

IMPROVING EMPLOYEE PERFORMANCE THROUGH ACHIEVEMENT-ORIENTED WORK MOTIVATION

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Abstract. The higher the level of competition in the industrial sector, it is necessary for the company's efforts to respond well to this in order to survive through internal strategies in the form of improving employee performance. Training and competence are found to be one of the factors that can improve employee performance. The main purpose of this study is to build a model in an effort to improve employee performance involving achievement-oriented work motivation as an intervening variable the effect of training effectiveness and soft skill competence on employee performance. The population in this study are employees of companies engaged in the manufacturing sector with 276 employees. Samples were taken by 100 employees using purposive random sampling method. Structural Equation Modeling (SEM) was used to test the statistical significance of the path coefficients against the five (5) established hypotheses. The findings of the study indicate that the effectiveness of training and soft skill competencies have a positive and significant influence on achievement-oriented work motivation. Effectiveness of training, soft skill competence, and achievement-oriented work motivation have a positive and significant influence on employee performance.

Keywords: effectiveness of training; soft skills competence; achievement-oriented work motivation; employee performance.

INTRODUCTION

Competition in the industrial world, especially those engaged in the food and beverage industry sector in Indonesia is getting tougher. Competition in the food and beverage industry sector in Indonesia is competitive with a high concentration ([Wijati & Santosa, 2015](#)). The condition of the increasingly fierce competition level will create its own challenges for the food and beverage industry, whether it is engaged as a provider of raw materials, providers of supporting materials, food and beverage processing itself, providers of food and beverage packaging materials, transportation services or all industries related to products. food and beverages from raw materials to final consumers to continuously improve the company's performance. Every company tries to be competitive and tries to create more profit by increasing productivity, providing customer satisfaction by meeting expectations in quality and price ([Makwana & Patange, 2019](#)). To face the increasingly fierce level of competition, strategic efforts need to be made in the form of improving employee performance.

Performance is a measure of the level of success of an organization ([Pawirosumarto, Sarjana, & Gunawan, 2017](#)). Company performance is determined by employee performance. Organizational performance can be influenced by the performance of the employees themselves ([Hatane, 2015](#)). Employee performance leads to increased efficiency and productivity of organizational processes as a whole ([Ahmad, Farrukh, & Nazir, 2015](#)). The importance of employee performance has

become increasing over the past few years, as it has become a major and important variable in any organization ([Gridwichai, Kulwanich, Piromkam, & Kwanmuangvanich, 2020](#)). Employee performance has an important and visible role in the progress of every organization and its development because employees contribute to its success and effectiveness ([Jankingthong & Rurkkhum, 2012](#)). In a corporate environment, continuous efforts to improve employee performance have become the main goal of human resource management (Falola, Osibanjo, & Ojo, 2014). Human resources are important to be managed professionally to create alignment between the interests of employees and the interests of the organization in an effort to advance the organization ([Mappamiring, AKOB, & Putra, 2020](#)). Organizations should analyze and study employee performance factors and strive to develop them, because employee performance is the main outcome that employees contribute to their productivity.

Training was found to have an effect on employee performance. The idea that one of the factors that influence employee performance is training presented. Training is directly related to employee performance. With the help of training, employees can be more skilled in their work and can produce better performance ([Anitha & Kumar, 2016](#)). Training is widely recognized as contributing to individual and organizational performance. From the results of previous studies related to the effect of training on employee performance can be divided into two groups. The first group stated that training had an effect on employee performance

(Falola et al., 2014); (Asfaw, Argaw, & Bayissa, 2015); and (Leghari et al., 2016)). The second group stated that training had no effect on employee performance (Anwar Prabu Mangkunegara & Waris, 2015); (Pakpahan, 2014).

Competence is needed by employees in working to achieve good workmanship where knowledge, skills, and skills are needed. The existence of competence will be very useful in dealing with work problems so that they can be quickly resolved. Competence has a significant impact on employee performance (Achmad, 2017). Employee competence is reflected in three forms, namely knowledge, skills, and attitudes that have an influence on employee performance (Martini, Rahyuda, Sintaasih, & Piartrini, 2018). Previous research related to the influence of competence on employee performance can be divided into two groups. The first group stated that competence had an effect on employee performance (Fadude, Tawas, & Poluan, 2019); (A. A. Anwar Prabu Mangkunegara, 2016). The second group stated that competence had no effect on employee performance (Subari & Riady, 2015); (Basori, Prahyanan, & Kamsin, 2017); (Ozkeser, 2019).

Intrinsic motivation has a positive and significant influence on employee performance. The award given by the company to employees who excel in their work will be one of the motivations to work better (Lee & Hidayat, 2018). Extrinsic and intrinsic motivation show a positive and significant relationship to employee performance. Employees are considered a valuable asset to improve organizational

performance (Kalhor, Jhatial, 2017). Work motivation has a significant influence on employee performance. Other programs provided by the company to employees can increase employee motivation to eliminate boredom during work (Achmad, 2017).

Phenomenon *research gap* in the research above regarding the effect of training and competence on employee performance, it is necessary to build a new concept involving intervening variables to improve *gap* research. For this reason, in this study a new concept was built by involving achievement-oriented work motivation as an intervening variable with the hope that the effectiveness of training and *soft skill* can affect employee performance through achievement work motivation.

1. The Development Hypothesis of Training Effectiveness and Achievement-Oriented Work Motivation

Training is defined as a systematic approach that has an impact on increasing knowledge, skills, and attitudes in order to increase the effectiveness of individuals, teams, and organizations. Training is a key tool that can be used to increase employee motivation (Ozkeser, 2019). Periodic training has an impact in the emergency department on the motivation of health students to study in the field of emergency medicine. Several previous studies conducted by (Güllü, 2016) showed that training and development programs had a positive impact on employee motivation in the banking sector. The results of the study concluded that banks that have proper

training and development programs for employees can increase employee motivation. Showed a strong relationship between internal training in surveyed companies and employee motivation to work. ([Anwar, 2021](#)) revealed that the effectiveness of training directly has an impact on employee motivation. Successful training drives changes in organizational systems for careers and skills for employee motivation.

Thus, based on the research above, the following hypothesis can be proposed:

H1: The effectiveness of training has a significant effect on achievement-oriented work motivation.

2. Soft Skill Competence and Achievement Oriented Work Motivation

Competence is a person's specific characteristics or behavior in terms of knowledge, skills, motives, values, and self-concepts that enable him to work more effectively, excel, and succeed than other people. The competency aspect is starting to get a strong position as a factor that must be considered by companies for achieving effective performance ([Subari & Riady, 2015](#)). Influence on the emergence of motivation to work perfectly. As stated that one indicator of competence is a motive where the characteristics of highly motivated employees who are competent are employees who always work well. Competence has a significant influence on work motivation ([Murgianto, Sulasmi, & Suhermin, 2016](#)).

Thus, based on the research above, the following hypothesis can be proposed:

H2: Soft skill competence has a significant influence on achievement-oriented work motivation.

3. Effectiveness of Training and Employee Performance

Explain that performance is the result of work that is closely related to organizational goals and consumers contribute to the economy. Employee training in support of expertise in their work. Explain that training programs not only develop employees but also help organizations make the best use of their human resources to gain a competitive advantage. Therefore, it seems mandatory for the company to plan such a training program for its employees to improve their abilities and competencies in the workplace. Research shows that training has a significant effect on employee performance.

Thus, based on the research above, the following hypothesis can be proposed:

H3: The effectiveness of training has a significant effect on employee performance.

4. Achievement Oriented Work Motivation and Employee Performance

The factors that influence the achievement of performance are the ability and work motivation. There is a positive relationship between high achievement motives and performance achievement. High Achievement motive is an encouragement in

employees to carry out an activity/task as well as possible in order to be able to achieve good performance. Employees who have a feeling of being part of an organization and have positive motivation in themselves will show higher performance. According to the results of research conducted in general, it shows that there is a significant influence between work motivation on employee performance. Employees who have high motivation will tend to immediately complete every job they carry out and try to overcome the problems they face positively which will have an impact on increasing performance. The researches above can be hypothesized as follows:

H4: Achievement-oriented work motivation has a significant influence on employee performance

5. Soft Skill Competence and Employee Performance

State that competence is a characteristic that underlies a person and is related to effectiveness of

individual performance in a job Stephen argued that competence is the ability or ability of a person to perform various tasks in a job, where this ability is determined by 2 (two) factors, namely intellectual ability and physical ability. Someone who has high competence, then he will have high performance as a result (Abdullah, 2014). Competencies *Soft Skill* have a significant influence on employee performance. In another study it was found that competence has a significant influence on employee performance.

H5: Soft skill competence has a significant influence on employee performance.

Based on the relationship between the variables above, it is related to the effectiveness of training, *soft skill*, achievement-oriented work motivation, and employee performance. Then the following empirical research model framework can be proposed:

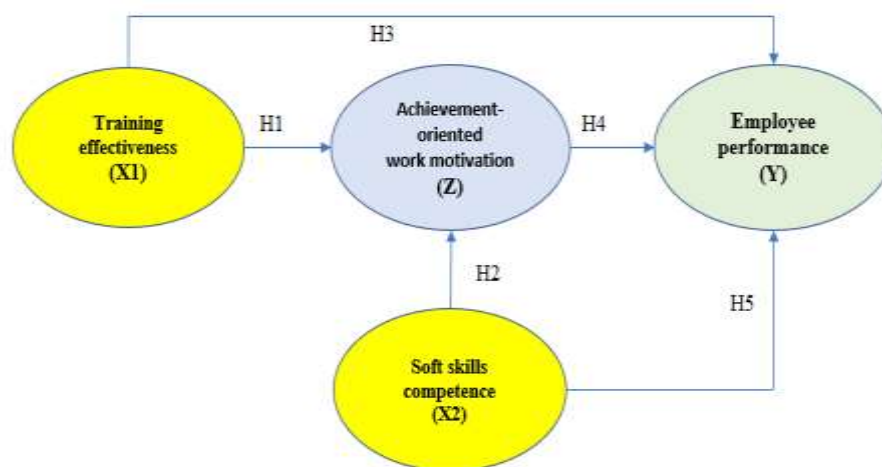


Figure 1. Empirical Research Method

METHODS

The type of research used is quantitative. The population in the study was 276 employees with the characteristics of being permanent employees and having worked at least two years. The number of samples used is 100 with reference to the provisions of 5x20 indicators used. Data collection techniques using *purposive random sampling* of company employees. The research model uses *Structural Equation Modeling (SEM)* to test the significance of five (5) predetermined hypotheses. Data processing is done using the software SmartPLS 3.2.9. All items were measured using an interval scale of 1 (strongly disagree) to 10 (strongly agree).

There are five indicators that can be used to measure the effectiveness of training according to (Coco, 2011), namely *reactions, learnings, behaviors, organizational results, and cost effectiveness*. There are five indicators that can be used to measure *soft skill*, namely knowledge, skills, experience, attitudes, and

work skills. There are five indicators that can be used to measure achievement-oriented work motivation using the Syahyuti indicator, namely encouragement to achieve goals, work spirit, initiative, creativity, and motivation. responsibility. There are five indicators that can be used to measure employee performance according to (Soemaryani, Hilmiana, & Paujiah, 2016), namely quality, quantity, timeliness, effectiveness, and independence.

RESULTS AND DISCUSSION

In conducting data analysis using SmartPLS, several stages were carried out. The first is to evaluate the model, the second is to evaluate the outer model, and the third is to evaluate the inner model.

The following presents the results of calculations from data processing using SmartPLS software:

Output

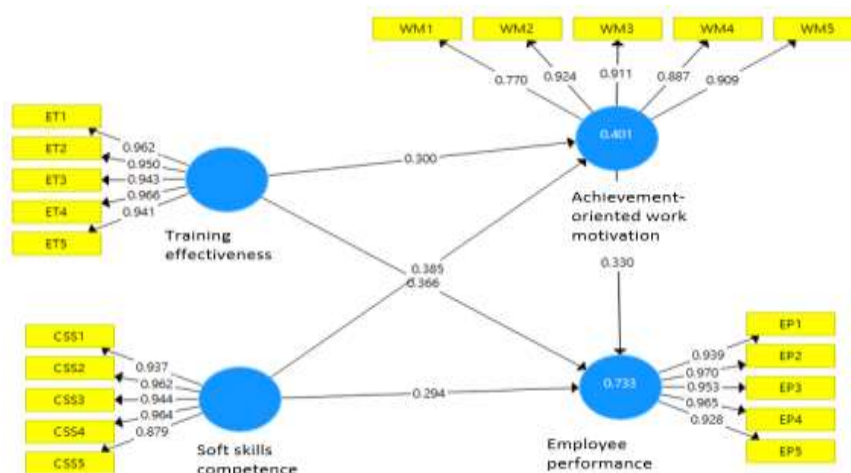


Figure 2. The Results of Full Model Analysis PLS Algorithm

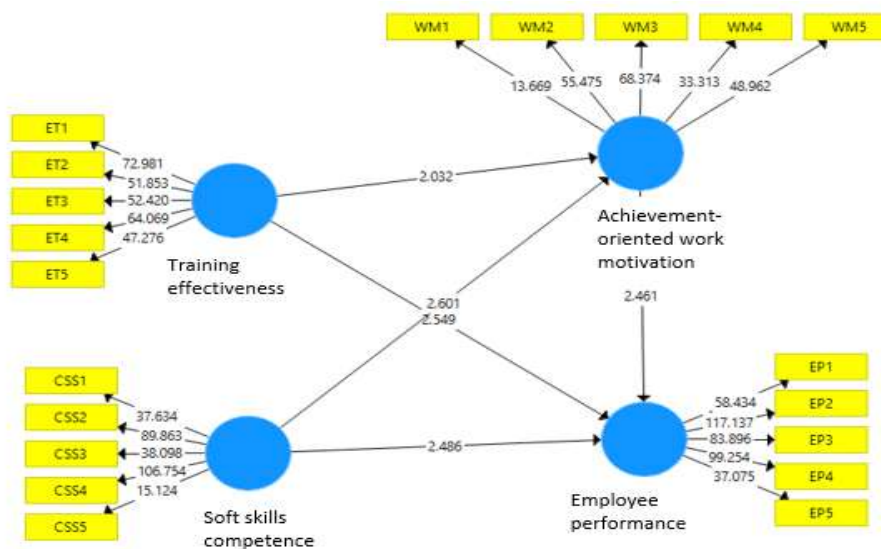


Figure 3. The Results of Full Model Analysis Bootstrapping

Evaluation Model

Table 1. Loading Factor

CONSTRUCT	Estimate β_i	Cut of Value	Summary
TE			
TE1	0.962	>0.7	Valid
TE2	0.950	>0.7	Valid
TE3	0.943	>0.7	Valid
TE4	0.966	>0.7	Valid
TE5	0.941	>0.7	Valid
SSC			
SSC1	0.937	>0.7	Valid
SSC2	0.962	>0.7	Valid
SSC3	0.944	>0.7	Valid
SSC4	0.964	>0.7	Valid
SSC5	0.879	>0.7	Valid
AOWM			
AOWM1	0.770	>0.7	Valid
AOWM2	0.924	>0.7	Valid
AOWM3	0.911	>0.7	Valid
AOWM4	0.887	>0.7	Valid
AOWM5	0.909	>0.7	Valid
EP			
EP1	0.939	>0.7	Valid
EP2	0.970	>0.7	Valid
EP3	0.953	>0.7	Valid
EP4	0.965	>0.7	Valid
EP5	0.928	>0.7	Valid

Source: SmartPLS data processing results in research

From table 1 regarding the loading factor above, it can be seen that for the effectiveness of training, TE1, TE2, TE3, TE4, and TE5 all have loading factor values > 0.7 so that no indicators are discarded and declared valid. For soft skill competencies, SSC1, SSC2, SSC3, SSC4, and SSC5 all have loading factor values > 0.7 so that no indicators are discarded and

declared valid. For work motivation, WM1, WM2, WM3, WM4, and WM5 all have loading factor values > 0.7 so that no indicators are discarded and declared valid. For employee performance, EP1, EP2, EP3, EP4, and EP5. all have loading factor values > 0.7 so that no indicators are discarded and declared valid.

Evaluation Outer Model

Table 2. Validity and Reliability Test

CONSTRUCT	Estimate β_i	β^2	Error $=1-\beta^2$	AVE	Cut of Value	Summary	Composite Reliability	Cronbach's Alpha	Cut of Value	Summary	R^2
TE				0.907	≥ 0.5	Valid	0.980	0.974	≥ 0.7	Reliable	-
TE1 \leftarrow TE	0.962	0.925	0.075								
TE2 \leftarrow TE	0.950	0.903	0.097								
TE3 \leftarrow TE	0.943	0.888	0.112								
TE4 \leftarrow TE	0.966	0.933	0.067								
TE5 \leftarrow TE	0.941	0.885	0.115								
Σ	4.761	4.534	0.466								
SSC				0.879	≥ 0.5	Valid	0.973	0.965	≥ 0.7	Reliable	-
SSC1 \leftarrow SSC	0.937	0.878	0.122								
SSC2 \leftarrow SSC	0.962	0.925	0.075								
SSC3 \leftarrow SSC	0.944	0.891	0.109								
SSC4 \leftarrow SSC	0.964	0.929	0.071								
SSC5 \leftarrow SSC	0.879	0.772	0.228								
Σ	4.685	4.394	0.606								
AOWM				0.778	≥ 0.5	Valid	0.946	0.927	≥ 0.7	Reliable	0.40
AOWM1 \leftarrow AOWM	0.770	0.593	0.407								
AOWM2 \leftarrow AOWM	0.924	0.853	0.147								
AOWM3 \leftarrow AOWM	0.911	0.831	0.169								
AOWM4 \leftarrow AOWM	0.887	0.788	0.212								
AOWM5 \leftarrow AOWM	0.909	0.826	0.174								
Σ	4.401	3.890	1.110								
EP				0.905	≥ 0.5	Valid	0.979	0.974	≥ 0.7	Reliable	0.733
EP1 \leftarrow EP	0.939	0.882	0.118								
EP2 \leftarrow EP	0.970	0.941	0.059								
EP3 \leftarrow EP	0.953	0.908	0.092								
EP4 \leftarrow EP	0.965	0.931	0.069								
EP5 \leftarrow EP	0.928	0.862	0.138								
Σ	4.755	4.524	0.476								

Source: results of SmartPLS data processing in research

Table 3. AVE, SQRT, CR, CA, and R

CONSTRUCT	AVE	SQRT AVE	CR	CA	R
Training effectiveness	0.907	0.952	0.980	0.974	-
Soft skills competence	0.879	0.937	0.973	0.965	-
Achievement-oriented work motivation	0.778	0.882	0.946	0.927	0.401
Employee performance	0.905	0.951	0.979	0.974	0.733

Source: results of processing SmartPLS data in research

Table 4. Construct Correlations

CONSTRUCT	Training effectiveness	Soft skills competence	Achievement-oriented	Employee performance
Training effectiveness	0.952			
Soft skills competence	0.588	0.937		
Achievement-oriented work motivation	0.603	0.571	0.882	
Employee performance	0.581	0.760	0.713	0.951

Source: results of processing SmartPLS data in research

From table 3. it can be seen that the AVE value is > 0.5 so it can be stated that the construct has a valid convergent validity. Then from table 4. the SQRT value $>$ construct correlations so that it can be stated that the construct has a valid

A. Evaluation Inner Model

Table 5. Direct Effects

Direct Effects			Original Sample
1	Training Effectiveness	---> Achievement-oriented work motivation	0.300
2	Soft Skill Competence	---> Achievement-oriented work motivation	0.385
3	Training Effectiveness	---> Employee performance	0.366
4	Achievement-oriented work motivation	---> Employee performance	0.330
5	Soft Skill Competence	---> Employee performance	0.294

Source: SmartPLS data processing results in research

Table 6. Research Hypothesis Test

No	Direct Effects		Sample Mean	T Statistics	P Values	Cut of Value		Evaluation	Hypothesis	Summary	
						C.R. > 1.96	P-Value < 0.05				
1	Training Effectiveness	---> Achievement-oriented work motivation	0.300	2.031	0.049	C.R. > 1.96	P-Value < 0.05	Positive	Significant	H1	Supported
2	Soft Skill Competence	---> Achievement-oriented work motivation	0.385	2.601	0.019	C.R. > 1.96	P-Value < 0.05	Positive	Significant	H2	Supported
3	Training Effectiveness	---> Employee performance	0.366	2.549	0.007	C.R. > 1.96	P-Value < 0.05	Positive	Significant	H3	Supported
4	Achievement-oriented work motivation	---> Employee performance	0.330	2.461	0.003	C.R. > 1.96	P-Value < 0.05	Positive	Significant	H4	Supported
5	Soft Skill Competence	---> Employee performance	0.294	2.486	0.011	C.R. > 1.96	P-Value < 0.05	Positive	Significant	H5	Supported

Source: SmartPLS data processing results in research

Hypothesis Testing 1

H1: Training effectiveness has a significant influence on achievement-oriented work motivation

Parameter sample mean effect on effectiveness training on achievement-oriented work motivation is 0.300. The T Statistics value is 2,031 1,967 or the P Value is 0.049 0.05, so the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore H1 is accepted and it can be concluded that the effectiveness of the training has a positive and significant effect on achievement work motivation thus hypothesis 1 is supported.

discriminant validity. Then the value of CR and CA 0.7 so that it can be stated that the construct has very good reliability. The conclusion of the model has valid validity and reliability and can be tested further.

Testing Hypothesis 2

H2: Soft skill competence has a significant influence on achievement-oriented work motivation.

The sample mean parameter of the influence of soft skill competence on achievement-oriented work motivation is 0.385. The T Statistics value is 2.601 1.967 or the P value is 0.019 0.05, so the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore H2 is accepted and it can be concluded that soft skill competence has a positive and significant effect on work motivation. Thus hypothesis 2 is supported.

Hypothesis Testing 3

H3: The effectiveness of training has a significant effect on employee performance

The sample mean parameter of the effect of training effectiveness on employee performance is 0.366. The T Statistics value is 2,549 1,967 or the P value is 0.007 0.05, so the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore H3 is accepted and it can be concluded that the effectiveness of training has a positive and significant effect on employee performance. Thus hypothesis 3 is supported.

Testing Hypothesis 4

H4: Achievement-oriented work motivation has a significant influence on employee performance

The sample mean parameter of the effect of achievement-oriented work motivation on employee performance is 0.330. The T Statistics value is 2.461 1.967 or the P value is 0.003 0.05, so the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore H4 is accepted and it can be concluded that achievement-oriented work motivation has a positive and significant effect on employee performance. Thus hypothesis 4 is supported.

Hypothesis Testing 5

H5: Soft skill competence has a significant influence on employee performance

The sample mean parameter of the influence of soft skill competence on employee performance is 0.294. The T Statistics value is 2.486 1.967 or the P value

is 0.011 0.05, so the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore H5 is accepted and it can be concluded that soft skill competence has a positive and significant effect on employee performance. Thus hypothesis 5 is supported.

Discussion

H1: The effectiveness of training has a significant effect on achievement-oriented work motivation.

Effectiveness of training was found to have a positive and significant effect on achievement-oriented work motivation. This is supported by the path coefficient value of 0.300 and the probability value of 0.049. This means that the higher the effectiveness of the training, the higher the achievement-oriented work motivation. The findings in the study indicate that the higher the effectiveness of the training will provide encouragement to employees to be more motivated to work. Feeling satisfied with the training that has been followed in the form of increased knowledge, skills, and changes in better behavior will increase enthusiasm for work. This condition will further cause work motivation to increase. The results of this study are supported by previous research conducted. State that training and training effectiveness have a positive and significant influence on work motivation. The better training carried out in an organization is reflected in the better training effectiveness. This will lead to a stronger urge in individual employees to work better than before doing the training.

H2: Soft skill competence has a significant effect on achievement-oriented work motivation.

Soft skill competence was found to have a positive and significant effect on achievement-oriented work motivation. This is supported by the path coefficient value of 0.385 and the probability value of 0.019. This means that the higher the soft skill competence, the work motivation will increase. The findings in the study indicate that higher soft skill competencies will encourage employees to have higher work motivation. Someone who has soft skill competence will have a high motivation to complete the work that is his responsibility and try to solve the problems faced by using the competencies they have. The results of this study are supported by previous research conducted. State that competence has a significant influence on work motivation.

H3: The effectiveness of training has a significant effect on employee performance

Effectiveness of training was found to have a positive and significant effect on employee performance. This is supported by the path coefficient value of 0.366 and the probability value of 0.007. This means that the higher the effectiveness of the training, the employee's performance will increase. The findings in the study indicate that the higher the effectiveness of training will lead to increased knowledge and skills in the work so that it will lead to better employees at work which in turn will improve the performance of these employees. The results of this study are supported by previous research conducted

where the research shows that the effectiveness of training has a positive and significant influence on employee performance. The higher the effectiveness of the training, the better the abilities, skills, attitudes, and personal values of employees which will have an impact on the better performance that results.

H4: Achievement-oriented work motivation has a significant influence on employee performance

Achievement-oriented work motivation was found to have a positive and significant influence on employee performance. This is supported by the path coefficient value of 0.330 and the probability value of 0.003. This means that the higher the work motivation, the higher the employee's performance. The findings in the study indicate that employees who have high work motivation will tend to have a desire to complete the work as well as possible and try to solve the problems they face properly so that the resulting work output will increase. The results of this study are supported by previous research conducted ([Lee & Hidayat, 2018](#)) where the research shows that work motivation has a positive and significant influence on employee performance. An employee will have more motivation if they have the belief to be able to produce better performance as well.

H5: Soft Skill Competence has a significant effect on employee performance. Employee

Competence was found to have a positive and significant effect on employee performance. This is supported by the path coefficient value of 0.294 and the

probability value of 0.011. This means that the higher the soft skill competence, the higher the employee's performance. The findings in the study indicate that employees with soft skill competencies have ways of completing each job target well. The better the completion of the work will cause the employee's performance to increase. The results of this study are supported by previous research conducted by (Rokhayati, Kambara, & Ibrahim, 2017) which stated that competence has a positive and significant influence on employee performance.

CONCLUSIONS

The statistical test of the hypothesis on the effect of each independent variable on the dependent variable resulted in a conclusion. The effectiveness of training has a positive and significant effect on achievement-oriented work motivation. Soft skill competence has a positive and significant effect on achievement-oriented work motivation. The effectiveness of training has a positive and significant effect on employee performance. Achievement-oriented work motivation has a positive and significant effect on employee performance. Soft skill competence has a positive and significant effect on employee performance.

The results of the study have implications for managerial policy. The results of the research can be used as guidelines for management in an effort to determine the main scale of determining what to do first to improve employee performance. From the direct influence, it was found that the effectiveness of training

is a positive and dominant factor that has an influence on employee performance. Therefore, management can determine or design the main scale of policies in an effort to improve employee performance as follows. Implement a good and well-planned training program according to the needs of the position, required competencies, and company goals by conducting regular evaluations. Provide regular and continuous work motivation to employees related to work either through superior guidance or training. Provide training programs to improve soft skill competencies for each employee related to work.

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