

## The Relationship between Job Training, Employee Competence and Work It Self with Achievement Motivation as Mediating Variables in the Public Service Sector at the Semarang Medium Tax Office

Kustanto <sup>1)</sup> & Budhi Cahyono <sup>2)</sup>

<sup>1)</sup> Faculty of Economic, Universitas Islam Sultan Agung (UNISSULA) Semarang, Indonesia, E-mail: [kustanto.std@unissula.ac.id](mailto:kustanto.std@unissula.ac.id)

<sup>2)</sup> Faculty of Economic, Universitas Islam Sultan Agung (UNISSULA) Semarang, Indonesia, E-mail: [budhicahyono@unissula.ac.id](mailto:budhicahyono@unissula.ac.id)

**Abstract.** *As a tax service provider, the Semarang Medium Tax Office (KPP Madya Semarang) must foster a climate that encourages optimal employee competency development. To achieve its vision and mission, a company must prioritize employee satisfaction through work itself. Factors influencing work itself include training, employee competence, and achievement motivation. This research is an explanatory research with a quantitative approach. The research population all employees of the Semarang Medium Tax Office totaling 117 people the sample was taken using a total sampling technique, resulting in a sample size of 117 employees. Data collection used a closed-ended questionnaire. In this study, data analysis used the SEM-PLS method with SmartPLS (Partial Least Square) software. Research results: 1) Job training has a positive and significant effect on achievement motivation with a P-Value of  $0.000 < 0.05$  and a T-Statistics value  $(5.676) > 1.96$ . 2) Employee competence has a positive and significant effect on achievement motivation with a P-Value of  $0.007 < 0.05$  and a T-Statistics value  $(2.700) > 1.96$ . 3) Job training has a positive and significant effect on work itself with a P-Value of  $0.001 < 0.05$  and a T-Statistics value  $(5.676) > 1.96$ . 4) Employee competence has a positive and significant effect on work itself with a P-Value of  $0.007 < 0.05$  and a T-Statistics value  $(3.245) > 1.96$ . 5) Achievement motivation has a positive and significant effect on work itself with a P-Value of  $0.003 < 0.05$  and a T-Statistics value  $(3.015) > 1.96$ . 6) Achievement motivation plays a role in mediating the positive and significant effect of job training on work itself with a specific indirect effect P-Value of  $0.010 < 0.05$  and a positive T-Statistics value  $(2.573) > 1.96$ . 7) Achievement motivation plays a role in mediating the positive and significant effect of employee competence on work itself with a specific indirect effect P-Value of  $0.022 < 0.05$  and a positive T-Statistics value  $(2.283) > 1.96$ .*

**Keywords:** Achievement Motivation; Employee Competence; Job Training; Mediating Variables; Relationship.

## 1. Introduction

According to Article 1 of Law Number 28 of 2007, tax is a mandatory contribution to the state owed by individuals or bodies, is mandatory based on the law, does not receive direct compensation, and is used for state purposes for the greatest prosperity of the people. Taxes in Indonesia are managed by the Directorate General of Taxes, which has a work unit that provides services in the field of taxation to the public, both those who have registered as Taxpayers and those who have not, namely the Tax Service Office (KPP). KPP has various types, one of which is the Semarang Medium Tax Service Office. This office is a work unit of the Directorate General of Taxes that provides services in the field of taxation for institutional or corporate taxpayers as well as individuals with certain criteria.

Management plays a crucial role in achieving the goals set by company leaders. Human resources within a company play a crucial role in achieving these goals. These human resources can include individuals involved in business activities (Sutikno, 2018). If human resources are not adequately empowered and utilized efficiently, the company's goals will not be achieved. Therefore, the Semarang Medium Tax Office (KPP Madya) must create a climate that encourages optimal employee competency development. To achieve its vision and mission, a company must prioritize employee satisfaction through work itself (Mansyur & Widodo, 2023).

*Work it yourself* Job satisfaction is the employee's attitude toward the job they are currently doing, indicating that it is appropriate (Tanjung et al., 2020). This attitude can be positive, indicating employee satisfaction with their job, or negative, indicating dissatisfaction with all aspects of the job, including the work situation, workload, risks, and so on (Lestari & Afifah, 2021). Several factors, such as job training and employee competency, can influence the nature of the job itself (Yuniarti, Pahlawansjah & Santoso, 2024).

Training is a teaching and learning process using specific techniques and methods to improve expertise and/or skills in handling tasks and functions through systematic and organized procedures that take place in a relatively short time (Sedarmayanti, 2017). The Semarang Medium Tax Office (KPP Madya) strives to stimulate its work itself through intensive and radical human resource development. One strategic step taken is to provide job training as a breakthrough to improve employee competency. When employees perceive they possess special skills and abilities, they feel recognized and appreciated for their contributions, which enhances the essence of the work itself (Yuniarti, Pahlawansjah & Santoso, 2024).

Employee competence is one factor that can influence work performance. Competence is the ability to carry out or perform a job or task based on skills and knowledge, supported by the work attitudes required by the job (Wibowo, 2020). High levels of employee competence will enable employees to contribute significantly to the organization. Conversely, employees with low levels of competence will be unable to complete their tasks optimally, ultimately hindering the achievement of organizational goals (Nurhayati & Novitasari, 2021).

Another factor that can influence work-it-yourself is achievement motivation. Achievement motivation is a driving force that drives someone to do something better than what has been done or achieved previously, or what is standardized and achieved by others (Sahidin & Jamil, 2023). Employees with high achievement motivation have a strong desire to take personal responsibility for carrying out a task or finding a solution to a problem (Santika, Sujana & Novarini, 2022). Furthermore, employees with high achievement motivation tend to set moderately difficult goals and take calculated risks (Dwiningtyas, Winarti & Taufiq, 2024).

Existing literature related to the influence of job training and employee competency on work itself shows inconsistent results, several studies show that job training and employee competency have an effect on work itself (Wamnebo & Muttaqin, 2023; Meidita, 2019), on the other hand, several studies show that job training and employee competency have no effect on work itself (Yuniarni, Pahlawansjah & Santoso, 2024; Rahmi, Nur & Toatubun, 2024).

Apart from the research gap, there is also a gap phenomenon. Become Wrong One factors underlying this research namely that employee complaints still occur frequently.

#### Complaints from Semarang Medium Tax Office Employees

Type of Complaint	Amount		
	2022	2023	2024
The type of training is not appropriate to the field of work	13	14	15
The competencies obtained do not meet expectations	12	10	12
The method in training is not appropriate	15	9	14
The timing of the training activities was not appropriate	11	11	12

Source: (KPP Madya Semarang, 2025).

The table above explains that inappropriate training methods were the most common complaint among Semarang Medium Tax Office (KPP Madya) employees in 2022, with 15 people. In 2023 and 2024, the training methods were not aligned with their field of work, with 14 and 15 people, respectively. These complaints can undermine the essence of work-it-yourself among Semarang Medium Tax Office (KPP Madya) employees.

Based on the existing phenomena and research gaps, this study was conducted and as a solution, achievement motivation was added as a mediating variable. The researcher was interested in conducting a study entitled "The Relationship between Job Training, Employee Competence and Work It Self with Achievement Motivation as a Mediating Variable in the Public Service Sector at the Semarang Medium Tax Office."

## 2. Research Methods

The research method is a functional process in the form of data collection, analysis and interpretation of information related to the research object (Arikunto, 2018). The method used in this study is a quantitative method and uses a questionnaire as a data collection tool. The research method used in this study is a survey method, with a questionnaire as a data collection tool (Sugiyono, 2019). Based on the research objectives that have been set, the type of this research is explanatory research, namely research that proves the existence of

cause and effect and relationships that influence or are influenced by two or more variables studied (Arikunto, 2018).

### 3. Results and Discussion

#### 3.1. Partial Least Squares Structural Equation Modeling (PLS-SEM) Analysis

##### Evaluation of Measurement Model (Outer Model)

The outer model test is used to describe the relationship between latent variables and their indicators. The outer model in this study can be described as follows:

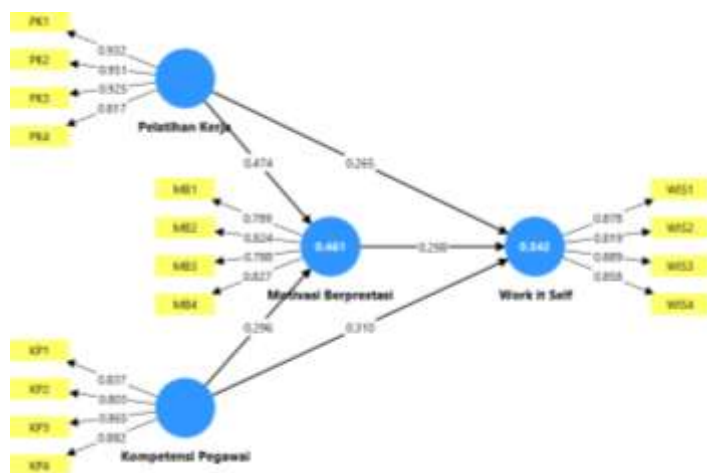


Figure Outer Model (Measurement Model)

There are three criteria in using data analysis techniques with SmartPLS to assess the outer model, namely validity (convergent validity, discriminant validity) and reliability (composite reliability, Cronbach's alpha) with the results explained as follows:

##### Reliability

##### Composite Reliability and Cronbach Alpha

Variables	Composite Reliability	Cronbach Alpha	Information
Employee Competence	0.871	0.869	Reliable
Achievement Motivation	0.836	0.823	Reliable
Job Training	0.930	0.927	Reliable
Work It Yourself	0.903	0.885	Reliable

Based on the table above, the composite reliability value for each latent variable is  $\geq 0.7$ , indicating that the model has high reliability. The Cronbach's alpha value is  $\geq 0.60$ , indicating that the variable indicators are reliable.

##### 3.1.1. Hypothesis Evaluation

Hypothesis testing in this context aims to validate or refute the researcher's initial assumptions regarding the relationship between variables. Hypothesis testing is conducted by examining the structural path coefficients. The stability of the estimates is tested using the t-statistic through a bootstrapping procedure.

### Evaluation of the Direct Effect Hypothesis

The basis for hypothesis testing in this study is the value of the path coefficient. The path coefficient results for structural model testing are obtained by comparing the p-value with alpha (0.005) or a t-statistic ( $>1.96$ ). The path coefficient results can be seen in the following table:

Path Coefficient

Hypothesis		Original Sample (O)	T Statistics	P values	Decision
H1	Job Training -> Achievement Motivation	0.474	5,676	0.000	H1 accepted
H4	Employee Competence -> Work it Self	0.310	3,245	0.001	H4 accepted
H5	Achievement Motivation -> Work it Self	0.298	3,015	0.003	H5 is accepted
H2	Employee Competence -> Achievement Motivation	0.296	3,643	0.000	H2 accepted
H3	Job Training -> Work it Self	0.265	2,700	0.007	H3 is accepted

Based on the data presented in table it can be seen that of the five hypotheses proposed in this study, they are explained as follows:

#### a. The Influence of Job Training on Achievement Motivation

The results of the hypothesis test show that the P-values that form the influence of job training on achievement motivation are  $0.000 < 0.05$  and the T-Statistics value  $(5.676) > 1.96$ . While the original sample has a value of 0.474 (positive). These results support the first hypothesis, namely job training has a positive and significant effect on achievement motivation, which means H1 is accepted. Thus, it can be concluded that job training for employees in a company will be able to encourage high achievement motivation. When an employee actively participates in job training, then he is indoctrinated to be enthusiastic about working in a company and has high achievement motivation, which will then encourage him to improve his performance and loyalty to the company.

#### b. The Influence of Employee Competence on Achievement Motivation

The results of the hypothesis test show that the P-values that determine the influence of employee competence on achievement motivation are  $0.000 < 0.05$  and the T-Statistics value  $(3.643) > 1.96$ . While the original sample has a value of 0.296 (positive). These results support the second hypothesis, namely that employee competence has a positive and significant effect on achievement motivation, which means H2 is accepted.

The results of this study indicate that an employee with strong competencies will be personally motivated to improve their performance within a company. Employee competency is a crucial factor in improving performance, skill loyalty, and motivation to achieve. A person with high achievement motivation will then translate this into tangible work, contributing to the company.

#### c. The Influence of Job Training on Work it Self

The results of the hypothesis test show that the P-values that determine the influence of job training on work itself are  $0.007 < 0.05$  and the T-Statistics value  $(2,700) > 1.96$ . Meanwhile, the original sample has a value of 0.265 (positive). These results support the third



hypothesis, namely that job training has a positive and significant effect on work itself, which means H3 is accepted.

Job training provided by an employee at a company will encourage the employee to feel comfortable in their work, feeling that the job is part of themselves, considering the work as a whole as a manifestation of their personal work in a company. Therefore, training is a crucial factor in realizing the employee's assumption that this work is part of themselves that needs to be improved so that it can boost their performance in a company.

d. The Influence of Employee Competence on Work it Self

The results of the hypothesis test show that the P-values that determine the influence of employee competence on work itself are  $0.001 < 0.05$  and the T-Statistics value  $(3.245) > 1.96$ . While the original sample has a value of 0.310 (positive). These results support the fourth hypothesis, namely that employee competence has a positive and significant effect on work itself, which means H4 is accepted.

The results of this study can be narrated descriptively that employee competence is an important factor in providing reinforcement to employees and forming a positive attitude at work which assumes that this work is a part of oneself that must be continuously improved in working together in a company.

e. The Influence of Achievement Motivation on Work it Self

The results of the hypothesis test show that the P-values that form the influence of achievement motivation on work itself are  $0.003 < 0.05$  and the T-Statistics value  $(3.015) > 1.96$ , while the original sample has a value of 0.298 (positive). These results support the fifth hypothesis, namely that achievement motivation has a positive and significant effect on work itself, which means H5 is accepted.

The results of this study can be narrated that good achievement motivation will encourage work itself. People with good work motivation and achievement motivation will then develop a perception within themselves that this work is part of their personality, meaning that this work is important for them to continuously improve their skills and abilities that can drive performance and contribute to the company.

### 3.1.2. Evaluation of the Indirect Effect Hypothesis (Mediation Effect)

The results of testing the hypothesis of indirect influence through achievement motivation as a mediating variable were carried out by looking at the results of the specific Indirect Effect which can be presented in the following table:

Specific Indirect Effects

	Hypothesis	Original Sample (O)	T Statistics	P values	Decision
H6	Job Training -> Achievement Motivation -> Work it Self	0.141	2,573	0.010	H6 is accepted
H7	Employee Competence -> Achievement Motivation -> Work it Self	0.088	2,283	0.022	H7 accepted

Based on the data presented in the table above, it can be seen that the two hypotheses proposed in this study are explained as follows:

a. The Role of Achievement Motivation in Mediating the Effect of Job Training on Work it Self

The results of the hypothesis test show that the P-Values specific indirect effect is  $0.010 < 0.05$  and the T-Statistics value is positive ( $2.573 > 1.96$ ) with the original sample value of 0.141 (positive). These results support the sixth hypothesis, namely that achievement motivation plays a role in mediating the positive and significant influence of job training towards work it self, which means H6 is accepted.

b. The Role of Achievement Motivation in Mediating the Influence of Employee Competence on Work it Self

The results of the hypothesis test show that the P-Values specific indirect effect is  $0.022 < 0.05$  and the T-Statistics value is positive ( $2.283 > 1.96$ ) with the original sample value of 0.088 (positive). These results support the seventh hypothesis, namely that achievement motivation plays a role in mediating the positive and significant influence of employee competence towards work it self, which means H7 is accepted.

### 3.2. The Influence of Job Training on Achievement Motivation

The results of the hypothesis 1 test found that job training has a positive and significant effect on achievement motivation with a P-Value of  $0.000 < 0.05$  and a T-Statistics value ( $5.676 > 1.96$ ). While the original sample has a value of 0.474 (positive). This shows that the better the job training provided, the higher the employee's achievement motivation. Training provides employees with new knowledge, skills, and abilities, so they are more confident and able to complete their tasks well, which in turn increases motivation to achieve.

The results of this study align with research conducted by Sormin (2024); Ida (2023); Siagian et al. (2023); Kusumawati & Wahyuni (2019), which states that job training has a positive and significant effect on achievement motivation. By participating in training, employees can improve their skills and knowledge in their jobs. This gives them greater self-confidence and increases satisfaction in carrying out their duties. Furthermore, training also provides opportunities for employees to develop their careers and achieve personal growth. With opportunities for self-development, employees feel valued and motivated to excel.

Motivation is defined as all internal and external driving forces that drive individuals to engage in an activity, determining the boundaries and forms of activity oriented toward achieving specific goals (Robescu & Iancu, 2016). Meanwhile, McClelland (2018) defines achievement motivation as the desire that can drive individuals to achieve success in competition or competition with several standards of excellence. When employees are motivated, they tend to be more dedicated, focused, and strive to achieve their goals. High achievement motivation makes individuals strive to achieve learning targets that are considered meaningful and important, even when faced with obstacles (Bangung, Hariani, & Walipah, 2020).

Effective training can also provide a better understanding of their roles and responsibilities, as well as provide clear goals and support in achieving expected results. With increased

achievement motivation through training, employees are more likely to improve their performance, achieve set targets, and make a better contribution to the company's success. Elnaga & Imran (2018) stated that employees who participate in planned, regular, and ongoing training have the motivation to achieve and good competencies that give them confidence in carrying out their duties.

### **3.2.1. The Influence of Employee Competence on Achievement Motivation**

The results of the hypothesis 2 test found that employee competence has a positive and significant effect on achievement motivation with a P-Value of  $0.000 < 0.05$  and a T-Statistics value  $(3.643) > 1.96$ . Meanwhile, the original sample had a value of 0.296 (positive). This indicates that the higher the competence, the stronger the employee's motivation to achieve. When an employee possesses high competence, they feel more confident in carrying out their duties because they possess adequate skills and knowledge. This confidence results in increased motivation to continue achieving.

The results of this study align with research conducted by Sudira (2022); Lianasari & Ahmadi (2022); Nurjanah & Solehudin (2023); Suzanna, Fauzan & Komari (2023); Fitria, Susilowati & Fauzan (2024), which states that competence has a positive and significant effect on achievement motivation. This means that employees who feel competent tend to have higher self-confidence, feel more appreciated by colleagues and superiors, and experience greater job satisfaction, which in turn increases motivation to achieve.

According to Gibbons (2020), competency refers to the collection of knowledge, skills, and behaviors required by employees to complete their tasks effectively and efficiently. Meanwhile, work motivation refers to internal or external drives that influence employee attitudes and behaviors at work. Employees with high competency tend to feel more confident and capable of completing their tasks. This can increase their intrinsic motivation, or their inner desire to succeed. When employees feel they are capable of performing their tasks well, this can foster a sense of accomplishment and satisfaction, which in turn can boost their motivation to continue achieving.

Competence, both physical competence and intellectual competence, for a person is the basic capital in carrying out any work, whatever its form and scope of work. Increased competence can encourage increased work motivation, either due to a feeling of greater competence or the opportunity to develop and achieve greater goals. This aligns with Mahyudin & Pinaraswati's (2021) statement that employees Those who have good competence and are in accordance with the work given will be motivated to be able to carry out and complete the work well and thoroughly according to the specified time.

### **3.2.2. The Influence of Job Training on Work it Self**

The results of the hypothesis 3 test found that job training had a positive and significant effect on work self-efficacy with a P-value of  $0.007 < 0.05$  and a T-statistic value  $(2,700) > 1.96$ . Meanwhile, the original sample had a value of 0.265 (positive). This indicates that the better the quality of job training, the higher the increase. *work it yourself* employee. *Work it*



*yourself* refers to employee satisfaction with the job itself, namely how they feel that their work is interesting, challenging, and provides opportunities for learning and responsibility.

Training is a company activity aimed at improving and developing the attitudes, behavior, skills, and knowledge of employees in accordance with the company's wishes (Nugraha, 2017). Quality training helps employees improve their skills and knowledge, which in turn improves their work self-efficacy. This enables them to complete tasks better, faster, and with fewer errors.

Employees who feel their current job is a good fit will naturally be more enthusiastic about carrying out their duties. The right job also encourages employees to continuously improve their capabilities in that field and offers the opportunity to take on greater responsibilities. The tasks they undertake will undoubtedly become easier, and they won't feel burdened on a daily basis. Furthermore, a job that matches an employee's personality can increase work productivity.

*The gap phenomenon* What happened at the Semarang Medium Tax Office was a complaint regarding the implementation of training. Based on the responses from respondents to the distributed questionnaire, the job training description with the lowest index value (although still included in the high category) was the training time indicator, which was 75.54. When respondents were asked to answer open-ended questions regarding effective training, the respondents' answers were as follows: 48.70% of respondents wanted the training not to interfere with work time, 66.10% of respondents wanted the training to be conducted offline, 21.70% of respondents wanted the training to be conducted online, and 47.00% of respondents wanted the training to be ongoing and evaluated periodically.

Luthans (2019) defines work itself as a state in which employees discover their true selves, find engaging tasks, learn opportunities, and take responsibility for their work. A positive work-it-yourself mindset encourages employees to actively seek out learning opportunities and develop their skills through training. Training helps them improve their performance and better achieve their work goals, thereby fulfilling the needs of the job itself (Mansyur & Widodo, 2023).

### **3.2.3. The Influence of Employee Competence on Work it Self**

The results of the hypothesis 4 test found that employee competence has a positive and significant effect on work-it-self with a P-Value of  $0.001 < 0.05$  and a T-Statistics value  $(3.245) > 1.96$ . Meanwhile, the original sample has a value of 0.310 (positive). This indicates that higher competence increases work-it-self. This means that increasing employee competence will significantly impact the quality and results of their work. This happens because employees with high competence are able to do their work more efficiently, effectively and innovatively, which in turn improves the quality of work results (work itself).

Competence plays a key role in driving employee job satisfaction. According to Sutrisno (2017), competence is a crucial component for employees. Having sufficient competence, encompassing abilities and skills, will enable them to complete their work more effectively and quickly. Competence is crucial because the activities they undertake are based on their

abilities and knowledge. These abilities and knowledge enable employees to perform their tasks better. They also tend to be more creative and innovative in finding solutions to problems, thus improving the quality and results of their work.

Meanwhile, work itself is one factor that influences employee job satisfaction. According to Robbins & Judge (2018), work itself is a primary source of satisfaction, as it provides interesting tasks, opportunities for learning, opportunities for responsibility, and advancement for employees. Therefore, the results of this study align with Pratiwi's (2019) research, which found that competence directly influences job satisfaction due to work itself.

#### **3.2.4. The Influence of Achievement Motivation on Work it Self**

The results of the hypothesis 5 test found that achievement motivation has a positive and significant effect on work itself with a P-Value of  $0.003 < 0.05$  and a T-Statistics value  $(3.015) > 1.96$ . While the original sample has a value of 0.298 (positive). This shows that the higher the achievement motivation, the better the work itself. The higher a person's achievement motivation, the greater the drive to work better, achieve goals, and improve performance in the workplace. Achievement motivation encourages a person to work hard, overcome challenges, and achieve satisfactory results, thus having a positive impact on work performance.

The results of this study align with research conducted by Waskito (2024), which found that achievement motivation has a positive and significant effect on work ethic. According to Falahy (2020), achievement motivation is an internal drive to achieve and strive to achieve goals. Employees perform better when genuinely motivated. Employees who succeed due to achievement motivation will make valuable contributions to the company. Therefore, achievement motivation will impact the work itself.

Achievement motivation also contributes to employee job satisfaction. Motivated employees feel more satisfied with their jobs because they feel successful and achieve their goals. One factor influencing employee job satisfaction is work itself. The work itself plays a major role in determining employee satisfaction. According to Hariandja (2020), work itself requires expertise in each field. A person will experience job satisfaction if their work aligns with their field.

In this research, it can be interpreted that the achievement motivation that arises in employees has an influence on the work itself. (work it yourself) Achievement motivation is a crucial factor in improving employee performance and work quality. By providing appropriate support and rewards, companies can increase employee achievement motivation and achieve organizational goals more effectively. High levels of motivation have been shown to make employees more enthusiastic, dedicated, and focused in carrying out their tasks. They are more likely to show initiative, actively participate in teams, and work hard to achieve company goals (Ramadhan & Wahyuni, 2024).

### **3.2.5. The Role of Achievement Motivation in Mediating the Effect of Job Training on Work it Self**

Test resultshypothesis6 found that achievement motivation plays a role in mediating the positive and significant influence of job training on work it self with P-Values specific indirect effect of  $0.010 < 0.05$  and a positive T-Statistics value  $(2.573) > 1.96$  with an original sample value of 0.141 (positive). This shows that good training can increase achievement motivation, which in turn increases employee involvement in work, thereby improving work quality and results.

Previous research by Muzaffar et al. (2017) found that to improve employee performance, it is crucial to inspire employees by providing training in the skills and knowledge necessary for their work. If an employee actively participates in training, it can increase their achievement motivation. Then, the employee will be more motivated to actively participate in their work, manage their time well, and improve the quality of their work. This will have an impact on increasing employee engagement, ultimately improving their performance and work results.

Achievement motivation plays a crucial role in developing quality human resources. Employees with high achievement motivation possess the passion, desire, and energy to perform optimally. Stenberg and Williams (2019) define achievement as an individual's desire for significant achievement, skill mastery, control, or high standards. Robbins and Judge (2018) define achievement motivation as the drive to achieve, to achieve in relation to a set of standards, and to strive for success.

Thus, the research results conclude that good training can be a crucial factor in increasing achievement motivation, which in turn increases employee engagement (work itself) and productivity. By providing opportunities for personal and professional development, organizations can create a more positive and productive work environment.

### **3.2.6. The Role of Achievement Motivation in Mediating the Influence of Employee Competence on Work it Self**

The results of the hypothesis 7 test found that achievement motivation plays a role in mediating the positive and significant influence of employee competence on work it self. with a specific indirect effect P-Value of  $0.022 < 0.05$  and a positive T-Statistics value  $(2.283) > 1.96$  with an original sample value of 0.088 (positive). This indicates that achievement motivation acts as a link between competence and work it self. Increasing employee competence will increase their achievement motivation, and this motivation is what thenencourage increased employee engagement with work.

The results of this study are in line with research conducted by Kurniawati (2020); Dwiningtyas, Winarti & Taufiq (2024) stated that achievement motivation mediates the influence of competence on the work performed by employees (*work it yourself*). Competence and achievement motivation are two key factors that are interrelated in influencing *work it yourself* Building and improving employee competency, as well as

fostering achievement motivation, will be very beneficial for improving individual and organizational performance as a whole.

*Work it yourself* is a member's attitude towards his work in the organization related to the work situation, cooperation between members, rewards received in work, and matters concerning physical and psychological factors (Sutrisno, 2019). This attitude can be a positive attitude which means the organization member is satisfied or negative which means he is dissatisfied with all aspects of the work, including the work situation, workload, risks, and so on.

Achievement motivation is a motivation that plays a role in driving someone to do something better than what has been done or achieved before or what is standardized and achieved by others (Sahidin & Jamil 2018). Achievement motivation plays a crucial role in transforming employee competencies into superior performance. By fostering achievement motivation in employees, organizations can utilize the full potential of their competencies to achieve organizational goals. High achievement motivation will encourage employees to work harder, be more focused, and be more innovative, which will ultimately increase employee work engagement.

#### 4. Conclusion

Based on several analytical studies and discussions, the following conclusions can be drawn:

1. Job training has a positive and significant effect on achievement motivation, meaning that the better the training, the better the employee's achievement motivation will be, and its influence is significant. 2. Employee competence has a positive and significant influence on achievement motivation, meaning that the higher the competence, the stronger the employee's motivation to achieve. 3. Job training has a positive and significant effect on work itself, meaning that the better the quality of job training, the higher the increase. *work it yourself* employee. 4. Employee competence has a positive and significant effect on work itself, meaning that the higher the competence, the higher the work itself. 5. Achievement motivation has a positive and significant effect on work itself, meaning that the higher the achievement motivation, the higher the work itself. 6. Achievement motivation plays a role in mediating the positive and significant influence of job training on work itself, meaning that good training can increase achievement motivation, which in turn increases employee involvement in work. 7. Achievement motivation plays a role in mediating the positive and significant influence of employee competence on work itself., meaning that increasing employee competence will increase their motivation to achieve, and this motivation is what then encourage increased employee engagement with work.

#### 5. References

##### Journals:

Arif, S. (2021). Pengaruh Motivasi Kerja Dan Pelatihan Kerja Terhadap Prestasi Kerja Karyawan Bagian Produksi Pt Dharma Pratama Sejati, Sidoarjo. *Journal of Economic And Business*, 2(3).

- Bangung, P., Hariani, LS, & Walipah, W. (2020). Motivasi Berprestasi: Konsep Diri, Kecerdasan Emosional dan Efikasi Diri. *Jurnal Riset Pendidikan Ekonomi*, 5 (1), 24–31. <https://doi.org/10.21067/jrpe.v5i1.4340>
- Darmawan, Y.Y., Supartha, W.G., & Rahyunda, A.G. (2017). Pengaruh Pelatihan Terhadap Motivasi Kerja Dan Kinerja Di Prama Sanur Beach-Bali. *E-Jurnal Ekonomi dan Bisnis Universitas Udayana*, 6(3).
- Elnaga, A., & Imran, A. (2018). The Effect of Training on Employee Performance. *European Journal of Business Management*, 5(4), 137–147. <https://doi.org/10.31104/isab.v2i2.49>
- Fadri., Saam, Z., & Suarman. (2021). Relationship Between Achieving Motivation And Work Satisfaction With Teacher Performance In Junior High School In Bangkinang District City Kampar District. *Jurnal JUMPED (Jurnal Manajemen Pendidikan)*, 9(1)
- Gultom. (2019). Pengaruh Kompetensi dan Pelatihan Terhadap Kinerja Karyawan pada PT. Perkebunan Nusantara II (Tanjung Morawa Medan). *Jurnal Manajemen*, 5(1).
- Ida. (2023). Pengaruh Pelatihan dan Kompensasi Terhadap Kinerja Karyawan melalui Motivasi Kerja Sebagai Variabel Intervening. *Jurnal Locus: Penelitian & Pengabdian*. 2 (8), 734-744.
- Jami, A., Juniawan., & Utami, E. (2020). Pengaruh Pelatihan Kerja terhadap Kepuasan Kerja pada Lembaga Penyiaran Publik Televisi Republik Indonesia Stasiun Kalimantan Timur. *Borneo Student Research*, 2(1).
- Khoirurrahman, A., Rosa, T., & Haryana, A. (2020). Pengaruh Pelatihan Terhadap Motivasi, Kompetensi dan Kinerja Peserta Pelatihan PT. Daya Artha Mulia. *Jurnal Administrasi Dan Manajemen*, 3(2).
- Lestari, M.F., & Hadiyanti, S.U.E. (2019). Pengaruh Pelatihan Terhadap Motivasi Kerja Karyawan Di Pt Harmoni Mitra Utama Cabang Samarinda. *Jurnal Ekonomi dan Manajemen*, 13(2).
- Lestari, S., & Afifah, D. (2021). Pengaruh Disiplin Kerja dan Pelatihan Kerja Terhadap Kinerja Karyawan. *KINERJA: Jurnal Ekonomi dan Bisnis*, 3(1).
- Mahyudin, S., & Pinaraswati, S.O. (2021). Pengaruh Kompetensi, Komitmen dan Kompensasi Terhadap Kinerja Pegawai Melalui Motivasi Sebagai Variabel Intervening Pada Bagian Pengadaan Barang/Jasa dan Administrasi Pembangunan Sekretariat Daerah Kota Surabaya. *Soetomo Business Review*. 5 (2), 358-377.
- Nurhayati, N., dan D. Novitasari. (2021). Analisis Ketidaksesuaian Kompetensi Pegawai Pada Badan Pengelola Keuangan Dan Aset Daerah Kota Magelang. *Jurnal Riset Akuntansi dan Bisnis Indonesia STIE Widya Wiwaha*, 1(2), 349-361.
- Nurjanah, C., & Solehudin. (2023). Pengaruh Kompetensi dan Disiplin Kerja Terhadap Motivasi Kerja Dan Dampaknya Terhadap Kinerja Pegawai di Dinas Kesehatan Kabupaten Karawang. *SEIKO: Journal of Management & Business*. 6 (2), 152-168.



- Palupiningtyas, D., Yuliamir, H., & Rahayu, E. (2022). Pengaruh Kompetensi Dan Motivasi Terhadap Kepuasan Kerja Serta Berdampak Pada Kinerja Karyawan Di Hotel Muria Semarang. *Jurnal Ilmu Manajemen, Ekonomi Dan Kewirausahaan*, 2(3).
- Pranowo, A.G., & Sunaryo, H. (2020). Pengaruh Pelatihan dan Pengembangan terhadap Kompetensi Karyawan. *e – Jurnal Riset Manajemen*, 12(2).
- Rahmi, Syafei M. Nur, I., & Toatubun, H. (2024). Pengaruh Kompetensi Dan Budaya Kerja Terhadap Kepuasan Kerja Dan Implikasinya Terhadap Kinerja Aparatur Sipil Negara Dinas Kesehatan Kabupaten Tolikara. *Jurnal Ekonomi Dan Bisnis*, 16(1), 91–99. <https://doi.org/10.55049/jeb.v16i1.255>
- Ritonga, B., & Damanik, A. (2018). Hubungan Antara Motivasi Berprestasi Dan Kepuasan Kerja Terhadap Produktivitas Kerja Guru Di Mas Nurul Iman Sukaramai Kecamatan Bilah Barat Kabupaten Labuhanbatu. *HIJRI: Jurnal Manajemen Pendidikan dan Keislaman*, 7(1), 62-73.
- Sormin, N.K. (2024). Pengaruh Pelatihan dan Kompetensi Terhadap Motivasi Kerja Serta Dampaknya Terhadap Kinerja Karyawan Pada PT. Citilink Indonesia di Tangerang Provinsi Banten. *Akuntabilitas: Jurnal Ilmu Akuntansi*. 17 (1), 67-74.
- Tanjung, r., Arifudin, O., Sofyan, Y., & Hendar. (2020). Pengaruh Penilaian Diri Dan Efikasi Diri Terhadap Kepuasankerja Serta Implikasinya Terhadap Kinerja guru. *Jurnal Ilmiah MEA (Manajemen, Ekonomi, dan Akuntansi)*, 4(1).
- Wamnebo, N., & Ridlwan Muttaqin. (2023). Pengaruh Kompetensi , Pelatihan Kerja dan Kepuasan Kerja Terhadap Kinerja Pegawai Pada PT Mitra Global Prima Di Kota Cimahi. *JEMSI (Jurnal Ekonomi, Manajemen, Dan Akuntansi)*, 9 (6), 2880–2889. <https://doi.org/10.35870/jemsi.v9i6.1742>
- Wiranata, E. (2020). Pengaruh Kompetensi Dan Kompensasi Terhadap Kepuasan Kerja Dengan Komitmen Sebagai Variabel Intervening Pada Kantor Pdam Kotabaru Kalimantan Selatan. *Kindai*, 17(2), 142-152.
- Yuniarni, DF, Pahlawansjah, P., & Santoso, D. (2024). Peran Pelatihan Kerja dan Kompetensi terhadap Kepuasan Kerja Pegawai dengan Motivasi Intrinsik Sebagai Variabel Intervening (Studi Pada KPP Pratama Semarang Barat). *Jurnal Pendidikan Tambusai*, 8 (1), 4381–4391. <https://doi.org/10.31004/jptam.v8i1.13059>
- Zainal, A., Idris, M., & Maryadi. (2024). Pengaruh Kompetensi, Tunjangan Kinerja Dan Kinerja Pegawai Terhadap Kepuasan Kerja Pegawai Kantor Kesyahbandaran Utama Makassar. *SJM: Sparkling Journal of Management*, 2(1), 56-70.

#### Books:

- Abdillah & Jogiyanto. (2017). *Partial Least Square (PLS) Alternatif Structural Equation Modelling (SEM) Dalam Penelitian Bisnis*. Yogyakarta; Penerbit ANDI.
- Arikunto, S. (2018). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta

- Ferdinand, A. (2019). *Metode Penelitian Manajemen: Pedoman Penelitian untuk Penulisan Skripsi Tesis dan Disertasi Ilmu Manajemen*. Semarang: Badan Penerbit Universitas Diponegoro.
- Ghozali, I. (2016). *Konsep, Teknik Dan Aplikasi Menggunakan Program SMARTPLS 3.0*. Semarang: Badan Penerbit Universitas Diponegoro.
- Hariandja, MT, Efendi, (2020). *Manajemen Sumber Daya Manusia: Pengadaan, Pengembangan, Pengkompensasian, dan Peningkatan Produktivitas Pegawai*. Grasindo, Jakarta.
- Luthans, F. (2019). *Organisasi Perilaku*. Yogyakarta: Andi-Offset.
- Mangkunegara, A.P. (2017). *Manajemen Sumber Daya Manusia Perusahaan*. Bandung: PT Remaja Rosdakarya.
- Miftahul, H. (2017). *Model Pembelajaran Inovatif dalam Kurikulum*. Yogyakarta: Pustaka Pelajar
- Nasrudin, J. (2019). *Metodelogi Penelitian Pendidikan*. Bandung: Kencana
- Nugraha,Ilyas,(2017), *Pengembangan Sumber Daya Manusia*, Yogyakarta: Parikesit.
- Rivai. V. (2020). *Manajemen Sumber Daya Manusia untuk Perusahaan*, Jakarta: PT. Raja Grafindo Persada
- Robbins, S.P. (2018). *Prilaku Organisasi*. Jakarta: Salemba Empat.
- Santikam I.K.P.A., Sujana, I.W., & Novarini, N.N.A. (2022). Pengaruh Motivasi Berprestasi, Kepuasan Kerja, Dan Kepemimpinan Transformasional Terhadap Kinerja Karyawan pada PT. Tirta Investama di Mambal. *Values*, 3(2).
- Sedarmayanti. (2017). *Manajemen Sumber Daya Manusia*. Bandung: Refika. Aditama.
- Sekaran, U., & Bougie, R. (2017), *Metode Penelitian untuk Bisnis: Pendekatan Pengembangan-Keahlian*. Jakarta: Salemba Empat
- Siagian, S. (2020). *Manajemen Sumber Daya Manusia*. Jakarta; Bumi Aksara.
- Sugiyono (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta
- Sutrisno, E. (2017). *Manajemen Sumber Daya Manusia*. Jakarta: Kencana
- Widodo. (2017). *Metodologi Penelitian Populer & Praktis*. Jakarta: Rajawali Pers