



INFLUENCE OF TRAINING AND MOTIVATION TO THE PERFORMANCE OF CIVIL SERVANTS ON REGIONAL CIVIL SERVICE AGENCY OF SOUTH KALIMANTAN PROVINCE, INDONESIA

Reza Fahleviⁱ

Postgraduate of Masters in Government Sciences,
Lambung Mangkurat University,
Indonesia

Abstract:

Training has been made a way for an organization in order to improve the hard skills and soft skills of his employees in order to improve performance, with the expectation that the organization's overall performance can be lifted as well. However, as long as this is not known for sure how much impact the training has on performance. Similarly, motivation, so far, organizations are trying to find the right formulation to spur the performance of civil servants with various policies. The purpose of this research is to test a significant influence on training and motivation to the performance of civil servants in the Regional Civil Service Agency of South Kalimantan province by positioning the level of education as a moderation variable. This research uses quantitative approaches with explanatory research types. The instrument used is a questionnaire that was distributed to the research sample of 80 people (sampling saturated). Data analysis uses Partial Least Square with SmartPLS v 3.2.8 software. The results proved to be a significant influence on training and motivation to the performance of Regional Civil Service Agency of South Kalimantan province. The level of education moderates the relationship between training to performance but does not moderate the relationship between the motivation to the performance of civil servants in the Regional Civil Service Agency of South Kalimantan province.

Keywords: training, motivation, performance, level of education

1. Introduction

The validity of Law No. 5 of 2014 concerning civil apparatus brought many changes fundamentally in the order of civil service at the central government level, provincial government, and regency/city. The purpose of implementing and publishing laws that

ⁱ Correspondence: email jurnalbanjarbaru@gmail.com

we can summarize and examine ourselves first is that the law is formed with the spirit to create a high-integrity apparatus, professionals in the performance of tasks, neutral and not inclined or intervened by politics.

In the human resource management system that has been conducted so far there are several weaknesses in the apparatus that has been perceived, as stated by the Keban (2004:17), among others in the management of human resources tend to be more prioritizing the administrative side. In addition, Keban also highlights a lack of effectiveness and efficiency in achieving the objectives of the organization, this is happening both in the central and local institutions and still often ignore important principles such as *check and balance* so that it often results in accountability because many programs are similar to others.

More specifically the problems in the management of civil service delivered by the Ministry of State apparatus empowerment and bureaucracy reform in the *Roadmap* for bureaucracy reform 2015-2019 (2015:12) in line with what is conveyed by Keban is still a LOT of ASN placement in positions that are not suitable for competence, so that many office systems occupied is not in accordance with the competency that is the position of the department, and the integrity of civil servants is still low.

Human resources as in the organization is the most important element in the management, without the existence of human resources, the other resource owned by the organization will not be able to run. Therefore, it is necessary for qualified and professional human resources that tend to have good performance in the effort to support the achievement of organizational objectives.

Fundamentally the implementation of education and training aimed to improve skills and knowledge of employees so that performance can be pushed too. This certainly comes down to a good performance scoring system and is able to give feedback to the organization in the future improvement efforts.

Aside from the internal factor of the organization through education and training, there are factors – factors that must be raised from an individual (*person*) organization including motivation and discipline. These factors will be related to each other in realizing good organizational management. The motivation of members in an organization must be maintained and cared for by the organization leadership. The low trend of motivation can result in intensity and quality of work, of course, knowing what motivations are, and how big, organizational leaders will tend to be easier in determining and achieving organizational objectives.

Regional civil service agency of South Kalimantan Province as one of the institutions responsible for the quality of civil servants in the district government of South Kalimantan province should be one example of how to properly implement performance management and human resource development.

Based on the explanation above this study is intended to know the influence of training and motivation to the performance of regional civil service agency of South Kalimantan province (with education level as moderation variable).

2. Literature Review

2.1 Results of Previous Research

As for some previous research results discussing similar variables can be seen from the Table 1 as follows:

Table 1: Past research

No	Name of researcher	Title	Results
1	Rida Athar, Faiza Maqbool Shah (2015)	Impact of Training on Employee Performance (Banking Sector Karachi)	Training factors have a positive impact on the performance of bank Karachi employees
2	María Isabel Barba Aragón, Daniel Jiménez Jiménez, Raquel Sanz Valle (2014)	Training and performance: The mediating role of organizational learning	No direct effect found from training to performance
3	James Watta Onyango. And Daniel M. Wanyoike PhD (2014)	Effects of Training on Employee Performance: A Survey of Health Workers in Siaya County, Kenya	The study results show that there is a strong positive relationship between training and development of employees and performance
4	Masood Asim (2013)	Impact of Motivation on Employee Performance with Effect of Training: Specific to Education Sector of Pakistan	In the education sector motivation play positive results in the performance as well motivation increase as well as employee performance is increase
5	Brent Keijzers (2010)	Bachelor Thesis: Employee Motivation and Performance (Organization and Study)	Earlier research could not succeed in establishing a positive correlation between employee motivation and performance
6	Adeogun, J. (2008)	Will monetary motivation lead to an increase in job performance and job satisfaction? A study at multicultural for-profit institutions of higher learning. Published doctoral dissertation, Nova Southeastern University	Education Level has Moderated the Relationship Monetary Motivation and Job Performance.
7	Suparno and Sudarwati (2013)	The influence of motivation, work discipline and competence on the performance of Sragen District education Office	Work motivation and discipline affect the performance of Sragen District education Office

2.2 Training

Sunyoto (2013:137) argues that training is an attempt to improve the performance of workers in a particular work that is the responsibility of the person or one work in relation to other occupations. While according to Suprihanto (1988:86) education and

training is more emphasis on a process of coaching understanding and knowledge, rules and methods are organized in a structured by prioritizing coaching, honesty and skill.

Siagian (2005:180) that conveys the definition of both terms. Siagian argues that education emphasizes more on the entire process, techniques and methods of teaching in order to transfer the knowledge of a person to another person by a clear and defined standard. While training is also regarded as learning and teaching using certain techniques and methods. Training is said to be successful if the desired goal has been achieved, by improving the quality of employees' performance in completing their duties.

The benchmark of training according to Mangkunegara (2002:45)

- A. Objectives and training facilities,
- B. Training materials must be in accordance with the objectives,
- C. Exercise methods must comply with the ability level of employees to be participants,
- D. Exercise participants must meet the conditions specified.

2. Motivation

2.1 Definition

The sense of motivation literally according to a large dictionary of Bahasa Indonesia is a push that arises in a person consciously or unconsciously to perform actions, certain objectives. Fahrudin (2000:44) categorizes motivation into two groups:

- 1) Genuine motivation is the urge to do something that appears naturally and naturally is in human beings or can be said to originate directly from within the person itself.
- 2) Artificial motivation which is the motivation given or entered into a person either intentional or by chance and is an opponent of the original motivation.

According to Maslow in Siagian (2009:103) human beings have a number of needs that are classified into hierarchy of needs in five levels:

- 1) Physiological needs,
- 2) The need for security,
- 3) Social needs,
- 4) Needs reflect self-esteem,
- 5) Self-actualization needs.

2.3 Performance

The basic word for performance is work, according to the English Great Dictionary (2005) The word for this performance means: "*something accomplished; demonstrated achievement; work skills*". Sadu Wasistiono (2002:51) gives an understanding that the limitless performance of what was produced but included in it the long-term influence or impact it generates, or rather the performance not only speaks of what is produced (*output*) but also speaks of the *outcome*. This is in line with what Sedarmayanti (2017:284) explains that

performance is the result of work that a person or group of people can achieve in the organization's objectives, according to the authority and responsibilities of each legally and not in violation of the law and in accordance with morals and ethics.

Rahadi (2010:1) stated that performance is a translation of performance, which means work achievement, work performance, achievement, work performance or work appearance. Meanwhile, according to Armstrong and Baron (2011:2), performance has a broader meaning, not only stated as a result of work, but also how the work process takes place, performance is about what is done and how to do it, performance is a result of work that is strong related to consumers and contributes to economic. According to Mangkunegara (2013:9) performance is a comparison of results achieved with the role as well as labor within a given time. In addition, the performance associated with employees is the result of good quality and quantity of work in doing its job according to the responsibilities given.

3. Material and Methods

This study used a quantitative approach with survey design by sampling the population and using questionnaires as the main data collector tools and the hypotheses to be tested for their truthfulness in this research, the type of research used is explanatory research, which is research describing the causal relationship between variables through hypothesis testing. The purpose of this research is to test the effect of variable training (X1) and motivation (X2) as a free variable to employee performance (Y) as a bound variable as well as the level of education as moderation variables (M). The analysis in this study uses the Partial Least Square method developed by Wold. According to Wold PLS is a method of analysis that powerful, and have some advantages including it is to ignore the normality of data, multicollinearity, so that the use of indicators with the scale of data categories, ordinal, intervals and ratios can be used. Besides the other advantages of PLS is the size of the sample that does not have to be large.

Research is located at regional civil service agency of South Kalimantan province with population 80 people this research using non-probability sampling technique is a technique that does not provide equal opportunities/opportunities for each element or member of the population to be selected into a sample.

The type of technique used is the saturation sampling technique in which Sugiyono (designated as many as 80 civil servants or all members of the population is used as sample research. Sugiyono (2008:56) Explains if the population members are relatively small then the overall better serve as a sample of research. This technique is called saturated sampling. Data will be grouped into 2 sets of data based on the education level as moderation variables.

Table 2: Variable research and indicators

Variable	Indicator
Training (X1)	a. Identification of training needs
	b. Training readiness
	c. Learning environment
	d. Implementation of training
	e. Training methods and Outcomes
	f. Training evaluation
Motivation (X2)	a. Physiological needs
	b. The need for security
	c. Social needs
	d. Needs that reflect self-esteem
	e. Self-actualization needs
Performance (Y)	a. Quality of work
	b. Determination of time
	c. Initiative
	d. Ability
	e. Communication

The scoring technique used in this study was made to use the five-tier Likert scale. Sekaran (2006:31) and Sugiono (2008:90) stating the data obtained from the use of Likert scale is the interval data, therefore parametric statistical hypothesis test tools can be used. With the use of this Likert scale respondents were faced with a statement and or question and then asked to give the answer that was deemed the best fit. For each question provided five alternate answers with different preference weights. The weighting of alternative questions is:

Strongly agree with the score	5
Agree with the score	4
Hesitate – hesitate with the score	3
Less agree with score	2
Disagree with the score	1

4. Results and Discussion

4.1 Validity

The *first outer model* test is done by looking at the value of the *Outer Loadings* generated by SmartPLS software by entering the data and running the menu *calculate* and then *PLS Algorithm*. From data that has been processed by SmartPLS Software obtained the following result:

Table 3: Outer loading values of each research indicator

Indicator	Training (X1)	Motivation (X2)	Performance (Y)
X1.1	0.723		
X1.2	0.742		
X1.3	0.695		
X1.4	0.816		
X1.5	0.835		
X1.6	0.831		
X2.1		0.582	
X2.2		0.694	
X2.3		0.803	
X2.4		0.862	
X2.5		0.753	
Y1			0.718
Y2			0.811
Y3			0.799
Y4			0.798
Y5			0.765

From the table above results can be seen that most of the values of *outer loadings* indicators are worth > 0.7 (greater than 0.7) according to Chin 1998 in Ghazali (2014:74) The *rule of thumb* which is commonly used to assess the validity of *convergent* is more than 0.7 for *confirmatory* -based research and between 0.6 – 0.7 for *exploratory research*. However, for the early stage research of the scale of measuring the measurement of *loading factor* between 0.5 – 0.6 is still considered sufficient. If 37-38 you look again at the above research results then the indicator value X 1.3 is 0695, X 2.1 is 0582, and X 2.2 0694, so that the author refers to the previous opinion still include the indicator mentioned in the next process considering this is also in line with the research example that exists in the literature (Ghozali 2014). The test is then followed by looking at the *Average Variance EXTRACTED (AVE)* value. Where the terms to be declared valid *Average Value Variance EXTRACTED (AVE)* should be more > 0.5 . From the data processing results obtained the following results:

Table 4: Average Variance Extracted (AVE) Value

Variable	AVE Value
Training	0.602
Motivation	0.555
Performance	0.607

From the Table 4 we can see that the *Average Variance Extracted (AVE)* value of the entire indicator > 0.5 which means that all the construction is valid.

4.2 Reliability Test Results

In addition to the validity test, model measurements are also conducted to test the reliability of a construct to prove the accuracy, consistency and accuracy of the instrument in measuring the construction. In PLS-SEM using software PLS version 3.2.8 can be done in two ways that is to see the value of Cronbach's Alpha and Composite Reliability is often referred to by Dillon Goldstein's (Ghozali, 2014:75). From the results of the research data obtained the following results:

Table 5: Scores Cronbach's Alpha and Composite Reliability

	Cronbach's Alpha	Composite Reliability
TRAINING (X1)	0.868	0.860
MOTIVATION (X2)	0.797	0.860
PERFORMANCE (Y)	0.837	0.885

The requirement for a construction is considered reliable in the method PLS-SEM is if the value of Cronbach's Alpha > 0.7 or > 0.6 for exploratory research. Then by looking at the value in Table 4 can be noted that the whole of the construction is considered reliable.

However, because in some cases the use of Cronbach's alpha will give a lower value (under estimate) so it is advisable to use composite reliability. The Rule of thumb of composite reliability must be > 0.7 and values between 0.6-07 are still acceptable for confirmatory research. From the results in Table 4. Above, it can be seen that the composite reliability value for each construct is more than 0.7 so that the entire construct is considered reliable.

4.3 Inner Model Test Results

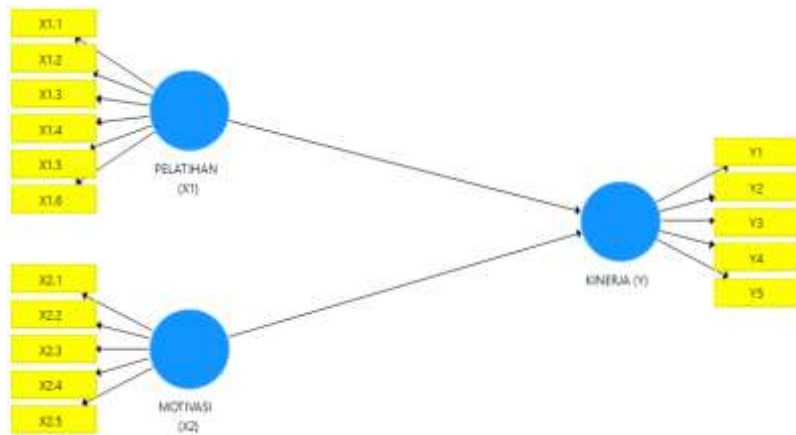
In evaluating the structural model with the first step PLS method is to look at the value of *R-Squares* (R^2) for each latent variable. This value can be used to describe the influence of a particular exogenous latent variable on the endogenous variable whether it has substantive influence (Ghozali, 2014:78). The *rule of thumb* of the value of *R-Squares* (R^2) There are several opinions that can be used as the basis of which are as follows:

Table 6: Rule of Thumb R-Squares

	Strong R-Squares (R^2) value	Moderate R-Squares (R^2) value	Weak R-Squares (R^2) value
Chin 1998	0.67	0.33	0.19
Hair et al. 2011	0.75	0.50	0.25

The first step is to create a model path in SmartPLS V 3.2.8 software as follows:

Figure 1: Structural Model Research variables



(Source: Smartpls v 3.2.8 Software)

After that, the test was done by opening the menu calculate and selecting *PLS Algorithm* so that the value obtained from *R-Squares* (R^2) amounting to 0554 and *R-Squares* (R^2) *adjusted* 0542 which means jointly training (X1) and motivation (X2) effect on performance (Y) entered into moderate (intermediate) category.

The next testing procedure was to run a *bootstrap* procedure where Hair et al (2011) and Henseler et al (2009) in Ghazali (2014:80) provided recommendations for the *number of bootstrap* samples procedure of 5000 with the note that the amount should be greater than the original sample. But still in the same book Chin (2003; 2010) suggested the value rather 200 up to 1000 samples were enough to correct the *default error estimate* PLS. On this occasion the author chose to use 1000 samples as *number of bootstrap sample* with *significance level* (α) 0.05 (5%). Once done processing on SmartPLS V 3.2.8 software obtained the following data:

Table 7: Value Path Coefficients

Relationship	Coefficients Path	T-Statistics
Training (X1) → Performance (Y)	0.328	3.967
Motivation (X2) → Performance (Y)	0.507	5.497

Source: Software SmartPLS V 3.2.8 in sports.

From the table above, it can be seen that for the relationship between training (X1) and performance (Y) has a value of 0328 or positively correlated meaning the higher the value of the training (X1) The higher the performance (Y) as well as the relationship between motivation (X2) and performance (Y) where obtained the value of 0507 which implies the higher the motivation (X2) then the higher also performance (Y) and stated that the motivation is greater impact on performance compared to training on performance because the value of $0507 > 0.328$.

4.4 Hypothesis Test Results

To test the hypothesis in the method PLS can be concluded by looking at the value *T-Statistic* and comparing it to the value of *T-table*. As for testing with the *significance level* (α) 0.05 according to Ghozali (2014:80-81) The value of *T table* which was made base is 1.96. Until H_0 is accepted if *T-statistics* < 1.96 or > -1.96 , and H_0 is rejected and H_a is accepted if *T-statistics* > 1.96 or < -1.96 .

As for the hypothesis that the author asked in this research is as follows:

1. Hypothesis 1: Training (X1) significant effect on performance (Y).

H_0 : Training (X1) has no significant effect on performance (Y).

H_a : Training (X1) significant effect on performance (Y).

From the data on Table 7 obtained *T Statistics* value the relationship between training (X1) to performance (Y) is $3,967 > 1.96$ so that H_0 is rejected and H_a accepted.

2. Hypothesis 2: Motivation (X2) significant effect on performance (Y).

H_0 : Motivation (X2) has no significant effect on performance (Y).

H_a : Motivation (X2) significant effect on performance (Y).

From the data on Table 7 Get the *T-Statistics* value the relationship between motivation (X2) to performance (X1) is $5,497 > 1.96$ so H_0 is rejected and H_a is accepted.

3. Hypothesis 3: Education level moderate (strengthens or weakens) the influence of training on performance.

H_0 : Education level (M) does not moderate the relationship between training (X1) on performance (Y).

H_a : Education level (M) moderate the relationship between training (X1) on performance (Y).

The method used is to categorize existing data into two sets, lower middle education and higher education data. After the procedure *PLS Algorithm* obtained the following data:

Table 8: Value R-Square hypothesis 3

	R Square	R Square Adjusted
Lower middle education	0.603	0.583
Higher education	0.291	0.278

Which means for the middle to lower education category entered in moderate category and for the higher education category belongs to the category weak.

The results of the *path coefficient* for lower middle education category down and higher education are as follows:

Table 9: Path value Coefficient hypothesis 3

	Original Sample	Standard Deviation	T-Statistics	P Values
Training (X1) → Performance (Y) Lower middle education	0.776	0.059	13.162	0.000
Training (X1) → Performance (Y) Higher education	0.536	0.081	6.485	0.000

From the table above it can be concluded that the training variable (X1) has significant effect on the performance (Y) variable for the middle education category down with the *T-Statistics* value > table t value of 13,361 > 1.96. Similarly, the training variables (X1) have significant effect on the performance (Y) variable in the higher education category with *T-Statistics* > Q-table value of 6,485 > 1.96.

To test the differences in training and performance influences on civil servants with lower middle education and higher education, the use of the Smith-Satterthwait test was proposed by Chin (2000) in Ghozali (2014:231). That is by counting the *T-statistics* using the formula:

$$t = \frac{Path_{sampil_1} - Path_{samle_2}}{\sqrt{S.E^2_{sample1} + S.E^2_{sample2}}}$$

$$t = \frac{0.776 - 0.536}{\sqrt{0.061^2 + 0.083^2}}$$

$$t = \frac{0.24}{\sqrt{0.00371 + 0.006889}}$$

$$t = \frac{0.24}{\sqrt{0.010559}}$$

$$t = \frac{0.24}{0.103} = 2.330$$

So, the value of T is 2,330 > 1.96 so that Ho is rejected and Ha is accepted so that it can be concluded that the education level (M) moderate the influence of training (X1) on performance (Y).

4. Hypothesis 4: Education level of moderate (strengthening or weakening) influences motivation to performance.

Ho: Education level (M) does not moderate the influence between motivation (X2) on performance (Y).

Ha: Education level (M) moderate influence between motivation (X2) on performance (Y).

The method used is to categorize existing data into two sets of lower middle and higher education data.

After the procedure, PLS Algorithm, obtained the following data:

Table 10: Value of R-Square hypothesis 4

	R Square	R Square Adjusted
Lower middle education	0.598	0.578
Higher education	0.506	0.497

Which means for the lower middle education category entered in the moderate category and for the category of higher education included in the moderate category also.

The result of path coefficient for the lower se education category is as follows:

Table 11: Path value Coefficient hypothesis 4

	Original Sample	Standard Deviation	T-Statistics	P Values
Motivation (X2) → Performance (Y) lower middle education	0.774	0.079	9.741	0.000
Motivation (X2) → Performance (Y) Higher education	0.711	0.047	15.029	0.000

So that it can be concluded that the motivation variable (X2) significantly affects the performance variable (Y) for the lower middle education category down with the value t *Statistics* > T-table value of 9,741 > 1.96 and in the higher education category with the value T -*Statistics* > t-tables i.e. 15,029 > 1.96. The motivation (X2) significantly affects the performance (Y) variables of all education categories.

To test there is no difference in the influence of motivation and performance of civil servants with lower middle education and higher education conducted using Smith-Satterthwait test as stated by Chin (2000) in Ghozali (2014:231). That is by counting the *T-statistics* using the formula:

$$\begin{aligned}
 t &= \frac{Path_{Sampel_1} - Path_{Sampel_2}}{\sqrt{S.E.^2_{sample1} + S.E.^2_{sample2}}} \\
 t &= \frac{0.774 - 0.711}{\sqrt{0.079^2 + 0.047^2}} \\
 t &= \frac{0.063}{\sqrt{0.006241 + 0.00209}} \\
 t &= \frac{0.063}{\sqrt{0.00845}} \\
 t &= \frac{0.24}{0.092} = 0.684
 \end{aligned}$$

So, the value of T is 0684 > 1.96 so that Ho is accepted so that it can be concluded that the education level (M) does not moderate the influence of motivation (X2) on performance (Y)

4.4. Discussion

A. The Effect of Training on Performance

From the results of the study obtained the *T-Statistics* value 3,967 > 1.96 which indicates that there is a significant influence between training on performance. This is in line with some previous research including Rida Athar, Faiza Maqbool Shah (2015) under the title *Impact of Training on Employee Performance (Banking Sector Karachi)* as well as research conducted by James Watta Onyango. And Daniel M. Wanyoike PhD (2014) under the title *Effects of Training on Employee Performance: A Survey of Health Workers in Siaya County, Kenya*.

The value *path coefficient* 0.328 indicates that the value of an awakened correlation is positive where the higher the value of the training will further improve the performance of civil servants in the Regional civil service agency of South Kalimantan province. As Siagian (2005:180) stated that the training was said to be successful if the desired target was achieved by improving the quality of employees' performance in completing their duties.

B. Impact of Motivation on Performance

The results of the study showed the value of *T-Statistics* 5,497 > of T-table value 1.96 which defines the significant influence of the motivation to the performance of civil servants in the provincial civil service agency of South Kalimantan province. This is in line with some research that has been first conducted among them is Masood Asim (2013) under the title *Impact of Motivation on Employee Performance with Effect of Training: Specific to Education Sector of Pakistan*, as well as research conducted by Brent Keijzers (2010) under the title *Bachelor's Thesis: Employee Motivation and Performance (Organization and Study)*.

From this research also obtained the value of *path coefficient* 0.507 which implies that there is a positive correlation where the higher the motivation of the person in the work will be greater also the performance, in this case the civil servants of the regional civil service of South Kalimantan province. As Victor Vroom expressed in Robbins (2006:238) stating that an employee would be willing to make a greater effort than he believes that the effort would result in a good performance assessment, and that a good performance assessment would result in salary increases and promotions.

C. Level of Education Moderating (Strengthening or Weakening) the Relationship between Training and Performance

The Data the authors have obtained in the study are grouped by two categories i.e. downward lower middle education and higher education. Where for the education level from Elementary to senior High school in the lower middle education category, while for Diploma education up to doctoral/S3 (if any) entered in higher education category.

From the processing of the data obtained the value of *T-Statistics* in the lower middle education 13,162 and at higher education 6.48, which means in both groups/categories of both lower middle education and higher education training is significantly influential. Then done looking for the value of T as mentioned in the technique of data Analysis (page 56), in some literature mention test Z. Thus, obtained the T-count value of the Smith-Satterthwait test is 2,330 which means that the level of education moderates the relationship between training on the performance of civil servants in the Regional civil service agency of South Kalimantan province. As for determining whether to weaken or strengthen the relationship can be seen by comparing the value of the *coefficient path* of both categories as stated in Julizar (2014:28-29). In lower middle education, the value of 0.776 and higher education obtained by *path coefficient* 0.536 which means that the education variable weakens the relationship between training to performance, the higher the education precisely affects the performance of smaller.

This interesting phenomenon considering the level of education is precisely weakens the influence of training on performance. But if further traced and attributed to some theories that his true training Handoko (1995:104) training is understood as an activity to improve the work skills that are more practical and can be applied in the effort to achieve the objectives of the organization, but usually training is very related to the skills and techniques of certain job implementation, detailed and routine. At the regional civil service agency of South Kalimantan province itself a certain work, detail and routine is more closely related to those who do not occupy structural office or commonly referred to as staff (executor and functional office). At this level, it proves that training should be given to a brand with lower middle education and the Office of Staff or functional office. This is in line with the fact that for employees with higher education levels are more prepared organizations to be able to execute managerial functions.

D. Level of Moderate Education (Strengthening or Weakening) the Relationship between Training and Performance

In this section will be determined whether the level of education is moderate the influence of motivation to the performance of civil servants in the Regional civil service agency of South Kalimantan province. From the *bootstrapping* test Result in Smartpls v 3.2.8 application obtained value in lower middle education with *T Statistics* > t-value of table is $9,741 > 1.96$ and in higher education category with *Statistics* > T-table is $15,029 > 1.96$. The motivation (X2) significantly affects the performance (Y) variables of all education categories. So, it is done back Smith-Satterthwait test.

From the result of the calculation of the obtained value T is $0684 < 1.96$ which means that the level of education does not moderate the relationship between motivation and performance in accordance with the criteria expressed by Julizar (2014:28-29). It can also be seen with the value *path coefficient* in both categories of education does not result in a distinction so far 0774 and 0711 which means both middle and high levels of education are equally motivated to work and improve their performance. In order to confirm that the author cited several statements from several respondents at the time of data retrieval. That the fact they are in improving performance is very dependent on several factors including income in order to fulfill the needs, the way of the subordinates nurturing, the opportunity to develop knowledge, a feeling will be rewarded for their work and others. This is in line with the theory expressed by Maslow in Siagian (2009, 103-106) which states that some indicators in work motivation are physiological needs, needs of safety, social needs, needs that reflect self-esteem and self-actualization needs.

If it is associated with the structure of the Group of civil servants at the Regional civil service agency of South Kalimantan province, which is mostly group III, including those who have lower middle education with a long working period. As for some motivation indicators as stated above is fulfilled and proportional. For example, related to welfare (salary and benefits) that are part of physiological needs, the majority of civil servants with group III can already be categorized quite well.

5. Conclusion

According to the results of the study can be concluded:

- 1) There is a significant influence of training on the performance of civil servants in the Regional civil service agency of South Kalimantan province with *T-Statistics* amounting to $3,967 > 1.96$.
- 2) There is a significant influence on the motivation to the performance of civil servants in the Regional Civil Service Agency of South Kalimantan province with *T-Statistics* amounting to $5,497 > 1.96$.
- 3) The level of education is moderate the influence between training on the performance of civil servants in the Regional Civil Service Agency of South Kalimantan province with the results of the Smith-Satterthwait test of $2,330 > 1.96$ with the value of path coefficient at the lower middle education level below 0.776 and higher education 0.536 which shows that the higher the level of education will further weaken the effect of training on performance.
- 4) The level of education does not moderate the influence between Motivasi the motivation to the performance of civil servants on the Regional Civil Service Agency of South Kalimantan province with the results of the Smith-Satterthwait test of $0.684 < 1.96$. With the value of path coefficient at the lower middle level of education down 0.774 and higher education 0.711 That indicates that there is no difference too far between lower middle education and higher education in terms of performance motivation, which indicates at every level of civil servant education in South Kalimantan Province Regional Civil Service Agency motivation effect on performance.

6. Recommendations

Based on the results of the research, researchers give some advice that can be used as consideration for the needy.

- 1) In the training aspect recommended to the Regional Civil Service Agency of the province of South Kalimantan to keep improving and involve his civil servants because it proved to be a significant effect on performance.
- 2) In the aspect of motivation recommended to the Regional Civil Service Agency of the province of South Kalimantan to stay attentive and improve the factors that motivate civil servants to improve performance.
- 3) In training aspects, it is advisable to prioritize civil servants at the lower middle level of training, given that the influence is greater in the category.
- 4) In the aspect of motivation whose influence value is equally large to the Regional Civil Service Agency of South Kalimantan Province is advised to still pay attention to the principle of proportionality and equality on the entire layer of recall on each category of education level, the motivation of civil servants on Regional civil Service Agency of South Kalimantan province significantly effect on performance.

So that policies related to things like welfare (salary and allowances), opportunities for self-development and science, protection against civil servants and others should be balanced.

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