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The Effect of Training and Work Competence on Employee Performance at Karangreja Public Health Center

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Abstract

In writing a thesis entitled "The Influence of Training and Work Competency on Employee Performance at the Karangreja Community Health Center" with the variables Training (X1), Work Competency (X2), and Performance (Y). The aim of this research is to find out how much Job Training and Competency affects employee performance at the Karangreja Community Health Center, both partially and simultaneously. The method used in this research is a quantitative research method with descriptive and verification methods. The sampling technique used in this research was a saturated sampling technique by taking the entire population with a total of 31 Karangreja Health Center employees. Data collection techniques include observation, distributing questionnaires and interviews. Meanwhile, to test the instrument using validity and reliability tests and to find the results the author used the help of the SPSS version 25.0 application. Based on the results of statistical calculations, it can be concluded that the results of this study show a calculated t value of 3,102 > t table = 2,048 with a significance value of 0.004, thus a significance of 0.004 <0.05, this means that Ha is accepted, Ho is rejected. This means that statistically it can be shown that the training in this research has a positive and significant effect on the performance of Karangreja Community Health Center employees. Meanwhile, the results of this research show that the calculated t value is 4,590 > t table = 2,048 with a significance value of 0.000, so the significance is 0.000 <0.05, this means that Ha is accepted, Ho is rejected. This means that there is an influence of work competency on employee performance. The results of this research show that the Fcount value is 29,967 > Ftable = 6,440 with a significance value of 0.000 below 0.05. This means Ha is accepted and Ho is rejected. This means that there is a simultaneous influence of training and work competency on employee performance.

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INTRODUCTION

Training provided to employees is crucial for the survival of an organization, as every employee will inevitably face complex problems related to their field of expertise. To ensure they fully understand their duties and responsibilities, employees must receive education that matches their abilities and skills. Many

employees do not fully comprehend the job descriptions assigned to them. Yoder (Mangkunegara, 2001:43) differentiates between the terms training and development, where training is intended for operational and supervisory employees, while development is intended for management-level employees. Umar (2000:12) distinguishes training and development in terms of time, stating that training is aimed at current needs to master various skills and work techniques, whereas development aims to prepare employees to assume future positions.

Training will only be beneficial to an organization if training needs are analyzed at the right time (Irianto, 2001:87), as it is only useful in situations where employees lack skills and knowledge (Gomes, 2000:198). According to Tovey, training needs analysis is an analytical effort to understand the workplace situation in order to specifically determine which training needs must be met, so that resources such as funds, time, and effort are not wasted (in Irianto, 2001:87).

Education and training are inseparable. The level of intelligence of an institution's human resources depends on the education and training provided to its employees. The more frequently the Karangreja Public Health Center (Puskesmas Karangreja) provides education and training to its employees, the more their abilities will improve over time. Continuously, to achieve organizational goals, the employees—who are the backbone of the institution—must improve their work performance. Employee performance refers to the level of achievement in meeting job requirements and can also be defined as the results achieved by an employee within a certain period. By improving work performance, it becomes possible to evaluate to what extent planned objectives have been achieved. If the results align with the plans, the work method can be considered effective; otherwise, the causes of underperformance need to be identified.

A puskesmas is a primary healthcare facility that plays an important role in the National Health System, particularly in the health efforts subsystem. According to the Indonesian Ministry of Health Regulation No. 43 of 2019, a puskesmas is a healthcare facility providing both public health and individual health efforts at the primary level, prioritizing promotive and preventive efforts over curative ones, to achieve the highest possible level of community health in its working area. Thus, the puskesmas serves as the frontline healthcare facility emphasizing prevention over treatment, in line with the health system paradigm that prevention is better than cure. In carrying out its duties, the puskesmas implements health programs in both prevention and treatment with predetermined targets. The Health Office, as the regional authority, must ensure that the puskesmas achieves these targets, as this serves as an indicator that promotive, preventive, curative, and rehabilitative efforts are being carried out. Therefore, the performance of the puskesmas in meeting these targets—thereby maintaining health standards and improving service quality—is critical.

Puskesmas Karangreja requires an organizational system that can coordinate all divisions, each led by a section head, to facilitate management, guidance, and direction for employees so they can work effectively and optimally. Operational employees, in particular, must possess the knowledge and skills to support their tasks, as they are the spearhead of the organization. For this reason, a leader with the ability to guide and encourage employees to continually improve their work performance is essential.

Aside from training, improving performance is inseparable from employees' competencies in carrying out their duties and functions. Wibowo (2014) defines competence as the ability to perform a job or task based on skills and knowledge, supported by the work attitudes required for the job. Competence also reflects the characteristics of knowledge and skills possessed or needed by individuals, enabling them to perform their duties effectively and raise professional quality standards. Employee competence is especially important given the high professionalism demands in government organizations. According to the LOMA Competency Dictionary (1998), competence is defined as the personal attributes of a worker that enable them to achieve superior performance. These attributes include motives, traits, value systems, attitudes, knowledge, and skills, all of which guide behavior, which in turn produces performance.

Susanto (2000) defines competence as the underlying characteristics of an individual that lead to superior performance. Competence also refers to job-related knowledge, skills, and abilities, as well as capabilities needed for non-routine tasks. Purwodarminto (1990) states that competence is the authority (power) possessed by someone to make decisions due to their ability, position, and responsibilities. Sutarto (2002) adds that authority is the right of an official to take necessary actions so that duties and responsibilities can be carried out properly.

Based on preliminary survey results, which are empirical data, in efforts to improve performance, Puskesmas Karangreja must first focus on enhancing its employees' abilities to meet the community's urgent needs, especially given unpredictable cases. The limited knowledge and skills of employees in handling new situations are common at Puskesmas Karangreja in Bekasi Regency, which in turn affects performance levels. As shown in Table 1.1 above, the average performance score is 80.6, and the average behavior score is also 80.6.

Therefore, to improve employee capabilities, training and competence are essential so that each employee can enhance their knowledge and skills despite existing limitations, ultimately boosting institutional performance. Through training, employees will gain better skills and knowledge regarding their duties and responsibilities, indirectly enhancing their competence, which in turn positively impacts performance improvement.

METHOD

In this study, the author employs a quantitative method with a descriptive and verificative approach. This method is a type of research based on numerical data that is described, meaning that all discussions and analyses are related to numbers. The data in this research are quantitative data obtained from respondents' answers to the questionnaire distributed by the author.

This study uses a survey research method. Survey research is generally conducted to generalize observations from a limited sample to draw general conclusions about the population. Survey research can also be used for descriptive, explanatory, and exploratory purposes. The general characteristics of survey research are impartial, systematic, representative, and contemporary.

RESULT AND DISCUSSION

Table 1. Recapitulation of Training Variables

	N	Min	Max	Mean
After taking the training, you will be able to complete work more easily and quickly.	31	1	5	3.84
The facilities provided are adequate so that the training runs smoothly.	31	1	5	3.13
Training materials tailored to your needs, so they can support the work you do.	31	1	5	3.35
The training was carried out in accordance with my field of work.	31	1	5	3.19
Training methods according to employee ability level	31	1	5	3.35
Training methods that determine success	31	1	5	3.68
Always be enthusiastic about participating in training	31	1	5	3.35
I feel the benefits of the training program in order to improve quality and productivity.	31	1	5	3.48
Training	31	11	40	27.39

Based on the table above, it can be described that the recapitulation of the Training variable obtained an average score of 3.42, which falls into the "Good" category.

Table 2. Recapitulation of Competency Variables

Descriptive Statistics				
	N	**Min**	**Max**	**Mean**
When a colleague of mine is good at something, I ask them to teach me how to do it.	31	1	5	3.32
Have a high level of competence and strive to keep up with existing developments	31	1	5	3.45
There is training to improve skills	31	1	5	3.13
I can develop my skills specifically related to work	31	1	5	3.16
Have high self-confidence and ability to make good decisions	31	1	5	3.55
I always try to provide the best service to patients	31	1	5	3.58
Have the ability to communicate with coworkers	31	1	5	3.26
Able to respond quickly and appropriately to requests and questions from those in need	31	1	5	3.29
Competence	31	16	40	26.74

Based on the table above, it can be described that the recapitulation of the Competence variable obtained an average score of 3.35, which falls into the "Fair" category.

Table 3. Summary of Performance Variables

Descriptive Statistics				
	N	**Min**	**Max**	**Mean**
The work you do always reaches the specified targets.	31	1	5	3.77
Always work according to the established quality standards.	31	1	5	3.03
You always do your work carefully so that there are no mistakes	31	1	5	3.68
Health Center employees have good work skills	31	1	5	3.45
Health Center employees are able to achieve clear and effective work targets	31	1	5	3.52
Able to make decisions related to work problems	31	1	5	3.55
Patients do not have to wait long when they are going to get treatment.	31	1	5	3.81
Maximize the use of available resources and time	31	1	5	3.42
Performance	31	15	40	28.23

Based on the table above, it can be described that the recapitulation of the Performance variable obtained an average score of 3.53, which falls into the "Good" category.

Validation Test

Table 4. Validity Test of Training Variables

Correlations

		Training
After taking the training, you will be able to complete work more easily and quickly.	Pearson Correlation	.784**
	Sig. (2-tailed)	0.000
	N	31
The facilities provided are adequate so that the training runs smoothly.	Pearson Correlation	.887**
	Sig. (2-tailed)	0.000
	N	31
Training materials tailored to your needs, so they can support the work you do.	Pearson Correlation	.847**
	Sig. (2-tailed)	0.000
	N	31
The training was carried out in accordance with my field of work.	Pearson Correlation	.800**
	Sig. (2-tailed)	0.000
	N	31
Training methods according to employee ability level	Pearson Correlation	.779**
	Sig. (2-tailed)	0.000
	N	31
Training methods that determine success	Pearson Correlation	.825**
	Sig. (2-tailed)	0.000
	N	31
Always be enthusiastic about participating in training	Pearson Correlation	.776**
	Sig. (2-tailed)	0.000
	N	31
I feel the benefits of the training program in order to improve quality and productivity.	Pearson Correlation	.860**
	Sig. (2-tailed)	0.000
	N	31
**. Correlation is significant at the 0.01 level (2-tailed).		
*. Correlation is significant at the 0.05 level (2-tailed).		

Based on the table above, the results of the validity test for the questionnaire items on the Training variable, with a critical r < 0.025, show that all items have smaller significance values and are therefore declared Valid.

Table 5. Validity Test of Competency Variables

Correlations		
		Competence
When a colleague of mine is good at something, I ask them to teach me how to do it.	Pearson Correlation	.799**
	Sig. (2-tailed)	0.000
	N	31
Have a high level of competence and strive to keep up with existing developments	Pearson Correlation	.713**
	Sig. (2-tailed)	0.000
	N	31
There is training to improve skills	Pearson Correlation	.651**
	Sig. (2-tailed)	0.000
	N	31
I can develop my skills specifically related to work.	Pearson Correlation	.873**

	Sig. (2-tailed)	0.000
	N	31
Have high self-confidence and ability to make good decisions	Pearson Correlation	.675**
	Sig. (2-tailed)	0.000
	N	31
I always try to provide the best service to patients.	Pearson Correlation	.609**
	Sig. (2-tailed)	0.000
	N	31
Have the ability to communicate with coworkers	Pearson Correlation	.687**
	Sig. (2-tailed)	0.000
	N	31
Able to respond quickly and appropriately to requests and questions from those in need	Pearson Correlation	.882**
	Sig. (2-tailed)	0.000
	N	31
**. Correlation is significant at the 0.01 level (2-tailed).		
*. Correlation is significant at the 0.05 level (2-tailed).		

Based on the table above, the results of the validity test for the questionnaire items on the Competence variable, with a critical r < 0.025, show that all items have smaller significance values and are therefore declared Valid.

Table 6. Validity Test of Performance Variables

Correlations		
		Performance
The work you do always reaches the specified targets.	Pearson Correlation	.799**
	Sig. (2-tailed)	0.000
	N	31
Always work according to the established quality standards.	Pearson Correlation	.713**
	Sig. (2-tailed)	0.000
	N	31
You always do your work carefully so that there are no mistakes	Pearson Correlation	.726**
	Sig. (2-tailed)	0.000
	N	31
Health Center employees have good work skills	Pearson Correlation	.837**
	Sig. (2-tailed)	0.000
	N	31
Health Center employees are able to achieve clear and effective work targets	Pearson Correlation	.817**
	Sig. (2-tailed)	0.000
	N	31
Able to make decisions related to work problems	Pearson Correlation	.786**
	Sig. (2-tailed)	0.000
	N	31
Patients do not have to wait long when they are going to get treatment.	Pearson Correlation	.596**
	Sig. (2-tailed)	0.000
	N	31

Maximize the use of available resources and time	Pearson Correlation	.862**
	Sig. (2-tailed)	0.000
	N	31
*. Correlation is significant at the 0.05 level (2-tailed).		
**. Correlation is significant at the 0.01 level (2-tailed).		

Based on the table above, the results of the validity test for the questionnaire items on the Performance variable, with a critical r < 0.025, show that all items have smaller significance values and are therefore declared Valid.

Reliability Test

Table 7. Reliability Test of Training Variables

Reliability Statistics	
Cronbach's Alpha	N of Items
.929	8

From the table above, all items have a Cronbach's Alpha value of 0.929, which is greater than 0.6, indicating that the questionnaire items for the Training variable are reliable and can be used in the study.

Table 8. Reliability Test of Competency Variables

Reliability Statistics	
Cronbach's Alpha	N of Items
.878	8

From the table above, all items have a Cronbach's Alpha value of 0.878, which is greater than 0.6, indicating that the questionnaire items for the Competence variable are reliable and can be used in the study.

Table 9. Reliability Test of Performance Variables

Reliability Statistics	
Cronbach's Alpha	N of Items
.900	8

From the table above, all items have a Cronbach's Alpha value of 0.900, which is greater than 0.6, indicating that the questionnaire items for the Performance variable are reliable and can be used in the study.

Table 10. Results of Simultaneous Influence Testing

ANOVA[a]					
Model	**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**

1	Regression	1369.574	2	684.787	29.967	.000[b]
	Residual	639.845	28	22.852		
	Total	2009.419	30			
a. Dependent Variable: Performance						
b. Predictors: (Constant), Competence, Training						

In Table 5.26, the calculated F value (Fcount) = 29.967 is greater than the Ftable value of 6.440, with a significance level of 0.000 < 5%. This means that the third hypothesis is accepted, stating that the training and work competence variables simultaneously have a significant effect on the performance variable. Therefore, the training and work competence variables are proven to be able to explain the performance variable.

Table 11. T-test

Coefficients[a]						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	(Constant)	3.068	3.361		.913	.369
	Training	.343	.110	.382	3.102	.004
	Competence	.590	.128	.565	4.590	.000
a. Dependent Variable: Performance						

Based on the table above, it is shown that the Training variable on Performance, using a significance level (α) = 0.05, obtained a tcount value of 3.102 > ttable = 2.048 with a significance level of 0.004, which is < 0.05 (significance threshold). This means that the Training variable has a significant effect on Performance.

Meanwhile, the Work Competence variable on Performance, using a significance level (α) = 0.05, obtained a tcount value of 4.590 > ttable = 2.048 with a significance level of 0.000, which is < 0.05 (significance threshold). This means that the Work Competence variable has a significant effect on Performance.

Table 12. Multiple Linear Regression

Coefficients[a]						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
		B	**Std. Error**	**Beta**		
1	(Constant)	3.068	3.361		.913	.369
	Training	.343	.110	.382	3.102	.004
	Competence	.590	.128	.565	4.590	.000
a. Dependent Variable: Performance						

After conducting multiple linear regression testing, the simple linear equation was obtained using the standardized coefficients as follows:

Y = a + bx

Y = 3.068 + 0.343 X1 + 0.590 X2

The regression equation has the following interpretation:

1. Constant = 3.068

   If the training and work competence variables are equal to zero, the performance variable will be 3.068.

2. Coefficient X1 = 0.343

   If the training variable increases by one unit, while the work competence variable is held constant, it will result in an increase in performance by 0.343.

3. Coefficient X2 = 0.590

   If the work competence variable increases by one unit, while the training variable is held constant, it will result in an increase in performance by 0.590.

CONCLUSION

The results of this study indicate that training has a positive and significant effect on the performance of employees at Puskesmas Karangreja, as shown by a tcount value of 3.102 greater than the ttable value of 2.048, with a significance level of 0.004, which is below 0.05. Similarly, competence was found to have a positive and significant effect on employee performance, with a tcount value of 4.590 greater than the ttable value of 2.048 and a significance level of 0.000. Furthermore, the simultaneous influence of training and work competence on performance was also significant, as indicated by an Fcount value of 29.967 exceeding the Ftable value of 6.440, with a significance level of 0.000. These findings suggest that improvements in both training and competence will lead to higher employee performance at Puskesmas Karangreja.

Suggestion

The author acknowledges certain limitations in the implementation of this study. Based on the analysis and scope outlined above, the influence of training and work competence on employee performance at Puskesmas Karangreja has been running well. The author hopes that greater attention will be given by the head of the Puskesmas to providing employee training.

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