

The Performance Determinants of Employees of Zakat Collector (Amil) Institution: Case Study of Collectors and Empowerers of National-Scale Zakat Collector Institutions in Indonesia

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ABSTRACT

The goal of this research was to determine how competence functions as a mediator between performance, training, and motivation. This study performed a multivariate analysis with a descriptive and explanatory quantitative strategy. The research sample consisted of 80 respondents selected by employing a proportional sampling technique. Data were collected through an instrument questionnaire and analyzed using the partial least squares (PLS) approach of structural equation modeling (SEM). The results showed that: Motivation and training both have a substantial impact on performance; Motivation and training both have a substantial impact on performance; Competence has a significant role in performance as a mediator variable, competence has a considerable ability to mediate the influence of motivation and training on performance. The results of the calculation of the square value of multiple correlations (R^2) of 0.274 and 0.572 respectively show the strength of the competence dependent variable and employee performance.

INTRODUCTION

Humans are created to worship and work towards achieving happiness in this world and the hereafter (falah), and to fulfill life's needs in a balanced manner, both materially and spiritually (mashlahah). To achieve this goal, Muslims are equipped with knowledge from the Qur'an, sunnah, hadith, ijma, and ijtihad. Armed with these four sources of knowledge, Muslims are obligated to pay zakat and manage it properly and equitably. In Indonesia national law, zakat is governed by Law No. 38 of 1999 on zakat Management, which later revised by Law No.23 of 2011.

Learning is essential for generating value for stakeholders, requiring organizations to learn effectively and rapidly disseminate knowledge across all levels (Prokesch, 1997). This learning is primarily achieved through employee training. Training is a systematic technique that develops knowledge, abilities, and behaviors, eventually increase effectiveness of people, communities, or organizations (Aguinis & Kraiger, 2009).

For optimal performance, employees must be motivated in their work. Motivation is the process which impacts the strength, directionality, and perseverance of an individual's attempts to reach the goal (Robbins, 2003). Work motivation reflects employees' willingness to strive for organizational objectives (Robbins & Judge, 2011).

When coupled with robust training, strong motivation leads to competence. Competence is the ability to perform tasks and produce superior outcomes. Only those who exhibit high performance are deemed competent. Competence is also defined as the ability of an individual, demonstrated through excellent job performance (Sedarmayanti, 2017). Thus, competence is intrinsic to the individual rather than the role or position.

The objective of this research is to assess, collect relevant data, and obtain reliable information about the variables of training, motivation, competence, and employee performance.

LITERATURE REVIEW

Zakat in Islam

The term "zakat" means to grow, purify, or improve. It implies that wealth not utilized wisely becomes unproductive. As one of the five pillars of Islam, zakat holds immense importance, ranking second only to prayer (salah).

According to Afzalurrahman (1997), zakat fulfills two essential functions: It purifies the giver's heart or soul from the vice of greed; It fosters the healthy development of a community. When zakat refers to purification, it carries two interpretations: It denotes the wealth spent to attain purity and moral excellence; It represents the actual act of purification, signifying that the act of paying zakat is a form of spiritual cleansing.

If sadaqah is interpreted as a mandatory levy, it signifies an obligation from God. Every Muslim possessing wealth above a certain threshold (nisab) is required to contribute it to the state. The state establishes the regulations and laws regarding zakat. The distribution method of zakat is explicitly outlined in the Qur'an, while the amount and nisab were specified by the Prophet and diligently followed by his companions (Naeem Siddiqui in Afzalurrahman, 1997). Prayer (salah) is a physical

act of worship, whereas zakat is a financial act of worship and should not be treated like a typical government tax.

Some Muslim economists consider zakat akin to a tax, arguing that zakat fulfills some tax criteria. A levy is deemed a tax if it meets the following conditions: it is a mandatory payment, there is no quid pro quo (reciprocal exchange), and it is collected from all residents within a country.

While zakat does fulfill the first condition, it does not satisfy the third. It is indeed a mandatory payment with no quid pro quo. However, zakat is collected only from Muslim citizens, whereas non-Muslim citizens are exempt. Therefore, zakat cannot be classified as a tax.

One of the primary purposes of zakat is to narrow the economic gap between the wealthy and the poor. The strength of a society lies in the equitable distribution of its wealth. When a few individuals become extremely wealthy while the most remain in poverty, society becomes vulnerable and can be easily undermined by its adversaries.

In a society that permits private ownership and encourages individual initiative, income disparities are inevitable. However, these disparities should not lead to the creation of sharply divided classes of rich and poor. It is imperative to address these gaps through morally and justly acceptable means. Zakat, infaq, and sadaqah are mechanisms designed to reduce this disparity. As the Qur'an states: "The poor and destitute have a share in the wealth of the rich. Moreover, in their wealth, there are recognized rights for the beggars and the poor." (QS. Adh-Dhariyat 51:19).

Zakat is levied on various types of capital that accumulate as surplus at the end of each year, following the deduction of annual expenses. According to the teachings of Prophet Muhammad, all capital owned by an individual after two complete lunar months is subject to zakat, with the Prophet's statement emphasizing, "There is no zakat on wealth before one year has passed." Hence, zakat payment is only applicable after the completion of twelve months.

Islam establishes a minimum expenditure threshold for each asset type. After deductions for nisab (minimum threshold) and debts, zakat is imposed at a rate of 2.5 percent on all asset types, except for mining assets and treasure troves, which incur 20 percent. Irrigated land is 5 percent, while non-irrigated land is 10 percent. Furthermore, the zakat rate for livestock varies between 1 percent and 2.5 percent.

Training

Training or learning is a planned and organized effort to change and improve knowledge, abilities, and psychological behaviour through experience; it provides the knowledge and skills and instils the attitudes necessary to achieve certain work practices (Buckley, 2009).

Learning is essential for businesses to be able to be adaptable to a rapidly transforming environment, discover possibilities that other people may have overlooked, and capitalize on opportunities quickly and fully. Learning is done to deliver value to stakeholders; therefore, businesses should be learning faster and implementing information throughout the organization (Prokesch, 1997).

Training is an organized strategy to expand human knowledge, skills, and behaviours in pursuit of improving individual, team and organizational effectiveness (Aguinis and Kraiger, 2009), and is a limited term effort aimed at achieving high performance (Rothwell & Kazanas, 2003), which will determine the learning and improvement process, as well as the accompanying economic advantages such as lower expenses and improved client satisfaction (Pfeffer, 1998).

Education and training contribute to increasing employee efficiency. The Quran explains the importance of education and training. "He grants the wisdom to whom He wills, and whoever is granted wisdom has indeed been granted much good." (QS Al-Baqara 2: 269). This verse shows that education and training are processes that determine the realization of superior employee quality.

Substantially, training aims (Noe et al, 2010), at: Improving the understanding and principles of organizational staff; assisting staff of the organization with fundamental skills and knowledge. Assisting members of the organization in carrying out their tasks properly; Encouraging organizations to develop innovation, creativity, and learning for members; Encouraging the readiness of organizational members to face job changes; Preparing organizational members to work more effectively; Creating the right work climate with effective communication.

Training is said to be effective if it can meet the demands and provide added value to the organization. This will depend on how the training is designed to meet the needs (Buckley, 2009). According to Snaks and Haccoun (2010:18-22), training efficacy can be measured using the criterion mentioned: the results of the needs analysis, planning and implementation, and evaluation of the training. The needs analysis consists of management needs, job tasks, and personnel training analysis. The analysis of design encompasses aims, methodologies, substance, and applicable concepts. While the evaluation includes the criteria in the assessment and evaluation design.

Dessler (2013) correlates training programs to employee development by following the implementation steps: Analyzing the training and development program; Planning the overall training and development programme; Increasing the course (actually assembling/creating the training and development contents); Applying the training and development targeted worker group utilizing methods such as on-the-job or online training and development; Examining the course's successful implementation.

There are three targets aimed at implementing training, namely increasing individual knowledge, skills and attitudes (Aguinis and Kraiger, 2009). Meanwhile, the aspects involved in it (Riva'i and Silvia, 2012) include the curriculum, length of education, training participants, learning process methods, literature, facilities and infrastructure, and teachers.

The success of training is measured by observing response, learning, attitude, and outcomes (Kickpatrick, 2006). According to Saks and Haccoun (2010), good training may be measured in three ways: compliance to design requirements, training realization, and training assessment.

Some of the results of the research, such as those conducted by Syahputra, 2020; Mubarok and Putra, 2018; Siriwardena, 2019; and Salah, 2016 demonstrated that training has a major effect on staff performance. Similarly, training has a considerable impact on competence, as evidenced by the findings of Susan (2021) and Karyono (2020).

Motivation

Motivation involves inspiring individuals to achieve their desires through dedicated effort towards goals incentivized by the organization. An incentive is anything perceived as aiding them in reaching these objectives (Kumar et al., 2003). Motivation is the dynamic process that determines a person's intensity, direction, and persistence in pursuing the objectives (Robbins, 2003).

Robinson and Judge (2011) describe occupational motivation as employees' willingness to effort the achievement of their goals. According to McClelland (1978), accomplishment motivation stems from two competing needs: the urge to succeed and the necessity to prevent failure.

According to the various descriptions and linked to the requirement for performance, motivation has three main factors: intensity, instructions, and extended duration. Intensity is related to how strenuously a person works to complete a job, whereas instructions is related to directing efforts to generate performance that benefits both the individual and the organization. While lasting an extended period, it demonstrates commitment and consistency in pursuing organizational goals over time.

In the literature reviews, there are some major theories that can be applied in relation to productivity management, including content theory. The content theory emphasizes what motivates a person; the unconscious aspects of a person's needs, their strengths, and the objectives they undertake to meet those demands. The theory says that humans behave because they want to fulfill their needs. Examples of this theory include: Hierarchy of needs (Maslow, 1943) with the five levels of hierarchy of needs: psychological, safety, social interaction, self-esteem, and self achievement levels; The theory of three motives (McClelland, 1987) which describes the need for power, need for affiliation, and need for achievement as the three important motives in work. McClelland is the last generation formulating a theory of motivation based on needs.

The basic term of Need for Achievement (N-ach) is relevant to Superiority, competition, difficult goals, dedication, and overcoming adverse challenges. Meanwhile, the characteristics of achievement encouragement (Subari, 2014) include: Working tougher and more continuously for the job; Keeping up positively and effectively the negative feedbacks; Willingness to postpone present gratification for objectives in the future; Having a competitive edge; Feeling the demand to continue and sustain achieving; Accepting responsibility; Self-Management for achieving goals realistically; Positive response to feedback; Determination that achievement is everything; Working diligently and hard; Having a good relationship with superiors and subordinates.

Motivational problems. If there is a moral filter in place in society, will it motivate individuals, to pass their claims through it, if it goes against themselves? It is realistic to expect a rational person to fight against his own interests. However, pursuing one's own interests is not bad, and is necessary to realize efficiency and development. It is undesirable only if it crosses certain limits, where disappointment is the realization of the normative goal. How Islam encourages individuals to pursue their own interests within the limits of social interests in situations where there is a conflict between their own interests and social interests.

Various of the outcomes of the research such as those carried out by Subari and Riadi, 2014; Mubarok and Putra, 2018; and Mubarok and Darmawan, 2019, indicated that motivation has a substantial impact on staff performance. Similarly, motivation has a major impact. on competence as shown by the results of the study by ; Karyono, 2020; and Suardika, 2020);

Competence

Capability is an ability that is used and creates something better. Not every individuals automatically have competence. Especially those who show high performance are said to have competence. competence is the ability of an individual shown by good performance in doing his/her works (Sedarmayanti, 2017). Meaning, competence is attached to an individual, not to the employee or position.

According to the Oxford Concise Dictionary, competence or proficiency refers to the capacity to perform a job or complete a duty. According to the Macquarie Concise Dictionary, competence is the trait of being capable, which signifies that you have the right qualifications or abilities. Considerably, both of these dictionary meanings place a strong emphasis on a competent person having the skills or capabilities to fulfil some duties successfully. Descriptions of the proficiency or capacity required for efficient work performance typically include terminology such as knowledge, ability, and behaviour, which are also relevant personal attributes that support successful performance. Conceptually, in competence, there are three groups of abilities: Human skills, the basic abilities that everyone has related to characteristics, talents, motives, and motivations; Managerial skills, a person's ability in terms of management, leadership, and administration; Technical skill, the technical ability possessed by a person while performing technical activities. To assess a person's performance, the person's knowledge, skills, and behavior in carrying out a task can be used as the assessment indicators.

Meanwhile, Zwell (2000) proposes five groups of competencies: Task achievement, competence related to good performance; Relationship, competence related to communication and working well with other people; Personal attributes, competence associated with how people think, feel, and develop; Managerial, the competence relevant to management, supervision, and development of people; Leadership, the competence related to organizations and people to fulfil the organization's vision and goals.

Some research, such those conducted by Mahmud et al., 2021; Sumardika, 2020; Efendi and Suwardi, 2020; and Sulantara et al., 2020, show that competence has a considerable impact on employee performance.

Employee Performance

Performance is the outcome of work that relates closely to the desires of the organization and clients and helps the economy (Armstrong & Baron, 2009), displays a record of outcomes in functions that run during a specific time (Bernarddin and Russel, 2003), where these results can be measured (Whitmore, 1997 in Subari, 2014), compared to predetermined targets (Cushway, 2002), and based on what is done and not done by employees. Furthermore, performance refers to the process of completing a task accurately, the outcomes achieved, and the methods used to accomplish it within a specified timeframe.

In the opinion of Fletcher and Williams (1996), a system for managing performance has many useful elements, such as the development of stated goals, business strategies, and better communication so that personnel are involved in the role of defining them. Clarifying the scope of the individual's tasks and responsibilities leads to defining and evaluating individual performance. Implementing suitable reward plans. Thus, management of performance should generate not only improved profits or service delivery, but also increased motivation among employees, job satisfaction, and corporate identity (IPM, 1992; Rees and McBain, 2007).

Good achievement management supports both individuals and companies (Ruky, 2009; Idris, 2014), in the forms of: Improving achievement, encouraging productivity; Personality development; Basic growth and instruction projects; basis for deciding compensation; staff's ability to communicate their feelings.

In order performance management to be effective, it must be based on management concepts, taking into account the supporting factors, and periodic measurements must be carried out. There are some factors affecting the performance, namely ability, motivation, and opportunity (Robbins, 2003), potential strength and reality, and work motivation (Kreitner and Kinicki, 2009).

On the other hand, Wibowo (2008) outlines the concepts for developing an effective performance management program. include: Formulating strategic planning; Taking measurements; Carrying out continuous performance improvement; Conducting development Building work culture; Consent, collaboration and interaction in both directions.

To detect deviations from the plan early on, the implementation must be monitored and regulated. Feedback gathered from the implementation phase is critical for correcting discrepancies and achieving organizational goals. Wibowo (2007) describes two types of feedback functions: Instructional function, defining roles or teaching new behaviours; Motivational function, providing or promising incentives.

Individual performance measurement parameters when evaluated practically (Campell, 1990) include: Appropriate completion of particular and non-specific jobs; oral and written communication skills; demonstrating effort; creating self-discipline; maintaining management productivity; management and

administration. According to Lynch and Kelvin in Kreitner (2000), performance evaluation at the department and work hub level consists of: work output quality, quantity of outcomes achieved, target completion time, and cost efficiency of achieving results.

METHODOLOGY

This research uses non-probability sampling. Purposive sampling means that the researcher selects and determines the respondents to be sampled according to certain criteria. The total population and sample for this study were 80 respondents. This research was conducted in 2023 on employees who collected and distributed zakat at the National Scale Zakat Collecting Institution. The method of statistical analysis used is Structural Equation Modeling (SEM) with Partial Least Square (PLS) method. This SEM-PLS approach is used with limited samples and loose data assumptions (Hair et al., 2010). Because SEM-PLS offers no direct significance test, bootstrapping is used to estimate the level of significance. The table below presents the respondents' profiles who participated in this research.

Table 1: Respondent Profile

Characteristics	Total	Percentage
Sex		
- Male	47	58.75
- Female	33	41.25
Marital Status		
- Unmarried	34	42.50
- Married	46	57.50
Office Term (years)		
- 1 – 5	33	41.25
- 6 – 10	33	41.25
- 11 – 20	10	12.50
≥21	4	5.00
Educational Background		
- Senior High School	1	1.25
- Academic	15	18.75
- Strata one	53	66.25
- Strata two	11	13.75

RESEARCH RESULT

1. Model Evaluation on SEM-PLS

SEM-PLS is a statistical technique that integrates the structural model and the measurement model. Consequently, the evaluation of an SEM-PLS model occurs in two stages: first, the assessment of the measurement model estimates, followed by the evaluation of the structural model. Second, this order of model evaluation must be checked because the SEM-PLS result model must be determined to measure what the latent variable was previously supposed to be able to measure before inferring the correlation with the latent variable (Trujillo, 2009).

One important consideration when using SEM-PLS is the lack of statistical criteria to evaluate the overall quality of the model, preventing researchers from using inferential statistics to test the model's validity. Instead, non-parametric methods like jack-knifing or bootstrapping are employed to estimate the goodness of the model's results.

Measurement Model (Outer Model)

The measurement model specifies the association between latent variables and their indicators. In other words, the outer model describes how each indicator interacts with its hidden variables. To determine whether the indicators of each construct measure what should be measured, the indicator reliability, construct reliability, convergent validity, and discriminant validity must all be tested.

According to Peter (1981), the first stage is to analyze indicator reliability and develop reliability. The loading factor value is used to determine indicator reliability. According to the results (Figure 2 and Table 2), taking the suggested cutoff value of 0.7 for the latent variables, it is clear that all indicators are reliable. After measurement, assessing construct reliability. Three measures were used to assess construct reliability: Cronbach's alpha (CA), composite reliability (CR), and rho-A reliability coefficient. The criterion for a good CR/CA/rho-A is more than 0.6. Based on Table 3, all construct values for CR, CA, and rho-A are greater than the threshold value of 0.6, indicating that construct reliability is satisfactory. The following test, convergent validity, can be conducted using the results gathered so far.



Figure 2: PLS item algorithm and Latent Variables

Table 2: Loading Factor Value of All Items

Indicators	Loading	Indicators	Loading	Indicators	Loading	Indicators	Loading
Com1	0,806	Mot13	0,747	Per10	0,801	Tr11	0,761
Com10	0,787	Mot14	0,78	Per11	0,724	Tr12	0,769
Com11	0,814	Mot15	0,813	Per12	0,716	Tr13	0,791
Com12	0,794	Mot16	0,759	Per13	0,756	Tr14	0,758
Com13	0,823	Mot17	0,841	Per14	0,754	Tr15	0,782
Com2	0,826	Mot18	0,788	Per15	0,803	Tr16	0,817
Com3	0,794	Mot19	0,758	Per16	0,818	Tr17	0,773
Com4	0,787	Mot2	0,807	Per2	0,807	Tr18	0,768
Com5	0,766	Mot20	0,776	Per3	0,78	Tr19	0,736
Com6	0,806	Mot3	0,798	Per4	0,769	Tr2	0,762
Com7	0,819	Mot4	0,722	Per5	0,745	Tr3	0,768
Com8	0,79	Mot5	0,771	Per6	0,807	Tr4	0,797
Com9	0,873	Mot6	0,773	Per7	0,778	Tr5	0,734
Mot1	0,715	Mot7	0,81	Per8	0,793	Tr6	0,728
Mot10	0,768	Mot8	0,808	Per9	0,809	Tr7	0,815
Mot11	0,819	Mot9	0,805	Tr1	0,722	Tr8	0,748
Mot12	0,77	Per1	0,799	Tr10	0,769	Tr9	0,763

Table 3: Internal Consistency Reliability Value (Construct Reliability)

	Cronbach's Alpha	rho_A	Composite Reliability
Competency	0,955	0,958	0.96
Motivation	0,967	0.97	0,969
Performance	0,957	0,959	0,961
Training	0,961	0,964	0,964

The following evaluations were for convergent validity. This evaluation assesses how comparable an operation is to other operations that are theoretically similar. As a result, the Average Variance Extracted (AVE) size was utilized, with a good AVE exceeding 0.5 (Bagozzi & Yi, 1998). Table 4 shows that all of the constructs' AVE values were greater than the threshold value of 0.5, indicating that convergent validity was met. It indicates that there are no convergent validity issues in the model being tested. As a result, the next test can be performed: discriminant validity.

Table 4: AVE Value

	Average Variance Extracted (AVE)
Competency	0,651
Motivation	0,612
Performance	0,607
Training	0,588

Discriminant validity. The discriminant validity of the construct elements was assessed using the Fornell-Larcker and Heterotrait-Monotrait Ratio/HTMT criteria (Hair et al., 2021). The Fornell-Larcker criterion stated that discriminant validity may be verified by comparing the square root of AVE to the correlation

value between constructs. A good criterion for HTMT is a value of less than 0.9. Table 5 shows the results of computing the Fornell-Larcker criteria. The table shows that the square root value of AVE (main diagonal) is less than the correlation of each construct, indicating a problem with discriminant validity. Additionally, table 6 shows that all HTMT values are less than 0.9.

Table 5: Fornell-Larcker Criterion

	Competency	Motivation	Performance	Training
Competency	0,807			
Motivation	0,407	0,782		
Performance	0,579	0,555	0,779	
Training	0,457	0,372	0,628	0,767

Table 6: Heterotrait-Monotrait Ratio (HTMT) Value

	Competency	Motivation	Performance
Competency			
Motivation	0,405		
Performance	0,596	0,561	
Training	0,457	0,37	0,639

The square root value of AVE (major diagonal) is greater than the correlation between all constructs. The HTMT result is <0.9, indicating no discriminant validity issues.

Structural Model Evaluation (Inner Model)

After confirming that the measurement model was error-free, the structural model was evaluated. One of the structural model evaluations was observing the strength of the model's independent variables. The strength of the independent variable was determined by calculating the square of the multiple correlation (R²) of the existing dependent variable, as shown in Table 7 below.

Table 7: Dependent Variable R² Value

	R Square
Competency	0,274
Performance	0,572

Table 7 shows that the R² score for the competency variable is 0.274. The value suggested that 27.4% of changes in competence could be explained by construct variables, namely training and motivation, while the remaining 72.6% was impacted by other variables. At the same time, the performance variable has an R² of 0.572. The number suggested that 57.2% of the variation in performance could be explained by the construct variables of training, motivation, and competence, with the remaining 42.8% impacted by other variables. Meanwhile, Table 8 below shows the f-square value.

Table 8: f-Square Value

	Competency	Performance
Competency		0.134
Motivation	0.093	0.162
Performance		
Training	0.148	0.266

The next evaluation use f-squared. According to Cohen (1998), the f^2 exogenous latent variable has a slight influence at a value of 0.02, moderate at 0.15, and high at 0.35. The effect size is smaller than 0.02, indicating no effect. Overall, the effect magnitude is moderate. Ghozali (2008) states that the predicted relevance value (Q2) can also be used to evaluate the inner model. Q2 assessed the model's ability to generate good observation values and the estimated parameters. A Q2 value greater than zero implies predictive relevance, whereas a Q2 value less than zero shows non-relevance. The Q2 value derived from the calculation was shown below.

Table 9: Q2 Grades

	SSO	SSE	Q ² (=1-SSE/SSO)
Competency	1040	867,754	0,166
Motivation	1600	1600	
Performance	1280	848,819	0,337
Training	1520	1520	

Table 9 above shows values of 0.166 and 0.337 that are greater than zero, indicating that the model generated has predictive relevance. Based on the f-square testing, and, it looked that the model was already robust enough to do hypothesis testing.

2. Hypothesis Testing

This study tested seven possibilities, as previously indicated. Table 10 shows the association between the constructs of the intended hypothesis. To determine whether or whether the hypothesis is statistically significant, the t-statistics value will be compared to the table's t-value. If the t-statistic value surpassed the t-table value, then the hypothesis was statistically significant. It can also be done with the p-value.

Table 10: Path Coefficients (Mean, StDev, T-Values)

	Coefficient	Standard Deviation	T-Statistics	P Values	Decision
Competence -> Performance	0,281	0,075	3,760	0.000	Significant
Motivation -> Competence	0,275	0,101	2,737	0,006	Significant
Motivation -> Performance	0,296	0,082	3,587	0.000	Significant

Training -> Competency	0,354	0,110	3,216	0,001	Significant
Training -> Performance	0,390	0,076	5,103	0-000.	Significant

The significant findings assessment of the correlation at the 5% significance level revealed that the impact of competence on performance had a path coefficient of 0.281. It shows that there is a significant association between competency and employee performance. Employee performance will improve when their skill level grows.

With the same significance threshold, 0.05, it was discovered that location/place influenced customer happiness and loyalty, with path coefficients of 0.275 and 0.296, respectively. This indicates that there is a strong link between motivation and competence, as well as motivation and employee performance. Employee competence and performance will improve as their motivation to do their jobs grows.

With the same level of significance, 0.05, it was found that training had an effect on competence, with path coefficients of 0.354 and 0.390, respectively. It suggests that there is a strong link between training and competency, as well as training and employee performance. Employee competence and performance will improve as the organization's training program becomes more effective.

3. Mediation Test

This mediation testing is used to address hypotheses 6 and 7. This test provides a process model for examining the correlation involving an intermediary variable between the causative and outcome variables. After establishing a relationship between two variables, researchers often investigate the role of additional variables in that association. The mediation test is significant if H_0 is rejected or the p-value is smaller than $\alpha = 0.05$.

Table 11 presents the decision findings from the mediation test. The initial mediation study aimed to determine whether motivation or training significantly impacted performance, with competence acting as the mediating factor. Using a significance level of $\alpha = 0.05$, H_0 is rejected due to p-values of 0.033 and 0.031, which are less than $\alpha = 0.05$. In other words, competence has the potential to moderate the relationship between motivation and training for performance.

Table 11: Path Coefficients (Mean, StDev, T-Values) of Mediation Tests

	Original Sample (O)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	Decision
Motivation -> Competency -> Performance	0,077	0,036	2,139	0,033	Significant
Training -> Competency -> Performance	0,099	0,046	2,168	0,031	Significant

DISCUSSION

The Effect of Competence on Performance. The findings of this study support the theory and findings of prior studies that served as the foundation for developing the notion that competence has a substantial effect on performance. Competence is one of the key variables influencing good employee performance. This suggests that competency can lead to improved employee performance. Employee performance will improve when the level of competence improves.

Competence is the behavioral quality that underpins competent performance. It is known as behavioral competence because it aims to explain how people behave when they perform their responsibilities well (Amstrong and Baron, 1998). Competence is a state, condition, and qualification for performing. Competence is essential for performance, but it is not the only requirement. In basic terms, competence refers to the preparedness and capacity to complete a task, whereas performance refers to the actual results of completing the work.

The Effect of Motivation on Competence and Performance. The findings of the analysis above ensure that the theory and findings of previous studies, which served as the foundation for developing the hypothesis that motivation has a significant impact on competence and performance, have been proven and are one of the determining factors in the formation of employee competence and performance. This indicates that incentive can help employees improve their competence and performance.

Motivation is a combination of attitudes and ideas that encourage people to undertake specific tasks depending on their own objectives, such as competence and performance. These attitudes and beliefs are invisible, but they have the capacity to influence how people behave in order to achieve their goals. This encouragement is made up of two parts: direction of conduct, which refers to working toward goals, and strength of behaviour, which refers to how hard the individual works at work. Performance issues can emerge when someone's work behaviour falls short of expectations, and this problem is not caused by a lack of motivation, but rather by the following factors (Sedarmayanti, 2017): communication issues, abilities or skills, training, and opportunities.

The Effect of Training on Competence and Performance. The results of the foregoing analysis demonstrate that the theory and findings of prior studies, which served as the foundation for developing the premise that training has a major effect on competence or performance, are correct. This means that well-planned and high-quality training can improve employee competence and performance. The findings of this study support the value of training variables in increasing employee competence and performance.

Training is a means of boosting employee competence and performance and is part of an investment to increase knowledge about work, the work environment, and how to do a job correctly and quickly. According to Konwles (1984) in Rees and McBain (2007) the principles of adult learning explain that: Adults are motivated to learn if they have needs that can be met through that learning process; Life-centered adult learning orientation; Adults have a deep need to be able to direct themselves; and Individual differences increase with age.

The influence of motivation and training on performance is mediated by competence. Competence is believed to mediate the effects of motivation and training on performance. Given that motivation and training significantly impact ability, competence likewise affects performance. The results of the mediation test indicate that ability can moderate the effects of motivation and training on productivity.

This study's findings indicate that motivation and training influence worker productivity when mediated by competency. This suggests that the existence of competence has a significant impact on the pros and cons of motivation, as well as the effectiveness of training on worker productivity. This situation may evolve as a result of competency considerations, such as how incentives and training affect employee performance. Therefore, the position of the competence variable can significantly influence the impact of incentive and training on employee performance.

CONCLUSIONS AND RECOMMENDATIONS

Provide some conclusions and recommendations for implementing the research findings. In lines with the goal of this study, which is to investigate the impact of hospital image and quality of service on patient happiness and loyalty, the study's findings can be summarized as follows:

The employee performance is strongly influenced by competency. Employee performance and quality improve as competence improves. Employee competence and performance are heavily influenced by motivation. Employee performance and quality improve with improved motivation. Employee competence and performance are significantly enhanced by training. Employee competence and performance will improve as the training implementation is more quality and planned to meet the needs. Competence can successfully balance the effects of motivation and training on performance. It suggests that training and motivation make a significant impact on performance because they improve training and stimulate motivation, resulting in higher-quality employee competence. The strength values of the dependent variable, as measured by the various correlation coefficients squared (R^2) value of motivation and performance of employees, were positive.

ADVANCED RESEARCH

Based on the conclusions of this research, which examined the influence of hospital image and service quality on patient happiness and loyalty, several recommendations for further studies can be made to Investigate the impact of competency, training, and motivation across different departments within hospitals. This would help identify specific departmental needs and tailor training programs to enhance performance and service quality more effectively.

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