Original Article

The Influence of Leadership, Training, and Motivation on Employee Performance with Competence as an Intervening Variable at the Bangun Insan Mandiri Education Foundation in Medan

Muhammad Amir Sodik[1]✉, Yohny Anwar[2]
[1,2]Universitas Pembangunan Panca Budi, Medan, Indonesia
Correspondence Author: amirsodikmuhammad@gmail.com✉

Abstract:

This paper aims to analyze the influence of leadership, training, and motivation on employee performance with competence as an intervening variable at the Bangun Insan Mandiri Education Foundation in Medan. This study employs a quantitative approach using a survey method, with data collected through questionnaires distributed to all employees of the foundation. Data analysis was conducted using Structural Equation Modeling (SEM) to test the direct and indirect relationships among the variables. The results indicate that leadership, training, and motivation have a positive and significant influence on employee competencies. Competencies were also found to have a significant influence on employee performance. Additionally, competence mediates the relationship between leadership, training, and motivation toward performance. These findings indicate that enhancing employee competence is key to strengthening the positive impact of leadership, training, and motivation on performance. The implications of this study suggest that foundation management should continue to develop effective leadership, relevant training programs, and appropriate motivation strategies to improve employee competence and overall performance.

Keywords: leadership, training, motivation, competence, employee performance.

Introduction

Human Resources (HR) plays a vital role in supporting the achievement of an organization's goals, including within the scope of educational institutions. The quality and effectiveness of HR greatly determine the success of an organization in creating a productive and conducive work environment. In the context of education, the presence of professional educators and educational staff is key to shaping innovative learning processes and encouraging students to achieve optimal performance. Therefore, strategic HR management is essential for improving both individual and institutional

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performance (Edison et al., 2017).

Schools are formal educational institutions that play an important role in shaping and developing individuals' potential and knowledge. Through schools, individuals can gain systematic and structured learning experiences (Imbron & Pamungkas, 2021). Through formal education obtained in schools, individuals can acquire the qualifications and competencies needed to find employment. Schools also provide opportunities for individuals to develop social skills, such as working in teams, communicating well, and adapting to diverse environment. The learning process in schools involves various methods and strategies aimed at helping individuals understand and internalize subject matter. Teachers, as learning facilitators, play a crucial role in facilitating the learning process in schools. Additionally, schools provide various supporting facilities and resources, such as libraries, laboratories, and sports facilities, which can be utilized to enrich the learning process (Utama, 2020).

A leader is an individual who plays an important role in directing and motivating others. They are the people who are at the forefront, taking responsibility and making important decisions. Leaders can come from various backgrounds and have different characteristics, but they all share the ability to influence and direct their teams. Leadership is the process or art of leading itself (Anwar & Tarigan, 2024). It encompasses a range of skills, strategies, and approaches used to inspire and guide others. Leadership is not limited to one person, but can be exercised by anyone who has the ability to influence and motivate others. According to Kartini Kartono, to develop leadership skills, a person must be able to set a good example for others, and this requires practice and experience. “There are no soldiers, only bad officers.” This metaphorical phrase by Napoleon implies that the success of a group or organization, whether private or government, lies in its leaders and their leadership. Meanwhile, subordinates are the “extension” of the leader's ideas, strategies, and policies. Some of the requirements for a reliable leader include being kind and wise, full of humanity, not selfish, not overly ambitious, not self-centered, and not power-hungry (Nasution et al., 2024).

Job training, employee training, or often referred to as training in companies, is often associated with the needs of new employees who are considered unable to adapt and fully understand their jobs. In fact, job training does not recognize limitations in terms of length of service or position, as stated by Dessler (2014) that training is the process of teaching new or existing employees the basic skills they need to perform their jobs. Employee training can be defined as a structured learning process aimed at enhancing employees' skills, knowledge, and competencies in performing their job tasks. This training can take various forms, such as technical training, soft skills training, and leadership training. The benefits of employee training include increased productivity, job satisfaction, and better employee retention.

Employee performance is the result of work and behavior demonstrated in completing tasks and responsibilities within a certain period of time (Kasmir, 2019). In this case, leadership plays an important role because it is a determining factor in the success of organizational management. Effective leadership is able to create work enthusiasm, direct employees, and create a conducive work atmosphere. According to Altheeb (2020) good leadership ensures that managerial processes run smoothly and creates enthusiasm for work. Furthermore, Mulyaningsih (2020) state that a company's success in achieving its goals is highly dependent on the quality of leadership. However, views on the relationship between leadership and employee performance are not entirely

uniform. Some studies have found a positive and significant relationship between leadership and employee performance Murni (2021) while other studies indicate that leadership does not always directly impact performance improvement (Ira Fatmawati, 2022).

In the context of the Bangun Insan Mandiri Medan Education Foundation, the importance of improving employee training and motivation from leaders is a major concern. Providing appropriate training and motivation that suits the needs of employees is believed to encourage improvements in employee skills, knowledge, and competence. Such motivation can take the form of rewards, recognition, or moral support from leaders, which can ultimately create a positive and productive work environment. Leadership itself is necessary because humans have certain limitations that drive the need to be led and to lead. In practice, leadership encompasses individual characteristics, interaction styles, influence, and position within an organization. According to Cronje (2020), leadership is the ability to influence others by creating positive feelings in those being led, enabling them to work together to achieve organizational goals.

In addition to leadership, motivation is also an important factor that drives a person to act, either consciously or unconsciously. Work motivation includes internal and external drives that can influence employees to work harder and more productively. Kasmir (2019) states that motivation is not only about financial rewards, but also includes recognition, opportunities for development, and job satisfaction. In his theory, David McClelland explains that motivation can be grouped into three basic needs: the need for achievement, the need for affiliation, and the need for power, all of which can influence individual behavior and performance in organizations. Another factor is employee training, which is a systematic process to improve employees' skills and knowledge so that they are able to carry out their duties effectively and efficiently. According to Dessler (2014) training is not only intended for new employees but is also important for all employees regardless of their length of service or position. Training aims to improve competencies and support the achievement of organizational work targets. Indicators of successful training include needs analysis, clear training objectives, training program design, effective implementation, evaluation of results, and impact on employee performance.

Thus, all these factors—leadership, motivation, and training—contribute to employee performance. Performance is a reflection of an individual's work results in meeting the targets and responsibilities set by the organization (Nurfitriani, 2022). Performance indicators include the quality and quantity of work results, responsibility, cooperation, initiative, and creativity. The higher the level of motivation and training provided, and the better the leadership style applied, the greater the potential for employees to achieve optimal performance. Based on this description, the objectives of this study are to analyze and determine the influence of leadership, training, and motivation on employee performance at the Bangun Insan Mandiri Education Foundation in Medan, as well as to determine the role of employee competence as a mediating variable in the relationship between these three factors and performance.

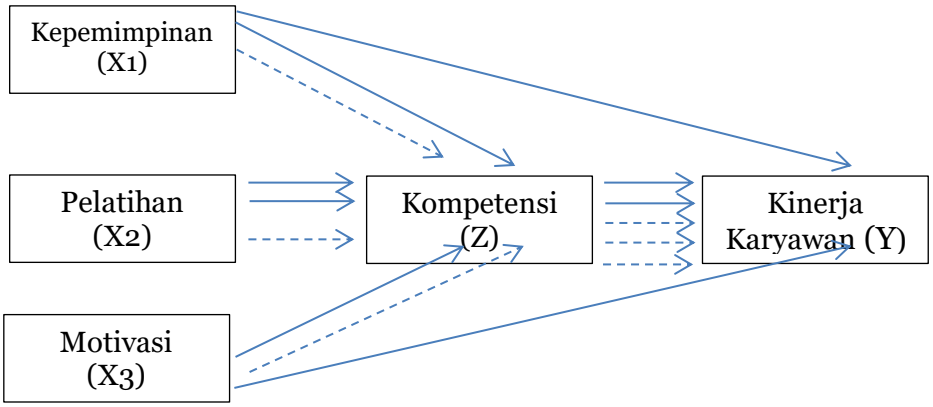


Figure 1. Conceptual Framework

Methods

The research approach used in this study is a quantitative approach, which is the process of collecting and analyzing data in the form of numbers or statistics to answer research questions and measure the relationship between variables statistically. This research was conducted at the Bangun Insan Mandiri Education Foundation in Medan, located at Jl. Bambu II No. 62, Durian, Medan Timur District, Medan City, North Sumatra 20235. The research was conducted from February 2025 to May 2025. A population is a generalizable area containing objects or subjects that meet the criteria and quality standards set by the researcher for study and to draw appropriate conclusions (Sugiyono, 2022). The population in this study is very important as it serves as the source of information. In this study, the population consists of 190 employees working at the Bangun Insan Mandiri Education Foundation in Medan.

According to Sugiono (2007) data collection techniques are the most important part of a study. Using appropriate data collection techniques will result in a standardized data analysis process. Inappropriate data collection will result in data that does not meet the established standards. Researchers record and examine data sources as material for analysis. Furthermore, according to Sugiyono (2022) data collection techniques can be carried out through interviews, questionnaires, observation, documentation, and triangulation. Based on the data source, this study uses primary data collection techniques, namely questionnaires containing several questions to respondents to obtain answers, responses, and the required information.

The Likert scale is used in this study as a measuring tool to measure the attitudes, opinions, and perceptions of individuals or groups towards social phenomena. Respondents are asked to state their level of agreement or disagreement with a series of statements. The following is a rating scale that measures a person's attitude, opinion, and perception of a social phenomenon (Sekaran & Bougie, 2016).

The data analysis technique used in this study is Partial Least Square (PLS) using SmartPLS version 3 software. PLS is one of the methods for solving Structural Equation Modeling (SEM), which in this case is compared with other SEM techniques. SEM has a higher level of flexibility in research that links theory and data, and is capable of performing path analysis with latent variables, so it is often used by researchers focusing on social sciences.

Partial Least Square (PLS) is a fairly robust analysis method because it is not based on

many assumptions. Data does not need to be normally distributed (indicators with categorical, ordinal, interval, or ratio scales can be used in the same model), and the sample size does not need to be large (Ghozali, 2016). Partial Least Square (PLS) can not only confirm theory but also explain the presence or absence of relationships between latent variables. Additionally, PLS is used to confirm theory, making it more suitable for analyzing data in prediction-based research. Partial Least Square (PLS) can also be used to explain the presence or absence of relationships between latent variables. Partial Least Square (PLS) can simultaneously analyze constructs formed by reflective and formative indicators. This cannot be done by SEM based on covariance because it would result in an unidentified model.

In a variance-based SEM model or PLS-Path Modeling, this model consists of an Outer model(measurement model). The Outer Model or Outer Measurement is also known as the measurement model. The outer model test aims to specify the relationship between latent variables and their indicators. The outer model test uses the PLS Algorithm procedure.

The analysis stage in the outer model is measured using validity and reliability tests. There are two outer model measurements in PLS SEM, namely reflective and formative model measurements. The first PLS SEM measurement in the outer model is reflective measurement. The measurement model is assessed using reliability and validity

1. Reliability test

   Reliability testing is a series of measurements or a series of measuring instruments that demonstrate consistency when the measurements are repeated using the same instrument. Cronbach's Alpha can be used to assess reliability. This value reflects the reliability of all indicators in the model. The minimum value is 0.7, while the ideal value is 0.8 or 0.9. In addition to Cronbach's Alpha, the value ρc (composite reliability) is also used, which is interpreted the same as Cronbach's Alpha. Reflective indicators should be removed from the measurement model if they have external standard loadings below 0.4. In the outer model, we recognize two types of relationships between indicators and their constructs, so the testing is conducted according to the form of the indicators, namely reflective indicators and formative indicators (Ghozali, 2016).

2. Validity test

   Validity testing is a test or measurement aimed at assessing whether a set of measurement tools is appropriate for measuring what should be measured or to assess whether it is valid or not for actual research.

Results

Testing the outer model in this study uses algorithm analysis in the SmartPLS version 3.0 software, in order to obtain an outer loading value that meets the validity and reliability requirements.

Model Estimation

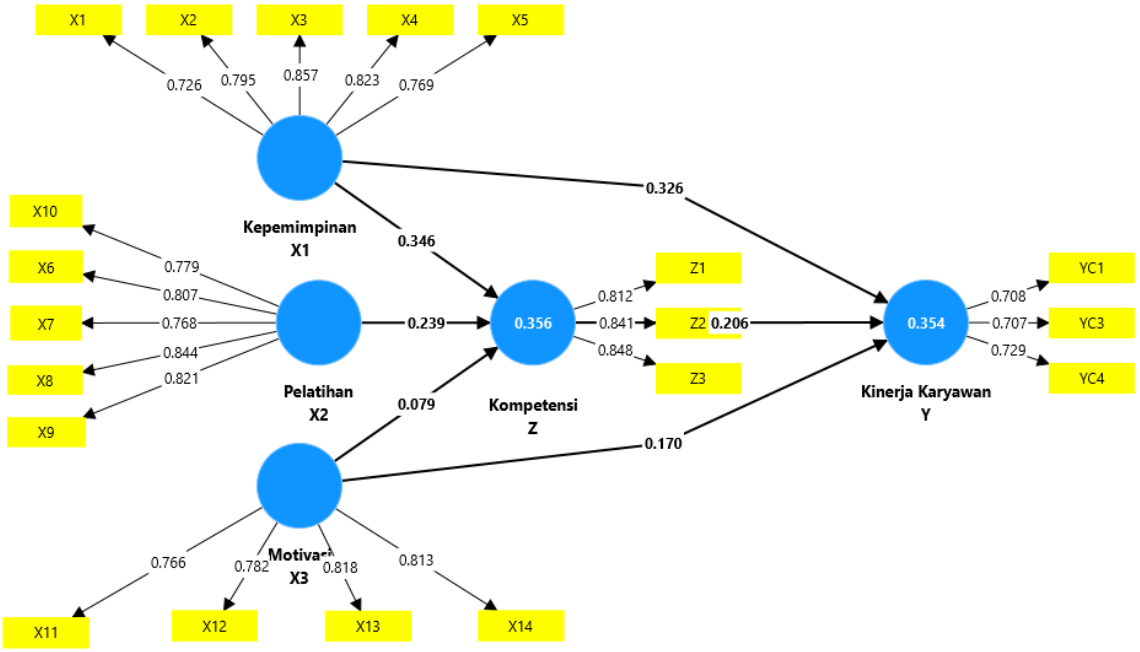


Figure 1. Research Model

Measurement Model (Outer Model)

Table 1. Outer loadings

	Leadership (X1)	Employee Performance (Y)	Competence (Z)	Motivation (X3)	Training (X2)
X1	0,726				
X10					0,779
X11				0,766	
X12				0,782	
X13				0,818	
X14				0,813	
X2	0,795				
X3	0,857				
X4	0,823				
X5	0,769				
X6					0,807
X7					0,768
X8					0,844
X9					0,821
YC1		0,708			
YC3		0,707			
YC4		0,729			
Z1			0,812		
Z2			0,841		
Z3			0,848		

Based on the analysis of the Outer Loadings given in the table, it can be

concluded that most of the indicators used to measure latent constructs in this SEM PLS model show good results, with significant loading values. The indicators for each construct, such as Leadership, Employee Performance, Competence, Motivation, and Training, have loading values that are mostly greater than 0.7, which indicates a strong relationship between the indicator and the latent construct it represents. This shows that the indicators used are quite representative in describing the intended construct.

For the Leadership construct (X1), although the indicator has a loading value of 0.726, which is slightly lower than indicators in other constructs, the value is still within acceptable limits. This indicates that the indicator remains relevant for measuring Leadership, although there is room for improvement. On the other hand, the indicators on the Employee Performance (Y) construct, such as YC1, YC3, and YC4, all show loading values of more than 0.7, indicating that this construct is well measured by these indicators. The same is true for the Competency (Z) construct, whose indicators (Z1, Z2, and Z3) have very high loading values of more than 0.8, indicating a very strong relationship with the construct.

Likewise, the Motivation (X3) and Training (X2) constructs show excellent results, with the indicators also having loading values above 0.7, indicating that these two constructs are well and strongly measured through the indicators. Overall, the model analyzed has solid measurement quality, with indicators that are very representative in measuring the intended latent constructs.

Although most of the indicators show adequate results, the next step that needs to be considered is further testing of the reliability and validity of the model, such as through Composite Reliability (CR) and Average Variance Extracted (AVE) testing to confirm that the latent constructs are measured accurately and consistently. Overall, the model has performed well in terms of measurement, although further tests can help to ensure measurement accuracy and precision at a later stage.

Table 2. Outer weights

	Leadership (X1)	Employee Performance (Y)	Competence (Z)	Motivation (X3)	Training (X2)
X1	0,212				
X10					0,234
X11				0,345	
X12				0,249	
X13				0,358	
X14				0,306	
X2	0,236				
X3	0,271				
X4	0,253				
X5	0,283				
X6					0,249
X7					0,241
X8					0,253
X9					0,266
YC1		0,474			
YC3		0,466			
YC4		0,459			

Z1			0,363		
Z2			0,402		
Z3			0,432		

Based on the analysis of the Outer Weights presented in the table, it can be concluded that each indicator in this SEM PLS model makes a different contribution in forming the intended latent construct. In the Leadership construct (X1), the X1 indicator has a weight of 0.212, which is somewhat lower than the other indicators. This shows that although X1 still plays a role in shaping the Leadership construct, its contribution is not as great as other indicators in this model, so there may be room to increase the strength of this indicator in measuring the Leadership construct.

On the other hand, the Employee Performance construct (Y) shows quite encouraging results, with indicators such as YC1 (0.474), YC3 (0.466), and YC4 (0.459) having relatively high weights. This greater weight indicates that these indicators have a significant influence in forming the Employee Performance construct, which means that the measurement of employee performance through these indicators is very strong and quite dominant in the model.

In the Competency construct (Z), the indicators (Z1 0.363, Z2 0.402, and Z3 0.432) also show significant weights. Especially Z3, with a weight of 0.432, which has the largest contribution in forming the Competency construct. Although there are small differences between indicator weights, these three indicators together make a considerable contribution in defining Competence, indicating that they are important in describing the construct.

The Motivation construct (X3), despite having a slightly lower weight compared to the other constructs, still shows a moderate weight, with X9 having the highest weight (0.266). The indicators on Motivation are not very dominant, but still make a meaningful contribution to the formation of this construct.

Finally, on the Training construct (X2), indicators such as X11 (0.345) and X13 (0.358) have greater weights, indicating that these two indicators are highly influential in shaping perceptions of Training. Although the other indicators (X10, X12, X14) have slightly smaller weights, their contribution still cannot be ignored in defining the Training construct.

Inner Model

a. Reliability and Validity

Table 3.Reliability Test

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Leadership (X1)	0,854	0,860	0,896	0,633
Employee Performance (Y)	0,721	0,721	0,758	0,511
Competence(Z)	0,782	0,787	0,873	0,696
Motivation (X3)	0,807	0,814	0,873	0,632
Training_(X2)	0,863	0,865	0,902	0,647

Based on the results of the analysis of the Reliability and Validity model, it can be concluded that this model shows very good results in terms of both aspects. Starting with Reliability, which measures the consistency of indicators in measuring latent constructs, all constructs in this model show excellent values. Cronbach's Alpha for all constructs is greater than 0.7, which indicates good internal consistency and supports the reliability of each latent construct. Similarly, Composite Reliability (rho a and rho_c), which also shows values above 0.7 for each construct, confirms that the indicators in each construct function consistently and reliably. Thus, both Cronbach's Alpha and Composite Reliability indicate that this model can be relied upon to measure existing constructs.

Furthermore, in terms of Validity, which measures the extent to which the indicators actually measure the intended construct, this model also shows satisfactory results. The Average Variance Extracted (AVE) for each construct is greater than 0.5, which indicates that more than 50% of the variance in the indicator can be explained by the latent construct. This indicates that each construct has good convergent validity, meaning that the indicators are indeed relevant and effective in measuring the intended construct. In addition, the model also seems to meet the discriminant validity criteria, which is important to ensure that the different constructs in this model can be clearly distinguished from each other. This is reflected in the root AVE value being greater than the correlation between constructs, indicating that the constructs do not overlap and each measure a different aspect of the variable under test.

b. R^2 (R-squared)

Table 4. R

	R-square	Adjusted R-square
Employee Performance (Y)	0,354	0,350
Competence(Z)	0,356	0,352

Based on the R^2 and Adjusted R^2 results presented in the table, it can be concluded that this model provides a moderate explanation of the variability in the dependent constructs of Employee Performance (Y) and Competence (Z). The R^2 values for the two constructs are 0.354 for Employee Performance and 0.356 for Competency, which indicates that this model is able to explain about 35% of the variability in the two constructs. This indicates that while the model does not fully explain the variability, it still provides significant insight into the relationship between the constructs. In general, R^2 values in the range of 0.3 to 0.5 are considered moderate, which means that the model does a fairly good job of describing the influence between the constructs, although there are still other factors that have not been taken into account that could explain the remaining variability.

In addition, the slightly lower Adjusted R^2 values, 0.350 for Employee Performance and 0.352 for Competence, indicate that the model is not too complex and has good effectiveness in explaining variability without overfitting. This small decrease indicates that the model is efficient enough in explaining the existing relationships without being affected by the number of indicators or irrelevant variables.

c. Effect Size (f^2)

Table 5. F^2

	Leadership (X1)	Employee Performance (Y)	Competence (Z)
Leadership (X1)		0,084	0,086
Employee Performance (Y)			

Competence (Z)		0,044	
Motivation (X3)		0,027	0,035
Training (X2)			0,040

Based on the results of the F^2 analysis presented in the table, it can be concluded that the influence exerted by the constructs in the model on the dependent construct tends to be small. The F^2 value shows how much contribution each independent construct makes in explaining the variability of the dependent construct in question. For the relationship between Leadership (X1) with Employee Performance (Y) and Competence (Z), the F^2 values are 0.084 and 0.086 respectively, which indicates a small influence. This means that although Leadership has contributed to Employee Performance and Competence, the impact is not large enough, but still significant in the context of this model.

In addition, the relationship between Motivation (X3) and Employee Performance (Y) shows a very small influence with an F^2 value of 0.027, while the relationship between Motivation (X3) and Competence (Z) has an F^2 value of 0.035, which also reflects a small influence. Similarly, the effect of Training (X2) on Employee Performance (Y) has an F^2 value of 0.040, which indicates a small contribution from Training in improving Employee Performance.

d. Relisbility conbrach alpa

Based on the Cronbach's Alpha test results presented in table 3, it can be concluded that the internal reliability of the constructs in this model is very good. All constructs show Cronbach's Alpha values greater than 0.7, which is the standard threshold for assessing good internal consistency. For example, the Leadership construct (X1) has a Cronbach's Alpha value of 0.854, which indicates that the indicators used to measure this construct are well correlated and have strong consistency. Likewise, the Training construct (X2) has a value of 0.863, which indicates very high internal consistency, and means that the indicators in this construct support each other very well.

In addition, the Employee Performance (Y) construct, with a Cronbach's Alpha value of 0.721, although slightly lower than the other constructs, still shows adequate reliability, as this value remains greater than 0.7, which indicates that the indicators used to measure Employee Performance are also quite consistent. Similarly, the constructs of Competence (Z) and Motivation (X3), which have Cronbach's Alpha values of 0.782 and 0.807 respectively, both indicate good and reliable internal consistency for the measurement of these constructs.

All constructs in this model show excellent reliability and can be relied upon for further analysis. With solid Cronbach's Alpha values above 0.7, the model shows that the indicators used in the measurement of the constructs are correlated and provide consistent measurements. This indicates that the constructs in this model can be used with high confidence in further research or applications.

e. VIF (Variance Inflation Factor)

Table 6. VIF

X1	1,617
X10	1,767
X11	1,465
X12	1,736
X13	1,709
X14	1,814

X2	1,909
X3	2,364
X4	2,146
X5	1,621
X6	1,908
X7	1,700
X8	2,252
X9	2,024
YC1	1,113
YC3	1,121
YC4	1,155
Z1	1,595
Z2	1,659
Z3	1,618

Based on the Variance Inflation Factor (VIF) results presented in the table, it can be said that this model shows a low level of multicollinearity, which means that the independent variables in the model do not have too high a correlation with each other. VIF is used to detect multicollinearity, which occurs when two or more independent variables in the model have a very strong correlation, which can cause problems in estimating regression coefficients and affect the accuracy of the analysis results.

In general, VIF values higher than 10 indicate problematic multicollinearity, while VIF values lower than 5 are considered to indicate a reasonable relationship between variables. In this model, almost all VIF values are below 2.5, which indicates that there is no excessive correlation between the independent variables. For example, X3 (Motivation) has the highest VIF value at 2.364, which is still within safe limits, indicating that although there is a slight correlation between the variables, the effect is not large enough to cause problems in the model.

In addition, other variables such as X2 (Training) and X8 (Motivation) have VIF values of around 2.0 and 2.2, which also indicate a moderate but not alarming correlation. The VIF values for the Employee Performance indicators (YC1, YC3, YC4) are very low, ranging from 1.1 to 1.15, which indicates that there is no significant correlation between the indicators.

f. Heterotrait-Monotrait Ratio (HTMT)

Table 7. HTMT

	Original sample (O)	Sample mean (M)	2.5%	97.5%
Employee Performance (Y) <-> Leadership (X1)	0,815	0,817	0,702	0,929
Competence (Z) <-> Leadership (X1)	0,676	0,676	0,586	0,759
Competence (Z) <-> Employee Performance (Y)	0,726	0,729	0,590	0,865
Motivation (X3) <-> Leadership (X1)	0,738	0,738	0,658	0,809
Motivation (X3) <-> Employee Performance (Y)	0,699	0,702	0,594	0,816

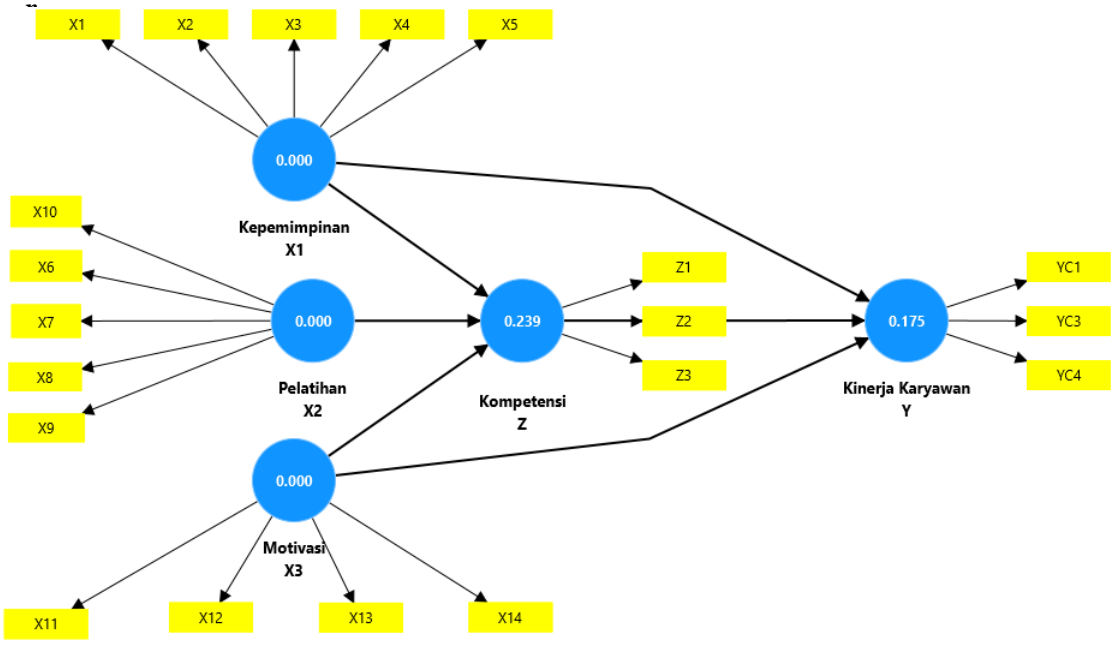
Motivation (X3) <-> Competence (Z)	0,557	0,557	0,449	0,660
Training (X2) <-> Leadership (X1)	0,797	0,798	0,728	0,865
Training (X2) <-> Employee Performance (Y)	0,647	0,649	0,530	0,768
Training (X2) <-> Competence (Z)	0,643	0,644	0,534	0,747
Training (X2) <-> Motivation (X3)	0,765	0,766	0,682	0,841

Based on the Heterotrait-Monotrait Ratio (HTMT) results presented in the table, it can be seen that all HTMT values are below the 0.85 threshold, which indicates that this model has good discriminant validity. HTMT is used to measure the extent to which the constructs in this model can be distinguished from each other. HTMT values greater than 0.85 usually indicate that the constructs may overlap or not be clearly distinguishable. However, in this case, the HTMT values for all pairs of constructs are below this critical value, indicating that the constructs in the model are well distinguishable.

For example, the relationship between Employee Performance (Y) and Leadership (X1) has an HTMT value of 0.815, which is still below 0.85, indicating that these two constructs can be clearly distinguished. Likewise, the relationship between Competency (Z) and Leadership (X1) has an HTMT value of 0.676, which indicates good discriminant validity between the two constructs. The HTMT value for the relationship between Motivation (X3) and Leadership (X1) is 0.738, which also indicates no significant overlap between the constructs.

Similarly, the relationship between Training (X2) and Employee Performance (Y), and between Training (X2) and Motivation (X3) have HTMT values of 0.647 and 0.765 respectively, all of which indicate that these constructs can be well differentiated from each other. All the low HTMT values indicate that there are no significant discriminant validity issues in this model.

g. P



e

(Q^2Square)

Figure 2. Blindfolding

Based on the SEM PLS model diagram shown, there is a relationship between several constructs that describe the dynamics in the organization, namely Leadership (X1), Training (X2), Motivation (X3), Competence (Z), and Employee Performance (Y). In this model, Leadership, Training, and Motivation are independent constructs that are linked to relevant indicators. Competency (Z) is influenced by these three constructs, with Training (X2) contributing the greatest influence on Competency (Z), with a path coefficient of 0.239. Although the effect is not too large, it shows that Training can play a role in improving employee Competence.

On the other hand, Competency (Z) has an influence on Employee Performance (Y), although this influence is also relatively small, with a path coefficient of 0.175. This means that although Competency contributes to improving Employee Performance, its impact is not very strong in this model. Meanwhile, the path between Leadership (X1), Training (X2), and Motivation (X3) directly to Employee Performance (Y) shows a value of 0.000, which indicates that there is no significant effect of Leadership, Training, and Motivation on Employee Performance in terms of measurable direct effect.

Model Testing

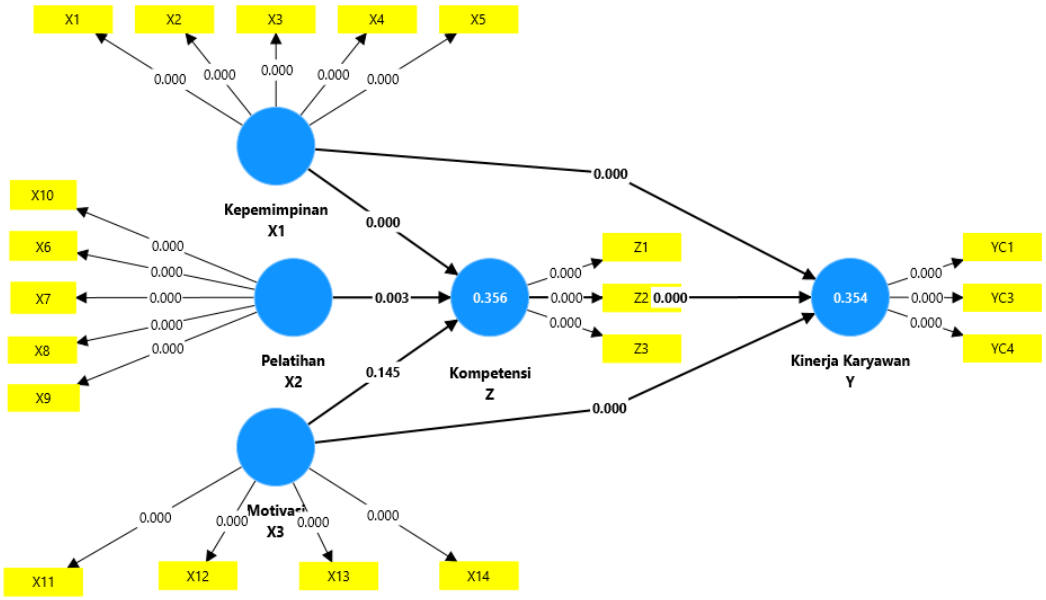


Figure 3. Bootstrapping

Based on the analysis results from bootstrapping displayed in the PLS-SEM model, several important points can be concluded regarding the influence between constructs in this model. First, Training (X2) has a significant influence on Competence (Z) with a path coefficient of 0.356, indicating that training plays an important role in improving employee competence. This influence is then carried forward, with Competence (Z) providing a moderating influence on Employee Performance (Y), with a path coefficient of 0.354, indicating that employee competence also influences their performance.

However, Leadership (X1) and Motivation (X3) show very little or insignificant influence on Competence (Z), with path coefficients close to 0.000. This indicates that in this model, leadership and motivation do not have a strong direct impact on employee competencies, so they may not be the main factors to focus on to improve competencies in the organization.

Bootstrapping

Table 8. Path Analysis

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values
Leadership (X1) -> Employee Performance (Y)	0,326	0,328	0,061	5,317	0,000
Leadership (X1) -> Competence (Z)	0,346	0,345	0,066	5,233	0,000
Competence (Z) -> Employee Performance (Y)	0,206	0,205	0,055	3,712	0,000
Motivation (X3) -> Employee Performance (Y)	0,170	0,172	0,047	3,589	0,000
Motivation (X3) -> Competence (Z)	0,079	0,080	0,055	1,456	0,005
Training_(X2) -> Competence_(Z)	0,239	0,241	0,081	2,965	0,003

Based on the results of the Path Analysis presented in table 8, the following is an analysis for each of the hypotheses proposed regarding the influence between constructs at Yayasan Pendidikan Bangun Insan Mandiri Medan.

1. Leadership has a positive and significant effect on employee performance
   The results of the analysis show that Leadership (X1) has a significant positive effect on Employee Performance (Y) at Yayasan Pendidikan Bangun Insan Mandiri Medan. Based on the T-Statistics value of 5.317 and p-value of 0.000, the proposed hypothesis is proven correct. Since the p-value is smaller than 0.05, we can conclude that Leadership plays an important role in improving Employee Performance. The positive effect detected indicates that the better the quality of leadership, the higher the performance shown by employees. Thus, development and improvement in leadership in this organization can be one of the key factors to increase the overall productivity and output of employees.
2. Training has a positive and significant effect on employee performance
   The analysis shows that Training (X2) has a significant positive effect on Employee Performance (Y). Based on the T-Statistics value of 3.589 and p-value of 0.000, this hypothesis is accepted. Because the p-value is very small (less than 0.05), we can conclude that Training makes a significant contribution in improving Employee Performance at Yayasan Pendidikan Bangun Insan Mandiri Medan. Thus, a good and relevant training program can be an important factor in improving employees' skills, knowledge, and motivation, which ultimately has a direct effect on the quality and productivity of their work.
3. Motivation has a positive and significant effect on employee performance
   The analysis results show that Motivation (X3) has a positive and significant effect on Employee Performance (Y). Based on the T-Statistics value of 3.589 and p-value of 0.000, this hypothesis is accepted. Since the p-value is smaller than 0.05, we can conclude that Motivation has a strong influence in improving Employee Performance. This shows that motivational factors, such as rewards, recognition, and goal achievement, play an important role in encouraging employees to work better and achieve more optimal results. Thus, maintaining

employee motivation levels can be one of the main strategies to improve productivity and performance in this organization.

4. Leadership has a positive and significant effect on employee competence
   The analysis shows that Leadership (X1) has a significant positive influence on Competence (Z) with a T-Statistics value of 5,233 and a p-value of 0.000. Due to the very small p-value (less than 0.05), this hypothesis is accepted, which confirms that Leadership plays an important role in improving employee competence at Yayasan Pendidikan Bangun Insan Mandiri Medan. This indicates that good leadership quality can have a positive influence in developing employees' skills and abilities, which in turn can improve their competence at work. Therefore, improving the quality of leadership is a key factor in improving the competitiveness and ability of employees in this organization.
5. Training has a positive and significant effect on employee competence
   The analysis shows that Training (X2) has a positive and significant effect on Competence (Z), with a T-Statistics value of 2.965 and a p-value of 0.003. Because the p-value is smaller than 0.05, this hypothesis is accepted, which means that training has a significant effect on improving employee competence. This indicates that an effective and relevant training program can enrich employees' knowledge, skills, and abilities, thereby improving their competence on the job. Therefore, the development of quality training programs is an important step in improving the capacity and performance of employees in this organization.
6. Motivation has a positive and significant effect on employee competence
   The analysis shows that Motivation (X3) has a positive and significant effect on Competence (Z) with a T-Statistics value of 1.456 and a p-value of 0.005. Although the p-value shows a significance smaller than 0.05, the relatively low value of T-Statistics indicates that the effect of Motivation on Competence is smaller when compared to the relationship between other constructs in this model. However, although the effect is not as large as some other relationships, this result still shows that Motivation has a significant role in improving employee Competence at Yayasan Pendidikan Bangun Insan Mandiri Medan. Thus, the motivation factor remains an important element that can improve employees' skills and abilities, even though its influence is smaller compared to other factors such as Training or Leadership.
7. Competence has a positive and significant effect on employee performance
   The analysis results show that Competence (Z) has a positive and significant effect on Employee Performance (Y), with a T-Statistics value of 3.712 and a p-value of 0.000. Since the p-value is smaller than 0.05, this hypothesis is accepted, which confirms that Competence has a significant influence on Employee Performance. This shows that the higher the level of Competence possessed by employees, the better the performance they show. Therefore, developing employee competencies is an important key in improving Employee Performance at Yayasan Pendidikan Bangun Insan Mandiri Medan, which in turn can have a positive impact on the productivity and quality of their work.

Conclusion

The results of the analysis indicate that Leadership (X1), Training (X2), and Motivation (X3) together have a positive effect on Employee Performance (Y) through Competence (Z). Each of these factors contributes significantly to improving employee competence, which in turn improves employee performance. Thus, Competence acts as a very important mediator in the relationship between Leadership, Training, and Motivation with Employee Performance. This means that although Leadership, Training, and Motivation each have a direct influence on Employee Performance, they function more effectively in improving employee

performance when through the improvement of Competence. Therefore, organizations should prioritize employee competency development as the primary pathway to enhance Employee Performance, while also continuing to strengthen Leadership, Training, and Motivation as supporting factors in this process.

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