The Influence of Training, Competence, and Motivation on Employees Performance of Workers Social Security Agency in Banten Province, Indonesia

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Abstract
This research aims to know the influence of training, competence, and motivation on performance of employees of the Workers Social Security Agency (BPJS Ketenagakerjaan) in Banten Region of Indonesia. The research was designed in a quantitative descriptive method with multivariate analysis involving 110 people as the sample. The results of this study conclude the coefficient of determination (R^2) of performance variable by 0.4085 is explained by competences, training, and motivation with 0.36, 0.28, and 0.213, respectively. Hence, the results of this research can be a consideration in the efforts to enhance the employee performance.
Keywords: training, competence, motivation, and performance

1. Introduction

The 1945 Constitution Article 28 H stipulates that every Indonesian citizen has the right to lead a dignified life. In fact, providing social security is the Government's duty to lighten the economic burden of the public. Hence, a specially designed organization to manage the social security programmes is deemed necessary. In Indonesia, there are several companies dealing with social security programmes, such as Indonesia health insurance (Askes), Social Security for Labours (Jamsostek), Savings and Insurance for Civil Servants (Taspen), and Social Security for the Indonesian Armed Forces (Asabri). The four bodies are part of the State-owned enterprises (BUMN).

As a manifestation of the Government's commitment in implementing the national social security, in 2004 the Government has issued Law Number 40 concerning National Social Security System (SJSN). The programmes under this law aim to provide the certainty of protection and social welfare for all people. To realize the above objectives, at the beginning of the year 2014 the Government revamp two companies engaged in the field of social security, namely PT. Askes into the Healthcare Social Security Agency (BPJS Kesehatan) and PT Jamsostek into the Workers Social Security Agency (BPJS Ketenagakerjaan). The two companies were originally profit oriented and limited liability companies but then transformed into public agencies that prioritize the fulfillment of the rights of holders.

Although PT Jamsostek changed their name as well as legal status into BPJS Ketenagakerjaan, their responsibility remains the same, namely providing social security services for the labours who become the participants. However, it requires much more complex managerial system because of the need to provide social security services to labours in both private and non-formal/informal sectors, thus demanding adequate employee competences. In the achievement of successful national policy implementation in the Workers Social Security Agency, employee competences must be adequate according to the changes in demands. The efforts to improve services could be increasing the number of human resources through recruitment to meet both short and long term needs.

To implement the policy on the participation to Workers Social Security Agency, the employees are required to have academic qualifications, ranging from Diploma, Bachelor, to Master's degree in a proportional number. Similarly, the availability of facilities and infrastructure is highly necessary to support the implementation of the programmes for the achievement performance according to the organization's goals.

The competences must be supported with training, development and motivation to the employees. Training is becoming more important to answer the demands of work and organization's needs that should be done immediately, while employee development can be defined much broader as it pertains to education for employees' future career. Indeed, one of the most persistent, difficult yet significant duties of company management is motivating employees. An organization is founded with specific goals, or something expected to be achieved. These goals may include improvements to customer service, fulfillment of market demand, improved product quality, increased competitiveness, and increased performance. The achievement of the company goals reflects the outcome after doing a series of work. To ensure the expected results can be achieved, the execution of the work must be managed properly. This research aims to analyse and collect data and information related to variables, namely competence, training, and motivation that affect the performance of employees.

2. Literature Review

2.1 Training

Training is a systematic approach that produces an increase in knowledge, skills, and attitudes in order to improve the work effectiveness of individuals, groups, and organizations (Aguinis and Kraiger, 2009 in Subari, 2014). Training is a short-term effort made to improve performance (Rothwell and Kazana, 2003). Training is planned in a systematic effort to modify and develop the knowledge, skills, and attitude through learning from the experience, providing knowledge and skills as well as instilling an attitude required to do specific performance previously overlooked (Buckley, 2009).

The above definitions argue that training is primarily a systematic learning to improve the capability which helps achieving a better performance. More specifically, training is conducted by the Organization with the purposes of (Rivai and Sagala, 2012): (1) improving performance; (2) upgrading employee skills aligned with advances in technology; (3) reducing the time for learning by new employees to be competent in the job; (4) helping to solve operational problems; (5) preparing employees for promotion; (7) channeling employees to organizations; and (8) meeting the needs of employee development.

To design a training which positively influences the achievement of performance, the trainers must understand the principles of training (Rivai and Sagala, 2012) that include: (1) people will learn at best if they are ready to learn; (2) people would be easier to learn if it is associated with something they already know; (3) people learn at best if done incrementally; (4) people learn by doing; (5) the more often a person is practicing what they learn, the better memory and understanding would be; (6) successful learning tends to stimulate more learning; and (7) people need feedback immediately and continuously to check if they have learnt. If associated with the goals of human resource development (Rivai and Sagala, 2012) at least these eight types of goals must be achieved in training, namely: (1) Productivity, the productivity of personnel and organization; (2) Quality, product quality of the organization; (3) Human resources planning; (4) Morale, including personnel's spirit and organization climate; (5) Indirect compensation, increasing compensation indirectly; (6) Health and safety, including mental and physical health; (7) Obsolesce pevention, to prevent the decrease in personnel's competence; and (8) Personal growth, particulaly individual capability of the personnel.

In organizing the training, several aspects that should be taken into account, as follows: (1) Curriculum; (2) Period of training; (3) Trainers; (4) Trainees; (5) Method of learning; (6) Library; and (7) Facilities and infrastructure. The training is deemed effective when it can answer the trainees' needs and deliver value of the Organization. In the point of view of Kickpatriks (2016), the success of training can be measured from the reaction, learning, behavior, and results. Meanwhile, Saks and Haccoun (2010) said measuring the success of training can be done from three aspects, namely: (1) Compliance with the requirements; (2) Design and implementation of training; and (3) Evaluation of training.

2.2 Competence

The background that supports the Organization and the industry to begin focusing on competence is based on several issues, namely: Organization issues and employee issues, thus competence is still considered significant in the industrial scenario (Gupta in Subari, 2014). Previous experts agree that competence influences performance (such as Boyantzis 2008, Palan 2007, and Gupan 2011). Although competence within the framework of science is still relatively new and still open to debates, it is indeed seen as an important thing.

Competence is the ability to execute a work that is based upon the knowledge, skills and attitude to work. With competences, an individual will be able to carry out the work in responsible and effective manner, so that the quality of their work increases and they could deliver impressive performance. The results of Mc Clelland (1978) point out that competence is a fundamental characteristic attached to a person and directly affecting performance, or could predict better performance. Achievement of outstanding work performance of an individual (Wibowo, 2007) is influenced by: (1) Knowledge, skills, and attitudes; (2) Work style, personality, interest, attitude and leadership style. In the viewpoint of Spencer and Spencer (1993), competence shows the basic characteristics of a person and indicates how to behave or think, to adjust to a situation, and to support the person for quite a long period.

According to the aforementioned descriptions, competence is inherent in one's self from the knowledge, skills, attitudes, and behaviors to play the role in the real life successful. Competence can be divided into several levels, namely: (1) Core competencies, related to the Organization's strategy so it must be owned by all employees in the Organization; (2) Managerial competences, reflecting managerial activities and performances required to do certain roles, and (3) Functional competence, which describes the capabilities to do a particular role and usually associated with professional or technical skills.

In terms of individual performance, competent individuals show several traits, namely having full and proper capabilities, being productive, creative and innovative in ensuring product quality at the right time with minimum effort without stress (Gupta, 2011). Employees in competition show a fundamental difference from general employees in terms of the work performance. Hence, competences and performance share the similarity

(Palan, 2007). The viewpoint of Gupta and Palan above is in line with the opinion of Rothwell and Kanaza (2003) that competence is associated with performing the work not only stated on the job description; it is indeed competence that will lead to the success in work.

Hayton and Kelly (2006) in Subari (2014) explained that competence focuses on a specific job. That means the measurement of competence will focus on the type of associated work. Parry (1998) proposed four clusters in identifying and measuring core competences, namely: administration, communication, supervision, and knowledge. Meanwhile, Palan (2007) observed individual competence based on several aspects including the knowledge, skills, concepts of self, values, personal characteristics, and motives.

According to some of the views above, it can be restated that measuring the level of employee competence might involve a variety of parameters, including: (1) Knowledge, the employees understand the task description, performance targets, and the problems faced by the Organization; (2) Skills, skilled employees could perform on their duties well; (3) Ability, employees are able to run the duties, being able to cope with the problems, and able to cooperate; (4) other characteristics; having a vision in the work and sticking to integrity principles; and (5) Compliance between the background and the associated job.

2.3 Motivation

In general, there are three key elements in defining motivation, namely intensity, direction, and long term (Robbins, 2003). Intensity is related to how hard a person attempts to perform the task. Direction would consider channeling the quality and intensity of efforts to a target that is profitable to an organization. Meanwhile, long term indicates the persistence of individuals to be motivated to stay for a long period to reach the target.

Motivation is a process that stimulates a person for something they want and related to one's willingness, hard work to achieve the Organization's goals that is stimulated by incentives or something perceived to be an incentive if it could help them achieve the goals (Kumar et al, 2003). Motivation pushes someone to act or behave, makes a person start, execute, and maintain certain activities (Hanafi, 2003 in Subari, 2014). Motivation is the force that activates behavior and goes directly to a destination than others (Likewise in 1997, James et al, 2008 Subari in 2014). It is also a process which determines the direction, intensity, and persistence of individuals in an attempt to reach the target (Robbins, 2003), beginning with the physiological deficiency that drives the behavior or the motivation to reach a goal or gain incentives (Fred Luthans, 2005). Some of the above definitions in general share the same topic namely concerning how individuals work to achieve goals through hard work and great perseverance.

From the literature study, the history of motivation can be traced back from the era of Taylor (1911) which was known as Tyrism until the era of McClelland (1975) and his theory of *Need for Achievement*. Taylor (1911) said that money becomes a motivation of someone to do a job. Meanwhile, Mayo (1933) revealed that motivation is not only associated with money but also to social needs. Abraham Maslow (1943) in formulating the theory of motivation defined basic human needs into five levels (psychology, security, social, awards, and self-actualization). The theory is widely referenced and simplified into a motivational theory that talks about three aspects, namely Existence, Relatedness, and Growth (ERG) that possess the same substance with the theory of Maslow.

Mirray (1938) introduced the theory of Needs and Presses, that humans have twenty different types of needs; satisfying one's need will stimulate other needs. Herzberg (1968) introduced two-factor theory describing the concept of *motivatory*, namely encouraging interest and *demotivatory* which tends to be avoided at work. The last and latest generation is the theory of needs by McClelland (1975) that divides human needs into three, namely the Need for Power, Need for Achievement, and Need for Affiliation.

The core of Need for Achievement (N-ach) concerns the issue of excellence, competition, challenging goals, persistence, and challenging difficulties. Moreover, the characteristic of motivation for achievement (Subari, 2014) include: (1) working harder and more persistent to complete the task; (2) following up negative feedback in a positive and effective manner; (3) willing to neglect temporary things for long-term goals; (4) having a competitive advantage; (5) the need to keep being high achievers; (6) accepting responsibility; (7) self-organizing to achieve the realistic goals; (8) being positive in responding feedback; (9) achievement is everything; (10) carrying out the duties diligently with hard work; and (11) having good relations with superiors and subordinates.

In measuring the level of motivation of employees to make achievement, McClelland argue it should be based on the characteristics of individuals with high N-ach. McClelland's opinion was supported by Lussier and Achua (2010). Other opinions suggest that measuring the motivation for achievement refers to the characteristics of individuals with the N-ach, including: taking responsibility to solve problems, setting up moderate responsibility, and showing the need for speed (Hanafi, 2003 and Subari, 2014).

2.4 Performance

Performance is the result of work that is closely related to the objectives of the Organization and consumers,

contributes to the economy (Armstrong & Baron, 2009), records the functions of work during a certain period (Bernardin and Russel, 2003), which result can be measured (Whitmore, 1997), can be compared with the predetermined targets (Cushway, 2002) of what is done or isn't done by the employees (Mathis and Jackson, 2004). In other words, performance shows the process of performing on a job that is required, whatever done, and how do the employees do it for a certain period.

Good performance management will bring benefits to the employees and the organization (Ruky, 2009 in Idris, 2014) in the form of (1) increased achievements; (2) encouraging productivity; (3) developing a personality; (4) becoming the basis of development and training program; (4) being the basis of setting compensation; and (6) allowing employees to express their feelings. In order the performance management can create benefits; the actors must look at the principles of management, while considering the supporting factors, and performing measurements periodically.

Principles in the preparation of good performance management programs (Wibowo, 2008) include: (1) drawing up strategic planning; (2) starting measurements; (3) conducting persistent performance improvement; (4) implementing development (5) building work culture; and (6) consensus, cooperation and two-way communication. The factors encouraging performance management (Kreitner and Kinicki, 2009) involve: (1) Ability, potential, and reality; and (2) Motivation for work. Parameters of individual performance measurement can be practically evaluated (Campbell, 1990 in Woods et al, 2010 in Subari, 2014) including: (1) Adequately meeting specific and non-specific tasks and duties; (2) Spoken and written communication skills; (3) Showing the effort; (4) Maintaining self-discipline; (5) Maintain the performance management; and (6) management and administration. Lynch and Kelvin in Kreitner (2009) argue that performance measurement at departments and job centers include: (1) Work quality; (2) Quantity of results; (3) The period of accomplishment is right on target; and (4) Cost-efficiency in gaining results.

2.5 Hypotheses and Research Model

Among several factors influencing employee performance, one of them is training, as stated by Saks and Haccoun (2010), Buckley (2009), Rothwell and Kazana (2003), and Kickpatric (2016). The research was also supported by Subari (2014), Farooq Aslam (2011), Malik (2011) and Fauzillah (2012). Based upon the insights and research findings above, the first hypothesis of this research could be formulated as follows:

Hypothesis 1: Training significantly affects employee performance.

Employee performance is influenced by competence as expressed by Boyatzis (2008), Gupta (2011), Haston and Kelly (2006), and Palan (2007), Rothwel and Kanaza (2003, Parry (1998), and Anthony (2007). This concept is also supported by the findings of study by Subari (2014), Ligita-Brigita – Diana (2005), S.Araujo and Taylor S.N (2012), Tutu Andrea (2012), as well as Mitchelmon and Rowley (2010). Based upon the ideas and research results above, the second hypothesis could be drawn as follows:

Hypothesis 2: Competence significantly influences employee performance.

Employee performance is influenced by the concept of motivation as expressed by McClelland (1978), Stephen p. Robert (2003), Stephen and Stephen (2003), Fred Luthans (2005), and Lukewise (1997) in James et al (2008 in Subari, 2014). This concept is also supported by the study of Idris (2013), Subari (2014), Hary Muray (1932), Loon marks and Casimit, Gaint (2008), and Imad (2014). According to the ideas and research results above, the third hypothesis could be formulated as follows:

Hypothesis 3: Motivation significantly affects employee performance.

Meanwhile, the fourth hypothesis can be formulated as follows:

Hypothesis 4: jointly training, competence, motivation and significant effect against the performance of employees.

Description of the theory as well as the results of previous studies that are relevant to this study and formulated in the hypothesis, can be simplified in research model diagram below.
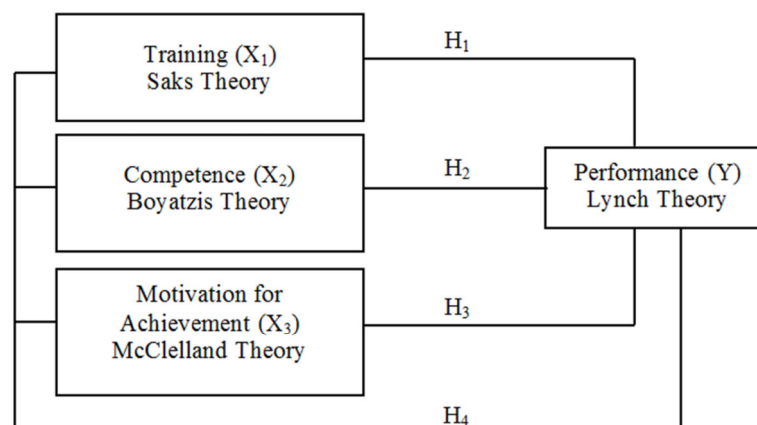
3. Methodology

The population in this study was 133 employees of Workers Social Security Agency in Banten Region and all members of the population became the sample. This study employed statistical analysis of structural equation modeling (SEM) based partial least square (PLS). SEM-PLS method is implemented for a limited sample of data and assumptions that are not tight (Hair, et al, 2009). Because the SEM-PLS does not measure the significance, the significance level is measured using bootstrapping.

4. Results and Discusion

4.1 Measurement Model

A measurement model describes the relationship between the indicators and the constructs. There are two important aspects to evaluate measurement model with reflective indicators i.e. the convergent validity and discriminant validity (Gefen et al., 2000). Convergent validity can be tested through reliability, composite indicators (CR), and average variance extracted (Fornell, 1982). Moreover, Fornel and Larcker (1981) pointed out that the good indicator indicates the value of loading factor above 0.7.Testing on reliability indicators can be seen by examining the loading value resulted. Based on the results of data processing using a threshold of 0.7, several items namely performance01, performance02, performance06, performance07, performance08, performance09, performance10, competence05, competence06, training01, training02, training05, training06, and training07 were dropped from the model. Therefore, reprocessing was performed by excluding all items which were removed from the model. After reprocessing, Table 1 shows the value of all loading factors all higher than 0.7 with significance level of 0.05. Likewise, the value of the composite reliability was set out where all invalid constructs denoted a value above 0.7.

Table 1
Loadings of Constructs

Construct	Indicator	Loading (λ_i)	Remark
Performance CR = 0.905766 AVE = 0.762778	Performance03	0.813685	Valid
	Performance04	0.861383	Valid
	Performance05	0.940355	Valid
Training CR = 0.874234 AVE = 0.776659	Training03	0.860885	Valid
	Training04	0.901219	Valid
Competence CR = 0.876073 AVE = 0.586113	Competence01	0.826064	Valid
	Competence02	0.754475	Valid
	Competence03	0.749571	Valid
	Competence04	0.747052	Valid
	Competence07	0.747668	Valid
Motivation CR = 0.906739 AVE = 0.581813	Motivation01	0.764058	Valid
	Motivation02	0.796439	Valid
	Motivation03	0.801081	Valid
	Motivation04	0.751783	Valid
	Motivation05	0.778578	Valid
	Motivation06	0.706681	Valid
	Motivation07	0.736277	Valid

Table 1 suggests there is no problem with the convergent validity on the model being tested. Therefore, the next test was performed i.e. discriminant validity. The constructs were checked using cross-loadings (Vinzi et al., 2010). The value of cross-loadings was obtained by calculating the correlation between the components of the score of each latent variable and each indicator, including all the items in the model. The value of Cross loading means the correlation between each construct and the items of the construct. Correlation of constructs with the items then was compared with items from other constructs. If correlation indicators of constructs show a value higher than the indicator of correlation with other constructs, it means the constructs have high discriminant validity. Table 2 below shows the output of the Smart-PLS for cross loading of constructs and the items.

Table 2

Cross Loading Value

	Competence	Training	Motivation	Performance
Performance03	0.460901	0.400756	0.353501	**0.813685**
Performance04	0.521801	0.406893	0.464237	**0.861383**
Performance05	0.494976	0.338008	0.458149	**0.940355**
Competence01	**0.826064**	0.313351	0.390340	0.458761
Competence02	**0.754475**	0.326486	0.381670	0.401380
Competence03	**0.749571**	0.279154	0.358759	0.418774
Competence04	**0.747052**	0.322945	0.459667	0.469801
Competence07	**0.747668**	0.309129	0.411392	0.409608
Training03	0.337624	**0.860885**	0.216008	0.353205
Training04	0.374997	**0.901219**	0.382883	0.414690
Motivation01	0.364597	0.207998	**0.764058**	0.385923
Motivation02	0.434881	0.171008	**0.796439**	0.427770
Motivation03	0.500709	0.349597	**0.801081**	0.529239
Motivation04	0.392661	0.266169	**0.751783**	0.297233
Motivation05	0.338659	0.260242	**0.778578**	0.296454
Motivation06	0.360668	0.354661	**0.706681**	0.296287
Motivation07	0.330387	0.245211	**0.736277**	0.212956

Table 3

Correlation between Latent Variable and AVE square root

	Competence	Training	Motivation	Performance
Competence	**0.765580**			
Training	0.405370	**0.881283**		
Motivation	0.524509	0.346819	**0.762767**	
Performance	0.565928	0.437775	0.490108	**0.873372**

Table 3 above informs that the loading of each item against the constructs is greater than the value of the cross loading with other constructs. From the analysis on cross loading, no problem is found related to discriminant validity. According to Ghozali (2008), discriminant validity can be tested by comparing the square root of AVE and the correlation value between constructs. The discriminant validity measurement is shown in Table 3 below.

Table 4 above explains that the square root of AVE (the main diagonal) is greater than the correlation of each construct so that there is no problem concerning the discriminant validity.

4.2 Structural Model

The structural model describes the relationship between constructs that have been hypothesized in research model. On SEM-PLS, there is no variable that fits. The path coefficient and determination coefficients together show the goodness of the model. The following figure shows the structural model.
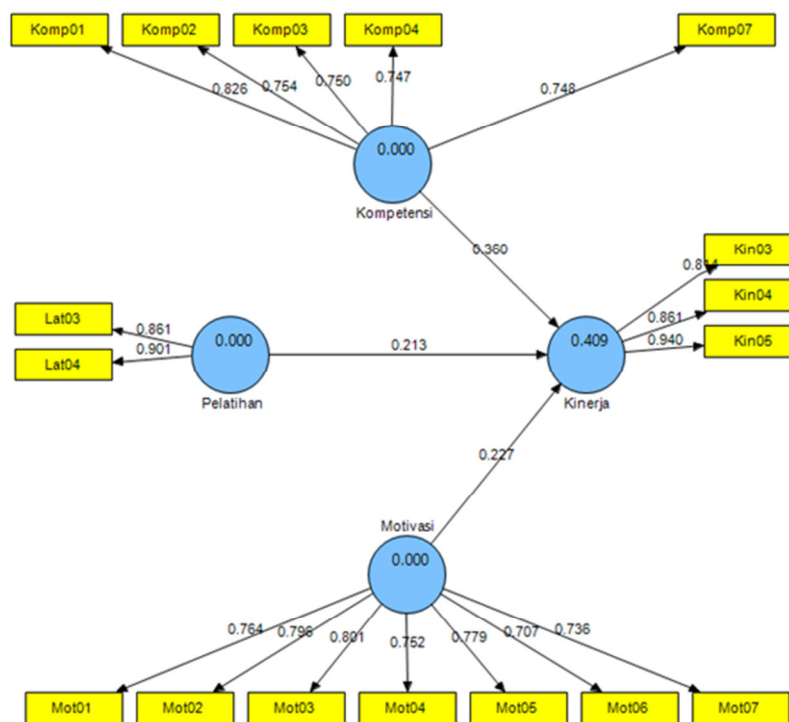
Figure 2
Structural Model

4.3 Discussion

This study examines four hypotheses as presented earlier. Table 4 below shows the relationship between constructs as hypothesized. To determine whether a hypothesis is statistically significant or not, we need to compare the t-statistics with the t-table. If the t-statistic is greater than the t-table, the hypothesis is statistically significant. With 5% significance level, the t-table is 1.96. If 10 percent significance level is applied, the comparison of t-statistic to the t-table is 1,645.

Table 4
Structural Result of the Full Model

	Path Coefficients	Standard Error	T Statistics	Conclusion
Performance R2 = 0.408540				
Competence	0.360467	0.124749	2.889541	Significant at α=0.05
Training	0.212848	0.095439	2.230202	Significant at α=0.05
Motivation	0.227220	0.11562	1.965228	Significant at α=0.05

The influence of Competence, Training and Motivation on Performance

The results of the test in Table 5 above demonstrate all t-statistic variables namely competence, training, and motivation using 5 percent significant level already exceed 1.96. This means the influence of all independent variables is statistically significant to performance with 0.4085 or 40.85 percent correlation. In other words, there is a positive and simultaneous influence between competence, training, and motivation on employee performance in Workers Social Security Agency in Banten Region. If these three variables are well maintained, employee performance would increase. This is possible along with the characteristics of the operational tasks run by the employees of the Workers Social Security Agency, especially in Banten, namely embodying the social security for workers as mandated in the legislation.

The regression coefficient of 0.3605 (competence), 0.2129 (training), and 0.2272 (motivation) indicate that an increase in the factors by 1 will be followed by improvement of each performance with the value as stated. The path coefficient indicates competence brings the greatest influence to employee performance compared to training and motivation variable. As previously discussed, the changes in the globalization era show special characteristics such as difficult to predict, shocking, complex, and triggering various conflicts in the organization or company. Rivalry fundamentally transforms, from competition into adversary and requires high and sustainable competitiveness, i.e. the ability of competing in speed and innovation (Shaykh, 1999). Challenges

that affect human resources management (Noe, 2014) include business continuity, global challenge, and global changes in technology. Canton (2009) called it a trend that will mark the extreme future and that future is determined at least by five factors, namely the speed, complexity, risk, change, and surprises.

In the recent trend, in managing human resources, the company must change the system paradigm from human resource management into strategic human resource management. The company successfully implementing the strategic human resource management usually refers to four fundamental principles (Shaykh 1999) as follows: (1) having a thorough understanding on the concepts of a range of services developed, allocated, and learning management coaching and other employees; (2) having a comprehensive understanding of language and the application of strategic planning of a company; (3) able to apply the right strategies in order to be aligned with the strategic corporate business; and (4) able to become a consultant to various line units. A number of earlier studies proves that competence (Ligita, Brigita, and Diana in Subari, 2014), training (Farooq and Aslam, 2011) and motivation (Loon Mark, Casimir and Giant, 2008) affect significantly to employee performance. Hence, the results of this research can strengthen previous findings which prove that competence, training, motivation and influence the performance of employees.

The Influence of Performance on Competence

From the results of estimated relationship with 5 percent significance level, it seems the influence of competence against employee performance shows path coefficient of 0.3605 or 36.05 percent. This means a significant influence appears between the competence and performance of employees. The higher or lower competence of employees will be translated into higher or lower employee performance. From the results of a series of tests done previously, we can conclude that academically, competence has an impact on the achievement of high employee performance. Therefore, the results of this study can be used as a consideration in determining the type and level of employee competence, for the purpose of increasing either the performance of employees or the company as a whole.

In regard to this, competitive individual will show performance above average and their work is more qualified (Palan, 2007). The finding of research by Subari (2014) shows that competence affects performance of Local Water Supply Utility (PDAM) employees with the assumption the respondents have appropriate knowledge and skills to work on the duties. This is in line with the view of Canton (2009), that competent human reseources are characterized by knowledge, skill, capabilities, and other positive personal capacities. In the view of Kreitner & Kinicki (2005), the desired competence is communication in the form of words, initiative, decision making, tolerance, ability to solve problems, and the ability to adjust. The results of research on competence become the basis in conducting recruitment, training, promotion, and other related aspects to human resource. Therefore, the finding of this study could support previous research results which prove that competence gives impact to employee performance.

The Influence of Training on Performance

On the influence of training on employee performance, the parameter coefficient is 0.212848 or 21.29 percent. This indicates a significant influence of training to employee performance at the Workers Social Security Agency in Banten Region. If employee training is more often/rarely conducted, it will lead to increase or decrease in employee performance. From a series of tests conducted, in academic perspective, training brings impact to the achievement of excellent employee performance. Therefore, the results of this study can be used as the basis for consideration in determining the type of employee training, for increasing either the performance of the employees or the company as a whole.

Hence, the finding that training affects employee performance supports previous research such as Malik (20111) and Subari (2014). Theoretically, training is a planned and systematic attempt to modify and develop knowledge, skills and learning attitudes from experience to achieve performance effectively in various activities (Busckly, 2009). Thus, the process of training up to performance leads to one condition, namely acquiring modified knowledge, skills, and positive behavior. In the viewpoint of Kirkpatriks (2006), training would be effective if it is able to influence the outcome. To achieve such outcome requires positive responses, learning or improvement of knowledge, skills, and behavior change. In the perspective of management training, the ability of training programs to produce values is seen from the alignment between needs, training design, training process, and the follow-ups (Saks & Hacoun, 2010).

The influence of training on employee performance is obvious as the trainees deliver a positive response or improved motivation of learning, knowledge and skills as well as gaining new, better experience, practicing what they get at the training in the work. Therefore, a transfer in the training starts from gaining knowledge about *what* and *how* to get, developing skills with practices, the need to be excellent in a particular job, and keep practicing and applying it (Macaula, 2000 in Subari, 2014). Similar to it, to ensure that the work environment enhances trainees' motivation to learn, Noe, et al (2014) suggest managers must: (1) provide the materials, time, information pertaining to the work, and the required means; (2) discuss with employees in a positive manner

about the training programs; (3) let the employees know they would perform well when using the materials from training; (4) encourage the members of the working group so that each other is involved to use a variety of new skills in the workplace; (5) request feedback and share the experience and situations that will make up an advantageous training; and (6) allow the employees to practice and apply the new skills or behaviour at work.

The Influence of Motivation on Performance
The variable of motivation for achievement shows a positive and significant influence on employee performance as seen from the coefficient parameter of 0.22722 or 22.72 percent. This number implies higher motivation for achievement will be translated into increased performance as well. Thus, such motivation shows a positive influence on employee performance at Workers Social Security Agency in Banten region. That means when motivation factor increases/decreases, employee performance will also correlate positively, that is by showing increases/decrease. Therefore, the finding supports the theory and findings of previous research that motivation influence employee performance.

According to a series of tests above, we conclude that in the academic viewpoint, motivation has an impact on the achievement of better employee performance. Therefore, the results of this study can provide recommendation to the organization in encouraging and developing employee motivation, for boosting performance of either the employees or the organization as a whole.

In line to the statement, some experts assert that the overachievers are characterized by working harder and consistent (Brown, 2012), showing a positive attitude towards feedback or criticism (Fodor & Carver, 2000 in Subari, 2014), oriented to long term goal or vision (Mischel, 2012), being competitive and superior (Mc Clelland, 1978), striving to excel at work and willing to take responsibility (Craig Tom, Campbell David, 2005 in Subari, 2014). Furthermore, Mc Clelland in Luthans (2005) summarized some specific characteristics of overachievers, namely moderate risk taking, showing the need for feedback, satisfied with the achievement, and enjoying duties and task. The conclusion from the experts' opinions is that motivation for achievement will encourage individuals to have improved performance.

5. Conclusion, Managerial Implications, and Suggestions
5.1 Conclusion
As this research aims to test the influence of variables of training, competence, and motivation towards employee performance, the research findings can be drawn up as follows. First, training, competence, and motivation for achievement together influence significantly to employee performance. When a training program is implemented more often with higher competence and high motivation for achievement, this would boost employee performance. Second, competence suggests a significant effect for employee performance. Higher level of competence of the employees would lead to higher performance at work. Third, training affects significantly to employee performance. More frequent implementation and better training program will cause higher employee performance. Forth, similarly, motivation for achievement would affect significantly to employee performance. Higher motivation of individuals would result in excellent performance. Fifth, based on the coefficient, competence demonstrates the bigger influence on employee performance than variables of motivation for achievement and training. Therefore, the findings of this research can be considered to serve as the basis in managing the employee performance.

5.2 Managerial Implications
The research outcome reveals that training, competence, motivation and motivation for achievement give a significant influence on employee performance. Therefore, this research identifies a number of managerial implications in the management practice of the company or organization. First, if the intensity and quality of training are enhanced, competence and motivation for achievement of employees will be higher and then employee performance will also be better. Second, if competence is treated as the basis of planning and controlling performance, and limited number of employees will be managed with reinforcement of the quality of training, the employee performance will be possible to excel. Third, if the motivation for achievement is well developed, it will boost self-assurance on the individual ability so that the employee's performance will be better.

In achieving effective performance, implications that arise and need to be managed by the organization are: (1) strengthening human resources capacities to meet the competence according to the demands of the job; (2) giving an understanding to employees regarding the goals to be achieved, when to be achieved, as well as when and how the evaluation will be conducted; (3) controlling the performance to keep the employees on tract for achieving great performance; (4) allocating incentives as an appreciation to achievement of good performance of the employees; and (5) growing, maintaining, and enhancing confidence that by performing well on the job, the organization goals will be easily reached and personal goals will be met.

While considering the needs for performance improvements and challenges to be faced by employees, other managerial implications identified in this study are: (1) doing a review of business planning to ensure clear

objectives, targets, and the achievement strategy according to the demands, while being easily understood by each work unit; (2) conducting a review on the condition and potential competence while adjusting it to the tasks to be performed; (3) in the achievement of the company's performance, management must have a full awareness about the empowerment of human resources; (4) instilling learning attitude to become the Organization's culture to improve the employees excellent in realizing the vision, mission, and goals of the company; (5) delivering an understanding that working on the job is a mandate so that the employees carry out the work with full responsibility; and (6) Giving understanding that working is part of worshipping, so that employees could work with profound awareness, being serious, and full of joy.

5.3 Suggestions

In regards to the benefits of this research both to the development of Science (theoretically) and to the management of the Workers Social Security Agency in Banten Region (practically), some suggestions are proposed as follows. First, for the development of science, the research needs to be followed up with further research, particularly to reduce the limitations or enrich this research scope. It is associated with the choice of basic theory and research instrument, adding to the amount of sample, expanding the area and research segmentation, supplying more variables, or implementing different data analysis techniques. Second, for the management of the Workers Social Security Agency in Banten Region, the management should be evaluated periodically, so that the employee's performance will be maintained and increased. The evaluation must be primarily done related to the implementation of training programmes, increasing competence, and motivation for achievement.

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