



THE EFFECT OF MOTIVATION AND TRAINING ON EMPLOYEE PERFORMANCE AND ORGANIZATIONAL PERFORMANCE ON TOURISM AND CULTURE DEPARTMENTS IN WEST MUNA REGENCY

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ABSTRACT

This study aims to determine and analyze: (1) The Effect of Motivation on employee Performance. (2) The Effect of Motivation on organizational performance. (3) The Effect of Training on the performance. (4) The effect of training on organizational performance. (5) The influence of employee performance on organizational performance. (6) The role of employee performance in mediating motivation on organizational performance. (7) The role of employee performance in mediating the effect of training on organizational performance.

The population of this study was all employees at the Department of Tourism and Culture of West Muna Regency, as many as 38 people, not including the leadership. The research data were collected using a questionnaire and processed using Partial Least Square (PLS).

The results of the study show that: (1) Motivation has a positive and significant effect on employee performance. (2) training has a positive and significant effect on organizational performance. (3) Training has a significant positive effect on performance. (4) Training has a significant negative effect on organizational performance. (5) Employee performance has a significant positive effect on organizational performance. (6) Employee performance mediates the effect of motivation on organizational performance. (7) Employee performance mediates the effect of training on organizational performance.

Key Words: *Career Development, Work Commitment, and Employee Performance*

Introduction

Human resource management is a very important component for an organization, both an agency or a company because human resources are an asset that benefits the company in the long term. However, sophisticated a company's technology is, it will not work well if it is not supported by a reliable workforce. The level of business competition that is so tight with high technological developments requires quality human resources so that they are can manage the company effectively and efficiently. Therefore, companies need to pay more attention to employees.

Motivation is a desire or drive that arises from within a person who is done sincerely, consciously to

do or move action so that he can improve his performance can realize and achieve the goals set by the company. Training is very important because, with training, employees will be given detailed guidance and learn about work procedures within the organization. Performance is a comparison of the work achieved by employees with predetermined standards. The results of one's work will provide feedback for the worker himself to always be active in doing his job well, take more initiative, innovate, and be expected to produce good quality work. Organizational performance is the result of work that has been achieved by the organization in a certain period.

Wolde Shiferaw Dubagus. et al (2020) suggest that there is a positive relationship between motivation and organizational performance, this is supported by Sandi Sanjaya and Syaifulla (2020) that motivation has a positive and significant effect on employee performance but both are contrary to what was expressed by Anriza Julianry, et al (2017) stated that motivation hurts employee performance.

Research conducted by Anriza Julianry, et al (2017) motivation hurts employee performance but has a positive effect on organizational performance. Whereas Deden Tarmidi and Regina Jansen Arsajah, (2019) suggest that motivation has a positive impact on employee performance directly and on organizational performance indirectly. Efi Herawati. et al (2018) conclude that organizational performance is influenced by motivation. Motivation affects employee performance. However, the effect of motivation on organizational performance cannot be mediated by employee performance.

Anriza Julianry, et al (2017) suggest that training has a significant positive effect on employee performance but hurts organizational performance. In another case, what was stated by Cros Ogohi Daniel (2018) concluded that training improves employee performance as well as employee commitment to the organization. This is also supported by Efi Herawati, et al (2018) who states that training and development affect organizational performance which is mediated by employee performance.

Literature Review

Human Resource Management

Human resources are a workforce that has expertise so that it can be absorbed by existing jobs, and or the available workforce, but with their expertise, they can to create jobs for themselves (Barto Rande and Halim, 2008:14). Winardi (2007:60) says that human resource management is an employer's activity about workers as individuals. According to Flippo in Handoko (2008: 51), human resource management is planning, directing, organizing, monitoring activities, procurement, developing compensation, integrating, maintaining, and releasing human resources to achieve the expected goals.

Based on this understanding, it can be concluded that human resource management is the art and science of attracting, selecting, developing, maintaining, and using human resources to achieve both individual and corporate goals. Human resources referred to in this sense are company employees.

Motivation

Kadarisman (2012:278) states that work motivation is something that creates enthusiasm or encouragement in a person to want to work hard and well. Meanwhile, according to Pandi Afandi, (2018: 23) motivation is a desire that arises in a person or individual because he is inspired, encouraged, and driven to carry out activities with sincerity, pleasure, and sincerity so that the results of the activities he does get good results. good and quality.

Based on the explanation above, it can be concluded that motivation is an impulse or desire that arises in a person or individual is acting consciously and sincerely to achieve the expected or desired results and goals. According to (Malayu P. Hasibuan 2016: 154) the indicators used are the need for achievement, the need for affiliation, and the need for power.

Training

Training is an effort to transfer skills and knowledge to training participants in such a way that the participants receive and conduct training when carrying out Pandi Afandi's work (2018: 128). Rivai and Sagala (2011: 212), argue that training is a process of systematically changing employee behavior to achieve organizational goals.

Training is related to the skills and abilities of employees to carry out current jobs. From some of the definitions above, training is a process to improve employee competence and can train the abilities, skills, expertise, and knowledge of employees to carry out work effectively and efficiently to achieve goals in a company. The training indicators according to Pandi Afandi (2018:137) are instructors, materials, methods,

equipment, and certificates.

Employee Performance

According to Simamora (2009: 423) performance is an achievement of certain job requirements which ultimately can be directly reflected in the output produced both in quantity and quality. This understanding highlights performance based on the results achieved by someone after doing work. While Dharma (2005:1) suggests that performance is something that is done or a product of services provided or produced by a person or group of people.

Based on this description, it can be concluded that performance appraisal is the process of an organization evaluating or assessing the work of its employees. If the performance appraisal is carried out properly, orderly, and correctly, it will be able to benefit the organization itself. Therefore, performance appraisal needs to be carried out formally with the criteria that have been set by the organization objectively, someone, namely: quantity aspects, quality aspects, cost aspects, time aspects, service orientation, commitment, cooperation, and leadership initiatives.

Organizational Performance

According to Steers (2003:67), the notion of organizational performance is the level that shows how far the actual implementation of tasks can be carried out and the organization's mission is achieved. Meanwhile, according to Mahsun (2006:25), organizational performance is a description of the level of achievement of the implementation of an activity/program/policy in realizing the goals, objectives, mission, and vision of the organization contained in the strategic planning of an organization

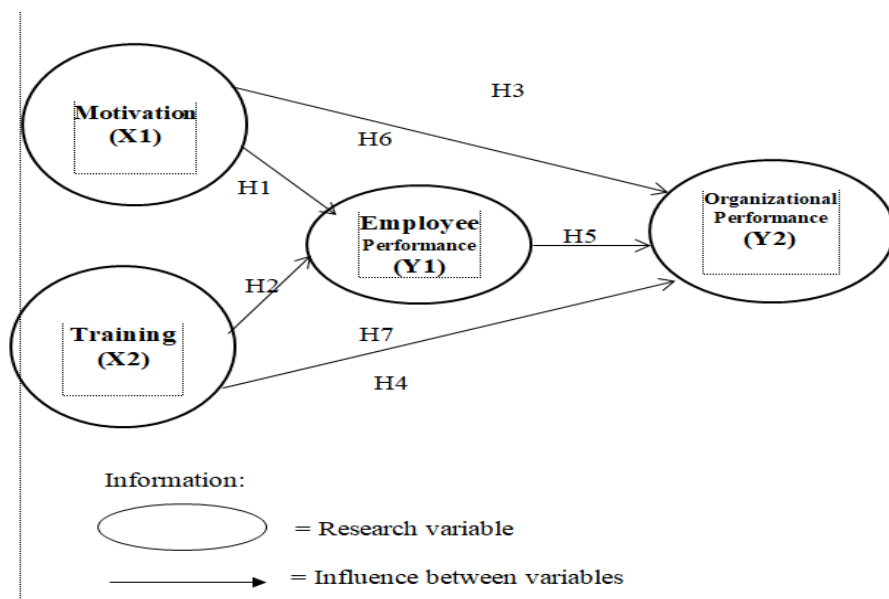
From the above definition, it can be concluded that the notion of organizational performance is the achievement obtained by the organization in a certain period in carrying out the objectives of activities or programs in realizing the vision and mission of the organization. Organizational Performance Indicators according to Agus Dwiyanto (2006:50-51) can be measured through: (1) productivity, (2) service quality, (3) responsiveness, (4) responsibility, and (5) accountability.

Conceptual framework

This study aims to determine and analyze the effect of motivation and training on employee performance and organizational performance. Therefore, the theory that is considered relevant is the opinion expressed by Edwin B Filipo in Hasibuan 2014:143, motivation is a skill, in directing employees and organizations to want to work successfully, so that the wishes of employees and organizational goals are simultaneously achieved.

Based on the theory described above, a conceptual model or theoretical framework that can be developed in this study is as follows:

Scheme 3.1. Conceptual Framework



Research Hypothesis

Based on the description above, the hypothesis in this study is as follows:

1. Motivation has a positive and significant effect on employee performance at the Department of Tourism and Culture of West Muna Regency.
2. Training has a positive and significant effect on organizational performance at the Department of Tourism and Culture of West Muna Regency.
3. Motivation has a significant positive effect on the performance of the Department of Tourism and Culture of West Muna Regency.
4. Training has a significant positive effect on organizational performance at the Department of Tourism and Culture of West Muna Regency.
5. Employee performance has a significant positive effect on organizational performance at the Department of Tourism and Culture of West Muna Regency.
6. Employee performance mediates the effect of motivation on organizational performance at the Department of Tourism and Culture of West Muna Regency.
7. Employee performance mediates the effect of training on organizational performance at the Department of Tourism and Culture of West Muna Regency.

Research Methods

Research Object

The object of this research is employee performance and organizational performance at the Department of Tourism and Culture of West Muna Regency. this type of research is associative research.

Population and Research Sample

Population

The population of this study was all employees at the Department of Tourism and Culture of West Muna Regency, as many as 38 people, not including the leadership.

Research Samples

The technique of determining the sample is by census/total sampling, which is taking all employees, namely 38 people as research respondents because this number can be reached by researchers.

Types of Data

The data used in this study are qualitative data and quantitative data.

1. Qualitative data is data that cannot be nominated using numbers but is presented in the form of information, explanations, and theoretical discussions.
2. Quantitative Data is data in the form of numbers whose discussion, through statistical calculations based on answers to questionnaires from respondents.

Data Analysis Technique

The research uses data analysis methods using *SmartPLS software version 3.0.m3* which is run on computer media.

Descriptive Statistical

Analysis Description analysis aims to interpret the respondent's arguments against the choice of statements and the frequency distribution of respondents' statements from the data that has been collected.

Inferential Statistical Analysis Inferential

Statistics, (inductive statistics or probability statistics), are statistical techniques used to analyze sample data and the results are applied to the population (Sugiyono, 2013).

Measurement of the Model (*Outer Model*)

Measuring the model (*outer model*) by looking at *discriminant validity*, *convergent validity*, and

composite reliability. Discriminator validity is by using the value of *cross loading* and the *square root of average variance extracted* (\sqrt{AVE}). Convergent validity is measuring the validity of the indicator as a constructed measure, this can be seen from the outer loading. Composite reliability is to test the reliability value between indicators from different constructs.

Evaluation of the Structural Model (*Inner Model*)

The structural model (*inner model*) was evaluated by looking at the percentage of variance explained by the R^2 value for the dependent variable using the *Q-square test* (Ghozali, 2013) and also looking at the magnitude of the structural path coefficient. If the value of R^2 is greater than 0.2, it can be interpreted that the latent predictor has a large influence on the structural level

However, if the calculation results show the *Q-square* is more than 0 (zero), then the model is feasible to be said to have the relevant predictive value, with the formula:

Structural Equation Analysis Model and Research Hypothesis

Testing Structural model and hypothesis testing is done by looking at the estimated path coefficient value and the critical point value (t-statistics) which is significant, namely = 0.05.

The criteria for testing the hypothesis are as follows:

1. $H_0: 0.05/(95\%)$, there is no significant effect of independent variables on the dependent variable.
2. $H_a: < = 0.05/(95\%)$, there is a significant effect of the independent variable on the dependent variable.

The basic considerations for decision making in research are:

1. If $< = 0.05$, then H_0 is rejected, H_a is accepted, meaning that there is a significant effect between the independent variables on the dependent variable.
2. If 0.05 , then H_0 is accepted, H_a is rejected, meaning that there is no significant effect between the independent variables on the dependent variable.

Research Result

Data Analysis

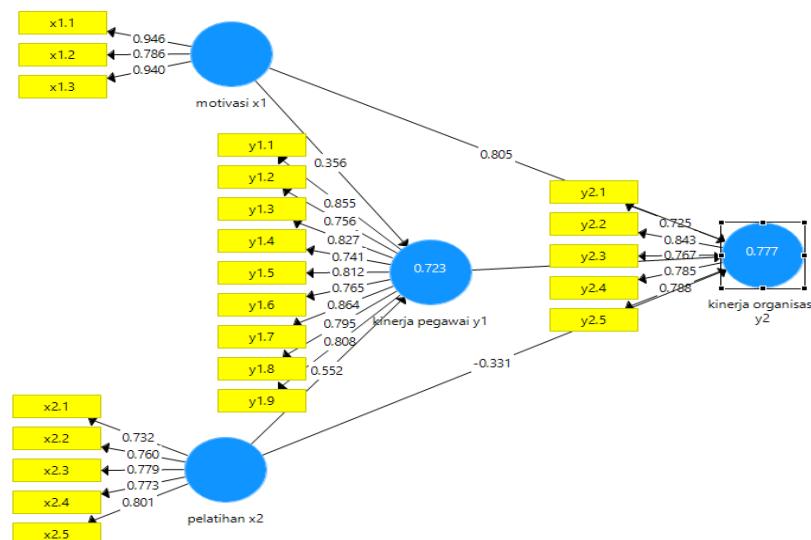
Inferential Statistical Analysis

By the formulated hypothesis, in this study, the analysis of inferential statistical data was measured using PLS (*Partial Least Square*) software *Smart PLS* version 3.0. starting from the measurement model (outer model), model structure (*inner model*), and hypothesis testing.

Testing the Measurement Model (*Outer Model*)

Testing the measurement model (outer model) is used to determine the specification of the relationship between the latent variable and the manifest variable, this test includes convergent validity, discriminant validity, and reliability. This measurement model can be seen in Figure 1.

Figure 1. Display of Measurement Model Output



Convergent Validity

Convergent validity is measuring the validity of indicators as a measure of the variable part that can be seen from the *outer loading* of each variable indicator. The indicator can be said to be valid if the *outer loadings* are above 0.70 while the *outer loading* value with a value of 0.50-0.60 can still be tolerated for models that are still under development, except for indicator items that have an *outer loading* of less than 0.50. release method or *trimming* analysis. Analysis of the outer loading value can also be done by comparing the t-statistical value > 1.96 or p-value smaller than 0.05 (p-value < 0.50), then the value of the outer loading is interpreted on the contribution of each indicator item on the latent variable.

Measurement of Motivation Variables

The measurement of motivational variables is reflected through 3 (three) indicators, namely: the need for achievement, the need for affiliation, and the need for power. The evaluation of the outer model or measurement model can be seen from the outer loading value of each motivation variable indicator as follows:

Table 1. Outer Loading Motivation Variables

Indicator	Outer	Description
Need for achievement (X1.1)	0.946	Valid
Need for affiliation (X1.2)	0.786	Valid
Need for power (X1.3)	0.940	Valid

Source: PLS Processed Results

Based on the results of the measurement model as described in table 1 above, it is known that the three motivation indicators namely the need for achievement, the need for affiliation, and the need for power are declared valid because they have an *outer loading* greater than 0.50. This illustrates that the three indicators are considered capable of describing the latent construct, namely the motivation variable.

Measurement of Training Variables

The measurement of training variables is reflected through 5 (five) indicators, namely instructors, materials, methods, equipment, and certificates. Evaluation of the outer model or measurement model can be seen from the outer loading value of each training variable indicator as follows:

Table 2. Outer Loading Training Variables

Indicator	Outer	Information
Instructor (X2.1)	0.732	Valid
Material (X2.2)	0.760	Valid
Method (X2.3)	0.779	Valid
Equipment (X2.4)	0.773	Valid
Certificate (X2.5)	0.801	Valid

Source: PLS Processed Results

Based on the results of the measurement model described in table 2 above, it is known that the five training indicators namely instructors, materials, methods, equipment, and certificates are declared valid because they have an *outer loading* greater than 0.50. This illustrates that the five indicators are considered capable of describing the latent construct, namely the training variable.

Measurement of Employee Performance Variables

The measurement of employee performance variables is reflected through 9 (nine) indicators, namely quality, quantity, time, cost, service orientation, commitment, work initiative, cooperation, and leadership. Evaluation of the outer model or measurement model can be seen from the outer loading value of each

employee performance variable indicator as follows:

Table 3. Outer Loading Employee Performance Variables

Indicator	Loading	Information
Quality (Y1.1)	0.855	Valid
Quantity (Y1.2)	0.756	Valid
Time (Y1.3)	0.827	Valid
Cost (Y1.4)	0.741	Valid
Service Orientation (Y1.5)	0.812	Valid
Commitment (Y1.6)	0.765	Valid
Work Initiative (Y1.7)	0.864	Valid
Cooperation (Y1.8)	0.795	Valid
Leadership (Y1.9)	0.808	Valid

Source: PLS Processed Results

Based on the results of the measurement model described in table 3 above, it is known that the nine employee performance indicators, namely quality, quantity, time, cost, service orientation, commitment, work initiative, cooperation, and leadership are declared valid because they have an *outer loading* greater than 0.50. This illustrates that the nine indicators are considered capable of describing the latent construct, namely the employee performance variable.

Measurement of Organizational Performance Variables

The measurement of organizational performance variables is reflected through 5 (five) indicators, namely productivity, service quality, responsiveness, responsibility and accountability. Evaluation of the outer model or measurement model can be seen from the outer loading value of each indicator of organizational performance variables as follows:

Table 4. Outer Loading Variables

Indicator	Loading	Description
Productivity (Y2.1)	0.725	Valid
Service Quality (Y2.2)	0.843	Valid
Responsiveness (Y2.3)	0.767	Valid
Responsibility (Y2.4)	0.785	Valid
Accountability (Y2.5)	0.788	Valid

Source: Processed PLS Results

Based on the results of the measurement model described in table 4 above, it is known that the five indicators of productivity, service quality, responsiveness, responsibility, and accountability are declared valid

because they have an *outer loading* greater than 0.50.

Discriminant Validity

Discriminant validity aims to test how far the latent construct is different from the other constructs. A high discriminant validity value indicates that a construct is unique and able to explain the phenomenon being measured. Measurement of discriminant validity can use cross-loading with a value of more than 0.7. The results of the calculation of the discriminant validity of each indicator on the latent variables in this study are presented in the following table:

Table 5. Results of Analysis of the Value *Cross Loading* Latent Variables

Indicator	Motivation (X1)	Training (X2)	Employee performance (Y1)	Organization performance (Y2)
X1.1	0,946	0,634	0,668	0,758
X1.2	0,786	0,725	0,728	0,777
X1.3	0,940	0,608	0,638	0,739
X2.1	0,650	0,732	0,742	0,541
X2.2	0,497	0,760	0,547	0,451
X2.3	0,678	0,779	0,581	0,480
X2.4	0,453	0,773	0,601	0,299
X2.5	0,528	0,801	0,626	0,414
Y1.1	0,707	0,680	0,855	0,653
Y1.2	0,724	0,569	0,756	0,691
Y1.3	0,566	0,695	0,827	0,608
Y1.4	0,484	0,567	0,741	0,489
Y1.5	0,647	0,732	0,812	0,506
Y1.6	0,472	0,662	0,765	0,470
Y1.7	0,571	0,770	0,864	0,514
Y1.8	0,657	0,576	0,795	0,622
Y1.9	0,653	0,646	0,808	0,685
Y2.1	0,676	0,362	0,515	0,725
Y2.2	0,724	0,365	0,521	0,843
Y2.3	0,696	0,432	0,525	0,767
Y2.4	0,657	0,483	0,605	0,785
Y2.5	0,679	0,627	0,698	0,788

Source: Processed PLS Results

Based on the data presented in the table above, it is known that each indicator in the research variables has the *cross-loading* on the variables it forms compared to the *cross-loading* on other variables. This situation explains that the indicators used in this study have good *discriminant validity* in compiling their respective variables.

In addition to observing the value of cross loading, discriminant validity can also be known through other methods, namely by looking at the average variant extracted (AVE) value. A construct is said to be valid if the AVE value is greater than 0.5. Based on the test results using the Smart PLS version 3.0 software, the results are as shown in table 6.

Table 6. Test Results AVE

Latent Variables	\sqrt{AVE}
Motivation (X1)	0.798
Training (X2)	0.592

Employee performance (Y1)	0.646
Organizational performance (Y2)	0.612

Source: PLS Processed Results, 2021

The test results in table 6 above show that each latent variable has good discriminant validity. Because all correlations between variables are smaller than the AVE value of each latent variable. This means that the variable constructs of motivation, training, employee performance, and organizational performance have good discriminant validity. Thus, it can be concluded that the overall latent construct in this study is stated to be able to explain the phenomenon being measured.

Reliability Test

The reliability test is the next stage carried out by researchers to test the instrument. PLS also uses a reliability test to measure the internal consistency of the measuring instrument. Reliability shows the accuracy, consistency, and accuracy of a measuring instrument in making measurements.

The reliability test in PLS can use two methods, namely Cronbach's alpha and Composite reliability. Composite reliability results are said to be good if the value is above 0.70. The results of reliability testing can be seen in table 7.

Table 7. Cronbach's alpha and Composite reliability test results

Latent Variable	Cronbach's alpha	Composite Reliability
Motivation (X1)	0.869	0.922
Training (X2)	0.829	0.879
Employee performance (Y1)	0.931	0.942
Organizational performance (Y2)	0.841	0.977

Source: PLS Processed Results, 2021

The test results in the table above show the value of Cronbach's alpha and composite reliability of the four latent variables studied, namely motivation, training, employee performance and organizational performance have good reliability because having a value greater than 0.70 means it is acceptable. Thus, all the instruments used in this study have met the requirements or are feasible to be used in measuring all latent variables.

Structural Model Testing (*Inner Model*)

The coefficient of determination or R-Square is done through testing the structural model (inner model). The coefficient of determination is used to measure the ability of all independent variables to explain the variance of the dependent variable. The results of the R-square estimation are presented in the following table:

Table 8. R-Square Test Results

Research Variable	R Square
Employee Performance (Y1)	0.723
Organizational Performance (Y2)	0.777

Source: Processed PLS Results, 2021

Table 8 above shows that the R-Square value of the employee performance variable is 0.723, which means that the ability of the motivation and training variables to explain employee performance variables is only 72.3%, and the remaining 27.7% is explained by other variables not included in the model. this research. Furthermore, the R-Square value of the organizational performance variable is 0.777 which means that the ability of the motivation and training variables to explain the variance of the organizational performance

variable is 77.7% and the remaining 22.3% is explained by other variables not included in this research model.

Based on the value of the coefficient of determination R^2 presented in table 8, it can be seen the predictive relevance of Q^2 with the following calculations:

$$Q^2 = 1 - \{(1 - R^2)(1 - R^2)\}$$

$$Q^2 = 1 - \{(1 - 0.723^2)(1 - 0.777^2)\}$$

$$Q^2 = 1 - \{(1 - 0.522729)(1 - 0.603729)\}$$

$$Q^2 = 1 - \{(0.477271)(0.396271)\}$$

$$Q^2 = 1 - 0.1891$$

$$Q^2 = 0.811$$

Based on the results of the calculation above, the predictive-relevance value is obtained by $Q^2 = 0.811$ or 81.1%. This means that the accuracy or accuracy of this research model can explain the diversity of motivational variables, training, employee performance, and organizational performance by 81.1%. The remaining 18.9% is explained by other variables not included in this research model.

Hypothesis test

The hypothesis in this study can be known through the calculation of the model using the PLS bootstrapping technique. Through the results of the bootstrapping calculation, p-values will be obtained for each relationship or path. If p-values < 0.05 then the hypothesis is supported, on the contrary, if p-values > 0.05 then the hypothesis is rejected.

Table 9. Path Coefficients

Latent Variable Relationship	Original Sample	T-Statistics	P-Values
Motivation (X1) on Employee Performance (Y1)	0.356	2.634	0.009
Training (X2) on Employee Performance (Y1)	0.552	3.768	0.000
Motivation (X1) on Organizational Performance (Y2)	0.805	4.829	0.000
Training (X2) on Organizational Performance (Y2)	-0.331	1.981	0.048
Employee Performance (Y1) on Organizational Performance (Y2)	0.385	2.571	0.010

Source: Processed PLS Results, 2021

Based on the test results described in the table above, the direct effect testing and research hypotheses can be described as follows:

- 1) Hypothesis 1 states:
The results of the Smart PLS calculation show that motivation has a significant positive effect on employee performance with the original sample value of 0.356 and p-values of 0.009 smaller than 0.05 ($0.009 < 0.05$). Thus, H_0 is rejected and H_a accepts, meaning that there is an influence of motivation on employee performance.
- 2) Hypothesis 2 states:
The results of Smart PLS calculations show that training has a significant positive effect on employee performance with the original sample value of 0.552 and p-values of 0.000 less than 0.05 ($0.000 < 0.05$). Thus, H_0 is rejected and H_a accepts, meaning that there is an effect of training on employee performance.
- 3) Hypothesis 3 states:
The results of the Smart PLS calculation show that motivation has a significant positive effect on organizational performance with the original sample value of 0.805 and p-values of 0.000 which is smaller than 0.05 ($0.000 < 0.05$). Thus, H_0 is rejected and H_a accepts, meaning that there is an influence of motivation on organizational performance.

4) Hypothesis 4 states:

The results of Smart PLS calculations show that training has a significant negative effect on organizational performance with the original sample value of -0.331 and p-values of 0.048 which is smaller than 0.05 ($0.048 < 0.05$). Thus, H_0 is accepted and H_a is rejected, meaning that there is a negative effect of training on organizational performance.

5) Hypothesis 5 states:

The results of Smart PLS calculations show that employee performance has a significant positive effect on organizational performance with the original sample value of 0.385 and p-values of 0.007 smaller than 0.05 ($0.007 < 0.05$). Thus, H_0 is rejected and H_a accepts, meaning that there is an influence of employee performance on organizational performance.

Furthermore, to see the significance of the indirect relationship (mediation test) it can be seen on the specific indirect effect.

Table 10. Specific Index Effect

Latent Variable Relationship	Original Sample	T-Statistics	P-Values
Motivation (X1) on Employee Performance (Y1) and Organizational Performance (Y2)	0.137	1.972	0.049
Training (X2) on Employee Performance (Y1) and Organizational Performance (Y2)	0.212	1.991	0.047

Source: Processed PLS Results, 2021

Based on the original sample values and p-values, the test results for each hypothesis for an indirect relationship (mediation test) are as follows:

6) Hypothesis 6 states:

The results of the Smart PLS calculation show that motivation has a significant positive effect on organizational performance through employee performance with the original sample value of 0.137 and p-values of 0.049, smaller than 0.05 ($0.049 < 0.05$). Thus, H_0 is rejected and H_a is accepted, meaning that there is an influence of motivation on organizational performance with employee performance as an intervening variable.

7) Hypothesis 7 states:

The results of Smart PLS calculations show that training has a significant positive effect on organizational performance through employee performance with the original sample value of 0.212 and p-values of 0.034 which is smaller than 0.05 ($0.034 < 0.05$). Thus, H_0 is rejected and H_a accepts, meaning that there is an effect of training on organizational performance with employee performance as an intervening variable.

Discussion

The Effect of Motivation on Employee Performance

Motivation has a significant positive effect on employee performance, this can be seen with the *original sample* of 0.356 and *p-values* of 0.009 which is smaller than 0.05 ($0.009 < 0.05$). This means that the better the motivation given to employees, the better the motivation given to employees). both perceived employee performance on the need for achievement, the need for affiliation, and the need for power can improve employee performance which is implemented on quality, quantity, time, cost, service orientation, commitment, work initiative, cooperation, and leadership

The Effect of Training on Employee Performance

Training has a significant positive effect on employee performance. This can be seen by the *original sample* of 0.552 and *p-values* of 0.000 which is smaller than 0.05 ($0.000 < 0.05$). This means that the better the training provided to employees, the better the employee's performance perceived on the indicators of instructors, materials, methods, equipment, and certificates. can improve employee performance which is implemented on quality, quantity, time, cost, service orientation, commitment, work initiative, cooperation, and

leadership.

The Effect of Motivation on Organizational Performance

Motivation has a significant positive effect on organizational performance. This can be seen through the *original sample* of 0.805 and *p-values* of 0.000 which is smaller than 0.05 ($0.000 < 0.05$). This means that the better the motivation given to employees, the better the organizational performance perceived on the indicators of achievement needs, affiliation needs, and the need for power can improve organizational performance which is implemented in productivity, service quality, responsiveness, responsibility, and accountability.

The Effect of Training on Organizational Performance

Training has a significant negative effect on organizational performance. It can be seen through the results of the PLS test with the *original sample* of -0.331 and *p-values* of 0.048 which is smaller than 0.05 ($0.048 < 0.05$). This means that the better the training provided to employees, the lower the perceived organizational performance on the indicators of instructors, materials, methods, equipment, and certificates can improve organizational performance which is implemented on productivity, service quality, responsiveness, responsibility, and accountability. Conversely, the lower the training provided to employees, the organizational performance will increase.

The influence of employee performance on organizational

Employee performance has a significant positive effect on organizational performance. This can be seen through the results of the *original sample* of 0.385 and *p-values* of 0.010 which is smaller than 0.05 ($0.010 < 0.05$). This means that the better the employee's performance, the better the perceived organizational performance on indicators of quality, quantity, time, cost, service orientation, commitment, work initiative, cooperation, and leadership can improve organizational performance which is implemented in productivity, service quality, responsiveness, responsibility, and accountability.

The Role of Employee Performance in Mediating Motivation on Organizational Performance

Employee performance mediates the effect of motivation on organizational performance. This can be seen through the table of PLS test results on the results of the *Specific Indirect Effect* with the *original sample* of 0.137 and *p-values* of 0.049 which is smaller than 0.05 ($0.049 < 0.05$). This means that employee performance can be used as a mediating variable in bridging the influence of motivation on organizational performance. In addition, motivation indirectly has a significant effect on organizational performance. This is because the employee's performance has been well perceived by the respondents when viewed from the indicators of quality, quantity, time, cost, service orientation, commitment, work initiative, cooperation, and leadership.

The Role of Employee Performance in Mediating the Effect of Training on Organizational Performance

Employee performance mediates the effect of training on organizational performance. this can be seen through the results of the *Specific Indirect Effect* on the PLS test with the *original sample* of 0.212 and *p-values* of 0.034 which is smaller than 0.05 ($0.034 < 0.05$). This means that employee performance can be used as a mediating variable in bridging the effect of training on employee performance. In addition, training indirectly has a significant effect on employee performance. This is because the employee's performance has been well perceived by the respondents when viewed from the indicators of quality, quantity, time, cost, service orientation, commitment, work initiative, cooperation, and leadership.

Research Limitations

In this study, it has been explained that the employee performance variable influences 72.3%, this value is quite low when compared to the organizational performance variable with an influence of 77.7%. Therefore, it is recommended for further researchers to add variables that can increase the influence of employee performance variables at the Tourism and Culture Office of West Muna Regency.

Conclusions and suggestions

Conclusion

Based on the results of data analysis and discussion, it can be concluded several things as follows:

1. Motivation has a significant positive effect on employee performance. This means that the better the perceived motivation on the indicators of the need for achievement, the need for affiliation and the need for power, the better the performance of employees who are implemented in terms of quality, quantity, time, cost, service orientation, commitment, work initiative, cooperation, and leadership.
2. Training has a positive and significant effect on employee performance. This means that the better the perceived training on the indicators of instructors, materials, methods, equipment, and certificates can improve employee performance which is implemented on quality, quantity, time, cost, service orientation, commitment, work initiative, cooperation, and leadership.
3. Motivation has a positive and significant effect on organizational performance. This means that the better the perceived motivation on the indicators of the need for achievement, the need for affiliation and the need for power, the higher the organizational performance which is implemented in terms of productivity, service quality, responsiveness, responsibility, and accountability.
4. training has a significant negative effect on organizational performance. This means that the better the perceived training on the indicators of instructors, materials, methods, equipment, and certificates cannot improve organizational performance which is implemented on productivity, service quality, responsiveness, responsibility, and accountability, if training is reduced, organizational performance will increase.
5. Employee performance has a positive and significant effect on organizational performance. This means that the better employee performance perceived on the indicators of quality, quantity, time, cost, service orientation, commitment, work initiative, cooperation, and leadership can improve organizational performance which is implemented on productivity, service quality, responsiveness, responsibility, and accountability.
6. Employee performance mediates the effect of motivation on organizational performance at the Department of Tourism and Culture of West Muna Regency. This means that employee performance can be used as a mediating variable in bridging the influence of motivation on organizational performance at the Tourism and Culture Office of West Muna Regency.
7. Employee performance mediates the effect of training on organizational performance at the Department of Tourism and Culture of West Muna Regency. This means that employee performance can be used as a mediating variable in bridging the influence of training on organizational performance at the Tourism and Culture Office of West Muna Regency.

Suggestion

Based on these conclusions, the following are suggested:

1. To optimize the indicators of achievement needs, namely improving the abilities and skills of employees so that they always excel in the organization, employees take part in the training provided by the organization in order to improve performance at work, at work employees always expect corrections from other people and employees convey satisfaction from completing difficult tasks.
2. To optimize the certificate indicators, organizations should improve training by increasing the provision of training certificates when participating in training, giving certificates according to their competencies, and motivating employees to be proud of the certificates that employees get during training.
3. To optimize service orientation indicators, it is expected that the leadership will provide direction on the importance of service orientation. By prioritizing service, employees will have their own satisfaction, the people served will feel happy with the services provided by the organization.
4. To optimize the responsiveness indicator, the organization must better respond to complaints and increase the use of the complaint as a reference for future improvements, the organization should further improve the best actions to provide satisfaction to service users and the organization must better understand the needs of the community so that the programs carried out by the organization are appropriate according to what society expects.
5. For further researchers, it is better to use research objects from more than one government agency in West Muna Regency by involving other variables. Thus the research results will have a higher level of generalization.

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