employee performance

#### **f. Competence on Employee Performance through Work Motivation**

Competences are latent learning and affective motivations that underlie performance (Blömeke *et al.*, 2015). Several previous researchers have confirmed the role of work motivation in mediating the relationship between competence and employee performance (Nugraha *et al.*, 2021; Rimbayana *et al.*, 2022). High work performance can result from employee competences that are relevant to company expectations and the presence of work motivation (Efendi, 2022). Therefore, the following hypothesis is formulated:

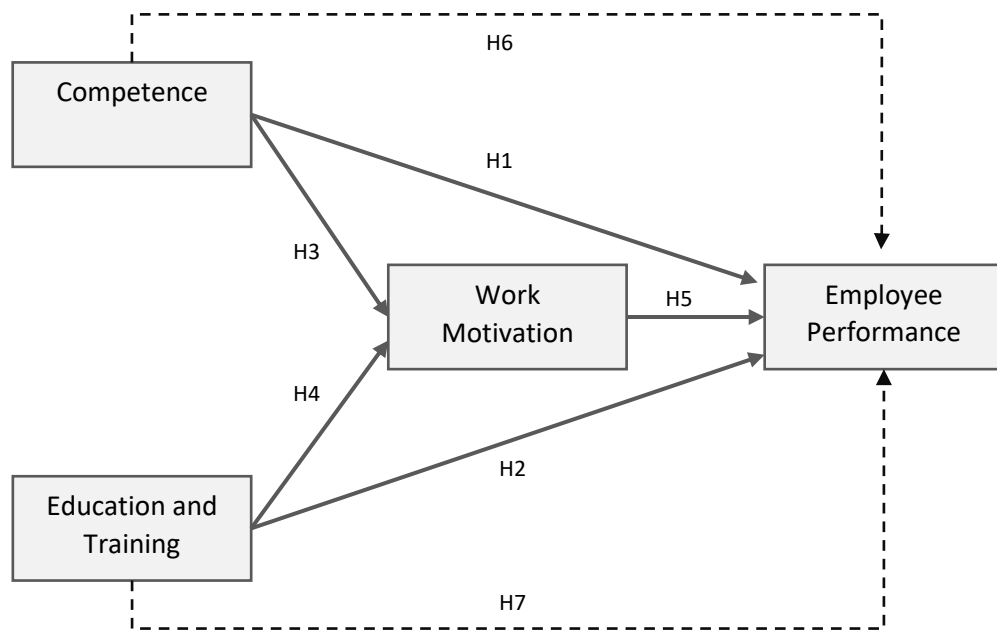
**H6:** Competence affects employee performance through work motivation.

#### **g. Education and Training on Employee Performance through Work Motivation**

One of the reasons why employees do not have work motivation is because their needs or demands are not fulfilled (Rodrigo and Palacios, 2021). Previous research has found a positive effect of education and training on employee performance through the mediation of work motivation (Bimantara *et al.*, 2021). Increasing work motivation through employee needs through a good education and training program is needed, for the purpose of improving skills at work which in turns improves job performance (Riyanto *et al.*, 2021). Therefore, the following hypothesis is formulated:

**H7:** Education and training affect employee performance through work motivation.

Based on the hypothesis development, the research model is depicted in Figure 1.



**Figure 1. Research Model**  
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### III. Research Methods

This was a quantitative study with a causality analysis approach. The sample of this study consisted of all employees at the Airport Authority of Class II airports in Papua and West Papua with a total of 160 people. Each variable was measured using measurements adapted from previous research which have been shown in Table 1. The data were analyzed using path analysis by first conducting validity, reliability, and classical assumption tests. The data processing used IBM SPSS version 24 software.

**Table 1.** Variable names, number of indicators, and adopted studies

No	Variable	Number of indicators	Source
1	Employee Performance	10	Mathis <i>et al.</i> (2017); Mangkunegara and Miftahuddin (2016); Mulyani <i>et al.</i> (2019)
2	Competence	12	Sutrisno (2010)
3	Education and Training	8	Mangkunegara (2017); Chayakonvikom <i>et al.</i> (2016)
4	Work Motivation	8	Teja (2017); Huang and Hew (2016)

### IV. Results and Discussion

The research questionnaire was distributed to all the research samples. All the questionnaires distributed could be used further for data analysis because the response rate was 100%. A descriptive analysis was first conducted to identify the demographic characteristics of the research respondents. The results of the analysis are shown in Table 2. Most of the respondents were male respondents (81.25%), had a Diploma education

(46.88%), were in the age range of 31-40 years (30.63%), have worked in the organization for 1-5 years (61.25%). In addition, most of them held an executive position (45.00%).

**Table 2.** Demographic Characteristics of Respondents

Categories	Answer Alternatives	Number of Respondents	Percentage (%)
<b>Gender</b>	Male	130	81,25%
	Female	30	18,75%
<b>Latest Education Level</b>	High School	10	6,25%
	Associate's Degree	75	46,88%
	Bachelor	73	45,63%
	Master Degree	2	1,25%
<b>Age</b>	20-30 years	86	53,75%
	31-40 years	49	30,63%
	41-50 years	25	15,63%
<b>Number of Years Worked</b>	1-5 years	98	61,25%
	6-10 years	12	7,50%
	11-15 years	31	19,38%
	>15 years	19	11,88%
<b>Position</b>	Administrator	4	2,50%
	Staff	72	45,00%
	Functional Positions	45	28,13%
	Supervisors	38	23,75%
	High-Ranking Positions	1	0,63%

The validity and reliability test results are shown in Table 3. Based on this table, all the indicators of all the variables had Pearson correlation or r-statistic > r-table (0.1305). Therefore, all the indicators were valid. Then, the reliability test results showed that all the variables had a Cronbach's Alpha > 0.70. Thus, all the variables were reliable.

**Table 3.** Validity and Reliability Test Results

Dimension	Indicators	Pearson Correlation	Cronbach's Alpha
<b>Employee Performance Variable</b>			0.923
Quantity	KP1. I have worked in accordance with the organizational standards	0.750	
	KP2. I am able to finish the work assigned.	0.767	
Quality	KP3. I understand and master the work that is assigned as my main duties.	0.787	
	KP4. I have no trouble doing my work.	0.782	
Accuracy	KP5. I can complete my work punctually and properly.	0.777	
Attendance	KP6. I never procrastinate at work.	0.842	
	KP7. I always come and leave the	0.693	

	office as scheduled.		
	KP8. I am always in the office during working hours.	0.712	
Collaboration Skills	KP9. I am able to do teamwork in the organization.	0.783	
	KP10. I complete teamwork within the specified time.	0.839	
<b>Competence Variable</b>			0.943
Knowledge	KM1. The knowledge you possess is in line with the organization's standards.	0.781	
	KM2. With the knowledge you possess, you can complete tasks and work properly.	0.836	
Understanding	KM3. With the knowledge you possess, you are able to understand the jobs you are currently working in.	0.775	
	KM4. The knowledge you possess is in line with the organization's standards.	0.743	
Skill	KM5. With the skills you possess, you have initiative in your work.	0.791	
	KM6. With the skills you possess, you can get the works done.	0.802	
Value	KM7. I can give good ideas at work.	0.836	
	KM8. I can think creatively in completing my work.	0.829	
Attitude	KM9. I always abide by applicable rules and norms.	0.726	
	KM10. I am always responsive and diligent at work.	0.774	
Interest	KM11. I have a high interest in my work.	0.750	
	KM12. I always have interests in self-development.	0.782	
<b>Education and Training Variable</b>			0.925
Goals and Objectives	PP1. The training provided is relevant to my main duties and functions.	0.805	
Education and Training	PP2. The training provided can improve my performance.	0.854	
Education and Training Materials	PP3. The materials are needed at work	0.634	
	PP4. The materials are relevant to my work.	0.792	
Education and Training Methods	PP5. The level of accuracy of the training method with the materials given.	0.810	
	PP6. The training methods provided are interesting and easy to	0.799	

	understand.		
Education and training participants	PP7. I have active participation in the training.	0.818	
	PP8. I understand and master the training materials easily.	0.778	
<b>Work Motivation Variable</b>			0.817
Fulfillment of economic needs	MK1. The salary received is sufficient to meet the economic needs of the family.	0.681	
	MK2. I am paid fairly.	0.595	
Improving work performance	MK3. I work to get a high position.	0.517	
	MK4. I always work to improve my work performance.	0.695	
Encouragement towards achieving employee satisfaction	MK5. I feel satisfied with my job.	0.676	
	MK6. I receive reward for my achievements.	0.746	
Self-recognition	MK7. I always strive for excellence at work.	0.750	
	MK8. I want to always be creative.	0.707	

The validity and reliability test results are shown in Table 3. Based on this table, all the indicators of all the variables had Pearson correlation or r-statistic  $>$  r-table (0.1305). Therefore, all the indicators were valid. Then, the reliability test results showed that all the variables had a Cronbach's Alpha  $>$  0.70. Thus, all the variables were reliable.

The results of the classical assumption test are shown in Table 4. The results of the normality test with Kolmogorov-Smirnov showed that the significance was  $0.084 > 0.05$ , indicating that the data were normally distributed. The multicollinearity test results showed that the tolerance of the independent variables ranged from 0.596-0.646  $<$  10.00, meaning that no multicollinearity problem was found. The heteroscedasticity test in this study used the Gleiser test. Based on Table 4, the significance of the three independent variables on the absolute residual was  $> 0.05$ , indicating no heteroscedasticity problem.

**Table 4.** Classical Assumption Test Results

Normality Test		Variable	Multicollinearity Test		Heteroscedasticity Test	
Kolmogorov v Smirnov	Asymp. Sig		Tolerance	VIF	t	Sig
<b>0,066</b>	0,084	Competence	0,646	1,548	0,020	0,984
		Education and Training	0,596	1,678	-0,508	0,612
		Work	0,609	1,643	-0,217	0,828
		Motivation				

The results of the data processing showed that the validity, reliability, and classical assumption tests obtained good results, so regression test was done. The results of the first regression analysis are shown in Table 5. Based on this table, competence and education and



training were proven to have a positive and significant effect on work motivation. Competence and education and training could affect work motivation by 38.4%, while the remaining 61.6% was affected by other variables not examined in this study.

**Table 5.** Results of Regression Test 1

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	10,157	2,067		4,914	0,000
Competence	0,253	0,062	0,300	4,077	0,000
Education and Training	0,249	0,045	0,411	5,580	0,000
R Square	0,384				

a. Dependent Variable: Work Motivation

Competence was proven to have a positive effect on work motivation, so the third hypothesis (H3) was accepted. The result of this study is in line with previous research which also found that competence can affect the level of work motivation (Kurniawan *et al.*, 2021; Tajudin *et al.*, 2023). The higher the competence, the higher the work motivation. With the competences they possess, employees are likely to feel confident and motivated to carry out their work more effectively (Rojas-Cruz & Husted, 2024).

Then, education and training were proven to have a positive effect on work motivation, so the fourth hypothesis (H4) was accepted. The result is in line with previous researchers such as Cabrera, (2022). The better the education and training program that employees participate in, the higher the employee's work motivation. Through education and training programs, employees gain valuable knowledge, develop new skills, and expand their expertise, so these programs not only increase competences but also instil employees' intrinsic motivation (DeVaro *et al.*, 2017).

**Table 6.** Results of Regression Test 2

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	8,825	2,733		3,229	0,002
Competence	0,233	0,080	0,209	2,901	0,004
Education and Training	0,205	0,060	0,256	3,414	0,001
Work Motivaton	0,478	0,098	0,360	4,867	0,000
R Square	0,469				

a. Dependent Variable: Employee Performance

The results of the second regression test are shown in Table 6. The results showed that competence, education and training, and work motivation had a positive and significant effect on employee performance, so the first (H1), second (H2), and fifth (H5) hypotheses were accepted. Competence, education and training, and work motivation can affect employee performance by 46.9%, while the remaining was affected by other variables not examined in this study.

The result of this study is in line with previous research, showing that competence has a positive effect on employee performance (Lin, 2021; Mulang, 2021; Škrinjarić & Domadenik, 2020). Employees will have a high level of performance if they have competences that are relevant to their jobs and such competences can be improved through training (Razak, 2021). The better the competences, the better the employee performance.

In addition, this study also found a positive relationship between education and training on employee performance; this result is in line with previous researchers such as Alhempri *et al.* (2021) and Freitas (2023). An increase in knowledge and skills will help employees carry out their duties properly, allowing them to have improved performance (Alhempri *et al.*, 2021). The more effective the education and training program that employees participate in, the higher the employee performance.

Work motivation was also proven to have a positive effect on employee performance; this is in line with previous researchers such as Layek and Koodamara (2024) and Lin (2021). The higher the work motivation, the better the performance. The work motivation of employees who work in the public sector is very important to ensure they have a high level of performance (Kolk *et al.*, 2019).

Input:		Test statistic:	p-value:
$t_a$	5.580	Sobel test:	3.66783536
$t_b$	4.867	Aroian test:	3.63483518
		Goodman test:	3.70175099
		Reset all	Calculate

**Figure 2.** Sobel Test Results for Hypothesis 6

Next, the Sobel test was done to test mediation effects. The first Sobel test was conducted to test the sixth hypothesis. Based on Figure 2, the test statistic of the Sobel test was 3.66783536 with significance of  $0.00564191 < 0.05$ . Thus, work motivation had a significant mediation effect on the relationship between competence and employee performance. This result supports the sixth hypothesis (H6) and previous research such as Nugraha *et al.* (2021) and Rimbayana *et al.* (2022).

Work motivation partially mediated the relationship between competence and employee performance. Competence was also proven to have a direct effect on employee performance. The higher the competence, the higher the work motivation, the better the performance. This result supports Nugraha *et al.* (2021) who showed that employees with high competence and skills, especially those with extensive knowledge, show high work motivation, allowing them to complete their duties more effectively.

Input:		Test statistic:	p-value:
$t_a$	4.077	Sobel test:	3.12534321
$t_b$	4.867	Aroian test:	3.08728319
		Goodman test:	3.16484646
		Reset all	Calculate

**Figure 3.** Sobel Test Results for Hypothesis 7

The results of the Sobel test for the seventh hypothesis are shown in Figure 3. Based on this figure, the Sobel test statistic was 3.12534321 with a significance of  $0.001771598 < 0.05$ . Therefore, work motivation had a significant mediation effect on the relationship between education and training and employee performance. This result supports the seventh hypothesis (H7) and previous research such as Bimantara *et al.* (2021), and Riyanto *et al.* (2021).

Work motivation partially mediated the relationship between education and training on employee performance. Education and training were also proven to have a direct effect on employee performance. Education and training programs not only improve employees' knowledge and skills, but also play an important role in shaping their work motivation. Once employees are engaged in learning opportunities, they often feel a sense of empowerment, confidence, and satisfaction, which in turn drives their motivation to do the best, resulting in high performance.

## V. Conclusion

The current study concludes that competence and education and training have a positive effect on employee performance at the Airport Authority of Class II Airports in Papua and West Papua. In addition, both competence and education and training can increase employee work motivation. Work motivation is also proven to have a positive effect on employee performance. In addition, work motivation can mediate the effect of competence and education and training on employee performance, thus highlighting its importance in improving job performance.

This research provides important practical implications to improve employee performance at the Airport Authority of Class II Airports in Papua and West Papua or related organizations. To improve employee competences, organizations and leaders can provide targeted training programs to improve employees' skills and creativity. Regular evaluation of employee competences should be conducted to identify appropriate training programs. In terms of education and training, it is important to assess and improve the existing methods, as they may be either relevant to the materials or less engaging, making it difficult to understand. To improve work motivation, policies related to employee salaries and wages should be reviewed to ensure they are fair with workload and responsibilities. In addition, recognizing and rewarding high-performing employees can further increase motivation.

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