



RESEARCH ARTICLE

Determinants of Post-Training Performance at PT Sinergi Unggul Berdikari: The Impact of Competence, Motivation, and Work Discipline

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Abstract

This study aims to analyze the effects of competence, motivation, and work discipline on the performance of post-training participants at PT Sinergi Unggul Berdikari (Inera Learning Center). A quantitative associative approach was employed using a survey method. The sampling technique applied was saturated sampling, which included 60 alumni respondents from the technical guidance program conducted between July and December 2025. Primary data were collected through questionnaires and analyzed using Multiple Linear Regression techniques with statistical software. The statistical results indicate that, individually, motivation has a positive and significant impact on performance, with a t-count exceeding the t-table value ($2.256 > 2.003$). Work discipline also demonstrates a significant effect, emerging as the most dominant variable, with a t-count greater than the t-table value ($3.549 > 2.003$). Conversely, competence does not show a significant individual effect on performance ($t\text{-count } -0.139 < t\text{-table } 2.003$), which can be attributed to structural barriers stemming from bureaucratic inertia within the respondents' home institutions. Collectively, competence, motivation, and work discipline significantly influence performance, contributing 32.5% to the variance. This underscores the necessity for institutions to design training programs that enhance intrinsic motivation and to foster an innovative environment supported by institutional leaders, enabling alumni to optimally apply their technical competencies for superior performance.

Keywords

Competence; Motivation; Work Discipline; Performance; Training; Bureaucracy.

1 | INTRODUCTION

Human resources represent a vital asset that must be continuously developed, as they form the foundation for establishing a competent and competitive organization. The success of an organization is closely linked to the quality of its employees and the effectiveness of human resource management at the individual, team, and organizational levels. Employees equipped with adequate knowledge, skills, discipline, and motivation are better positioned to fulfill their responsibilities in alignment with organizational goals and standards. Therefore, it is essential for companies to manage human resources through effective planning, training, evaluation, and supervision. Robust human resource management fosters productive work behavior, enhances collaboration, and improves decision-making quality within the organization. Optimal performance can be achieved when employees possess the competence, responsibility, and commitment necessary to execute organizational activities effectively and consistently within a disciplined and accountable environment.

Employee performance can be assessed based on the ability to produce products that meet quality standards and customer expectations. Kasmir (2019) defines performance as the results and actions exhibited by employees while fulfilling their duties, authority, and responsibilities. In manufacturing, performance is evaluated not only by the quantity of output but also by accuracy, consistency, and adherence to procedures. Employees who understand product specifications, production stages, and quality requirements are more likely to complete tasks with fewer errors. Work discipline plays a crucial role, as neglecting to follow procedures can disrupt production flow and compromise product quality. Variations in employee performance can be attributed to differences in knowledge, skills, motivation, supervision, and discipline. Consequently, companies must enhance training, supervision, and enforcement of rules to boost productivity and maintain quality.

In alignment with this perspective, Achi and Sleilati (2016) assert that employee performance constitutes a competitive advantage that organizations must strive to achieve. To enhance employee performance, many companies focus on integration techniques that facilitate knowledge acquisition and skill development, empowering individuals to take initiative with confidence. Genoveva (2014) categorizes factors influencing employee performance into two groups: internal and external factors. Internal factors encompass work discipline, intellectual ability, job satisfaction, and work motivation, while external factors include the organizational environment, leadership style, compensation system, and overall management. According to Afandi (2021), training and work discipline are among the key factors affecting performance.

Improving employee performance necessitates effective and efficient continuous training programs. Employee training is typically conducted at various organizational levels through a systematic company training framework designed to enhance employees' knowledge, skills, and attitudes. This learning process enables them to perform their duties and job functions optimally (Octhanantha *et al.*, 2017). Employee training involves imparting specific knowledge, skills, and attitudes to ensure that employees become more competent and can fulfill their responsibilities more effectively in accordance with established standards (Pranata *et al.*, 2018). Through training, employee performance can be enhanced and sustained over time.

Based on observations of company documents, it has been noted that the organization's quality performance has encountered challenges, as evidenced by an increasing number of products failing to meet specifications. A decline in quality refers to the inability to comply with the standard limit for the number of microorganisms permitted in finished products. The standard set by the Indonesian Food and Drug Monitoring Agency (BPOM RI) for Total Plate Count (TPC) is 100,000 colonies, or 1×10^5 colonies. The manufacturing company incurs losses when products that do not meet specifications must be reprocessed prior to delivery to consumers. Another issue identified pertains to ineffective training methods, which hinder employees from optimally absorbing training materials. Weaknesses in training are evident in problems related to machinery malfunctions caused by operational errors. Such conditions suggest that training has not adequately equipped employees to understand work procedures and operate production equipment correctly.

Discipline serves as a foundational element for achieving organizational goals. The enforcement of discipline within an organization ensures that all employees adhere to rules and regulations voluntarily and without coercion. Good employee discipline is reflected in a high level of awareness regarding compliance with applicable rules and regulations. It also manifests in a sense of responsibility for completing assigned tasks, adherence to organizational norms and culture, and a commitment to enhancing work effectiveness. Company systems and procedures function optimally when all employees execute their duties with discipline. Therefore, a culture of discipline must be instilled in all employees to achieve organizational objectives. However, challenges related to employee discipline have been observed within the manufacturing company. Although the company has established rules regarding disciplinary violations, their implementation remains weak. Observations indicate that various forms of leniency are still extended to employees, adversely affecting work quality and quantity. One example is the neglect of proper attire among employees. Additionally, during production activities, employees often lack focus while working, leading to further disciplinary violations.

This research aims to determine and analyze the effects of training and work discipline on employee performance

in a manufacturing company. A descriptive quantitative method will be employed, utilizing a saturated sample consisting of 43 employees from the manufacturing company.

2 | BACKGROUND THEORY

2.1 Human Resource Management

Human resource management (HRM) is fundamental to an organization's overall success. As articulated by Hasibuan (2016), HRM encompasses various functions, including planning, organizing, directing, controlling, procurement, compensation development, integration, maintenance, discipline, and termination of personnel. The core aim of these functions is to facilitate the organization in achieving optimal profitability. Sinambela (2016) underscores the significance of having a workforce that is not only professional and qualified but also committed and of high integrity. Such a workforce is crucial for driving substantial growth and progress within the organization. Therefore, HRM should be viewed as a strategic process that effectively mobilizes human resources to align with corporate goals. By prioritizing these functions, organizations can attract and retain top talent while fostering a productive work environment that resonates with their mission and values. This approach ultimately leads to sustained organizational advancement and resilience in a competitive landscape.

2.2 Performance

Employee performance is a critical metric that reflects an individual's ability to produce work effectively, encompassing both quantity and quality, as defined by Sinambela (2016). This dual focus on output ensures that employees not only meet numerical targets but also uphold high standards in their work. Genoveva (2014) further categorizes the factors influencing performance into two distinct groups: internal and external factors. Internal factors, such as work discipline, intellectual capability, job satisfaction, and motivation, play a significant role in shaping an employee's performance. These elements are essential, as they directly impact how well an individual can fulfill their responsibilities and contribute to the organization. Conversely, external factors, including the work environment and organizational culture, also influence performance but are beyond the individual's control. Ultimately, performance serves as a reflection of an employee's capacity to achieve desirable outcomes in alignment with their assigned tasks, highlighting the importance of fostering both internal and external conditions that support success.

2.3 Competence

Competence is a core attribute of individuals, encompassing the knowledge, skills, and behavioral attitudes necessary for effective task execution. In the realm of public service, this concept takes on heightened significance. Silitonga (2023) asserts that the learning environment and the quality of education and training are pivotal in shaping participants' abilities, particularly within governmental organizations. Effective training programs must go beyond mere knowledge transfer; they should cultivate critical thinking and adaptability among participants. This approach ensures that civil servants are not only well-versed in technical skills but also equipped to navigate the complexities inherent in bureaucratic systems. Robust technical competence is essential for public servants, enabling them to address challenges with confidence and efficiency. Moreover, fostering a culture of continuous improvement within organizations encourages employees to embrace change and innovation. By prioritizing competence development, public institutions can enhance service delivery and operational effectiveness, ultimately leading to a more responsive and accountable government.

2.4 Motivation

Motivation serves as a crucial internal driving force that inspires individuals to commit their time and energy toward achieving organizational objectives. According to Hanifah *et al.* (2024), work motivation significantly influences performance enhancement. When employees are genuinely motivated, their engagement levels rise, leading to improved productivity and innovation. However, without a strong sense of motivation, even the most well-developed intellectual insights and technical skills acquired through training can remain unutilized. This lack of initiative can stifle organizational growth and prevent the realization of potential advancements. To foster a motivated workforce, organizations must create an environment that recognizes and rewards effort, encourages collaboration, and aligns individual goals with broader organizational aspirations. By doing so, they can unlock the full potential of their employees, transforming training outcomes into actionable initiatives. Ultimately, a motivated workforce not only enhances individual performance but also drives the organization toward achieving its strategic goals, cultivating a culture of excellence and continuous improvement.

2.5 Work Discipline

Work discipline is essential for fostering a productive organizational environment. Wirawan (2015) defines it as the adherence to rules, procedures, ethical standards, and cultural norms that govern behavior within the workplace. This adherence is not merely a matter of compliance; it reflects a deeper commitment to the organization's values and goals. Siswanto (2010) emphasizes that work discipline embodies respect, appreciation, and a willingness to follow both formal and informal regulations. It signifies an individual's readiness to fulfill responsibilities while accepting the consequences of their actions. Discipline goes beyond following rules; it represents a mindset that promotes accountability and respect among colleagues. When employees genuinely understand the significance of discipline, they are more inclined to take ownership of their roles, leading to enhanced collaboration and overall performance. By nurturing a culture of discipline, organizations can create an atmosphere where everyone is aligned with shared objectives. This alignment not only drives individual performance but also strengthens the collective efforts of the team, ultimately paving the way for organizational success.

2.6 Hypotheses

Drawing from the literature review and theoretical insights outlined earlier, this study formulates several hypotheses. These hypotheses aim to explore the relationships between key variables identified in the research. By testing these propositions, the study seeks to validate the theoretical frameworks and contribute to a deeper understanding of the subject matter.

H1: Competence has a positive effect on the performance of post-training participants.

H2: Motivation has a positive effect on the performance of post-training participants.

H3: Work discipline has a positive effect on the performance of post-training participants.

H4: Competence, motivation, and work discipline simultaneously affect the performance of post-training participants.

2.7 Conceptual Framework

The conceptual framework is established based on theoretical reviews and empirical observations of technical guidance alumni at PT Sinergi Unggul Berdikari (Inera Learning Center). It systematically maps the logical relationships among Competence (X1), Motivation (X2), and Work Discipline (X3) as independent variables, and Post-Training Participant Performance (Y) as the dependent variable. Conceptually, participants equipped with technical knowledge and skills (competence) possess a strong foundation for addressing governance issues in their institutions. However, this technical capability necessitates an internal drive (motivation) to foster an innovative spirit and prevent a regression into rigid, conventional work methods. Furthermore, the successful application of post-training knowledge heavily relies on participants' consistency and adherence to procedural standards (work discipline). Therefore, these three internal factors are believed to interact, both partially and simultaneously, in optimizing the operational performance of alumni upon their return to their respective bureaucratic environments.

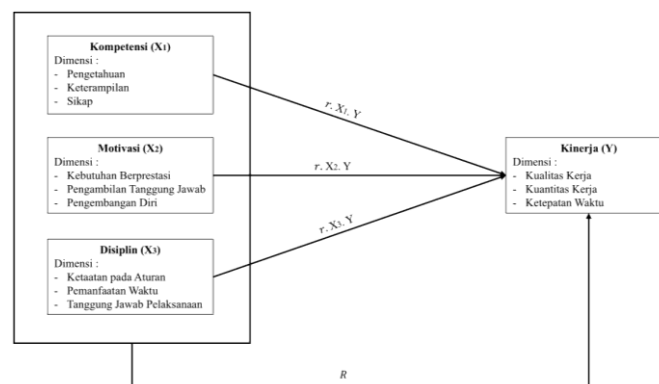


Figure 1. Framework of Thought

The figure illustrates the relationship between independent and dependent variables in the study. Boxes X1, X2, and X3 represent the independent variables: Competence, Motivation, and Work Discipline, each accompanied by their specific measurement dimensions. Box Y denotes the dependent variable, which is the Post-Training Participant Performance. The notation $r.X1.Y$ signifies the partial effect of Competence (X1) on Post-Training Participant Performance (Y), while $r.X2.Y$ indicates the partial effect of Motivation (X2) on the same dependent variable. Similarly, $r.X3.Y$ reflects the partial effect of Work Discipline (X3) on Post-Training Participant Performance (Y). Additionally, R represents the joint or simultaneous effect of all three independent variables Competence (X1),

Motivation (X2), and Work Discipline (X3) on Post-Training Participant Performance (Y), highlighting the interconnectedness of these factors in influencing overall performance outcomes.

3 | METHOD

The study adopted a quantitative associative design with a survey approach to systematically examine the relationships and influences between variables, namely competence, motivation, and work discipline on the performance of post-training participants. The population consisted of all alumni of the technical guidance programs for the period of July to December 2025 at PT Sinergi Unggul Berdikari (Inera Learning Center). Since the total population was fewer than 100 people, the sampling technique applied was non-probability sampling using a saturated sampling or census technique. Therefore, the total sample involved in this study was 60 respondents. Data collection was conducted through both primary and secondary sources. Primary data were gathered directly from the respondents using a closed questionnaire measured by a 1 to 5 Likert scale. Secondary data were supported by field observations and historical documentation from the company regarding alumni performance evaluation reports.

All collected data were processed using Statistical Product and Service Solutions (SPSS) software. The instrument testing was initially conducted through validity and reliability tests. An item is considered valid if the calculated r -value (r_{count}) is greater than the r -table value. Meanwhile, the reliability of the instrument was measured using Cronbach's Alpha, where a variable is declared reliable if the value is greater than 0.60. Before conducting the regression analysis, the data had to fulfill the classical assumption tests. The normality test was used to ensure the residual data were normally distributed. The multicollinearity test was applied to ensure no strong correlation existed among the independent variables, indicated by a Tolerance value > 0.10 and a Variance Inflation Factor (VIF) < 10 . The heteroscedasticity test was performed to detect whether there was an inequality of variance from the residuals of one observation to another.

Once the classical assumptions were met, multiple linear regression analysis was applied to predict the magnitude of the effect of the independent variables on the dependent variable. The mathematical regression equation used was $Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$. Finally, hypothesis testing was conducted using several parameters. The t -test was used to determine the partial significance of each independent variable on the dependent variable, with the criterion being a probability value ($Sig.$) < 0.05 . The F -test was utilized to assess the simultaneous significance of all independent variables collectively, also with a significance criterion of < 0.05 . In addition, the coefficient of determination (R^2) was analyzed to measure the percentage of the dependent variable's fluctuation that could be explained by the independent variables, while the remaining percentage is explained by other factors outside the research model.

4 | RESULTS AND DISCUSSION

4.1 Results

The descriptive analysis in this study effectively outlines the characteristics of the respondents, focusing on key demographic factors such as gender, age, and educational attainment. By examining these attributes, the study sheds light on the diverse backgrounds of participants, which can significantly shape their perspectives and experiences. Understanding these demographics is essential, as it provides a foundation for interpreting the data and assessing how various factors may influence the findings. This approach not only enriches the analysis but also enhances the relevance of the results in addressing the research questions at hand.

Table 1. Characteristics of Respondents [Gender, Age, and Latest Educational Attainment]

Characteristic	Category	Number of People	Percentage (%)
Gender	Male	36	60.0%
	Female	24	40.0%
Age	≤ 30 years old	4	6.7%
	31-40 years old	21	35.0%
	41-50 years old	25	41.7%
	> 50 years old	10	16.6%
Education	Senior High School	16	26.7%
	Diploma	5	8.3%
	Bachelor	35	58.3%
	Master	4	6.7%

Data Quality Test

Table 1 summarizes the characteristics of the respondents, detailing gender, age, and educational attainment. Among the participants, 60% are male and 40% are female. In terms of age, the majority fall within the 41-50 years category at 41.7%, while only 6.7% are aged 30 or younger. Regarding education, 58.3% hold a bachelor's degree, followed by 26.7% with a senior high school diploma, indicating a generally well-educated respondent group. The instrument testing was conducted through validity and reliability tests to ensure that all statement items in the questionnaire are feasible for use.

Table 2. Results of Instrument Validity Test

Study Variables	Question Indicator	rcount	rtable	Decision
Competence (X1)	X1.1	0.731	0.254	Valid
	X1.2	0.793	0.254	Valid
	X1.3	0.874	0.254	Valid
	X1.4	0.793	0.254	Valid
	X1.5	0.848	0.254	Valid
	X1.6	0.848	0.254	Valid
	X1.7	0.719	0.254	Valid
	X1.8	0.848	0.254	Valid
	X1.9	0.915	0.254	Valid
	X1.10	0.848	0.254	Valid
Motivation (X2)	X2.1	0.762	0.254	Valid
	X2.2	0.676	0.254	Valid
	X2.3	0.914	0.254	Valid
	X2.4	0.497	0.254	Valid
	X2.5	0.790	0.254	Valid
	X2.6	0.756	0.254	Valid
	X2.7	0.950	0.254	Valid
	X2.8	0.708	0.254	Valid
	X2.9	0.624	0.254	Valid
Discipline (X3)	X3.1	0.743	0.254	Valid
	X3.2	0.883	0.254	Valid
	X3.3	0.652	0.254	Valid
	X3.4	0.978	0.254	Valid
	X3.5	0.888	0.254	Valid
	X3.6	0.978	0.254	Valid
	X3.7	0.799	0.254	Valid
	X3.8	0.849	0.254	Valid
	X3.9	0.978	0.254	Valid
	X3.10	0.883	0.254	Valid
Performance (Y)	Y.1	0.909	0.254	Valid
	Y.2	0.827	0.254	Valid
	Y.3	0.866	0.254	Valid
	Y.4	0.909	0.254	Valid
	Y.5	0.785	0.254	Valid
	Y.6	0.899	0.254	Valid
	Y.7	0.799	0.254	Valid
	Y.8	0.596	0.254	Valid
	Y.9	0.909	0.254	Valid
	Y.10	0.909	0.254	Valid
	Y.11	0.596	0.254	Valid

Table 2 presents the results of the instrument validity test for various study variables, including competence, motivation, discipline, and performance. Each question indicator is evaluated against a critical value (rtable) of 0.254. All indicators for competence (X1) are deemed valid, with rcount values ranging from 0.719 to 0.915. Similarly, motivation indicators (X2) also show validity, with rcount values between 0.497 and 0.950. Discipline indicators (X3) maintain validity with rcount values from 0.652 to 0.978. Lastly, performance indicators (Y) are valid, with rcount values spanning 0.596 to 0.909, confirming the reliability of the measurement instruments used in the study.

Table 3. Instrument Reliability Test Results

No	Study Variables	Critical Limit (Cut-off)	Cronbach's Alpha Score	Decision / Statement
1	Competence (X1)	0.60	0.944	Reliable
2	Motivation (X2)	0.60	0.894	Reliable
3	Discipline (X3)	0.60	0.959	Reliable
4	Performance (Y)	0.60	0.950	Reliable

Table 3 demonstrates that the four research variables yield Cronbach's Alpha coefficients that are well above the 0.60 threshold. The highest figure is recorded by the Discipline variable (0.959), while the lowest is for Motivation (0.894); nonetheless, all fall into the highly reliable interpretation category. This indicates that if this questionnaire instrument is reused to measure the same object at different times, the results obtained will remain stable and consistent. The regression model meets the requirements of the classical assumption tests, as evidenced by the Normality, Multicollinearity, and Heteroscedasticity tests. The regression model meets the requirements of the classical assumption tests, as evidenced by the Normality, Multicollinearity, and Heteroscedasticity tests.

Table 4. Normality Test (Kolmogorov-Smirnov)

N	60
Normal Parameters ^{a,b}	Mean .0000000 Std. Deviation 2.99763215
hMost Extreme Differences	Absolute .082 Positive .082 Negative -.054
Test Statistic	.082
Asymp. Sig. (2-tailed) ^c	.200 ^{c,d}

Based on the output results (Table 4), the Asymp. Sig. (2-tailed) value obtained is 0.200. Since this significance value is much greater than the standard probability of 0.05 ($0.200 > 0.05$), it can be concluded that the residual data in this study are normally distributed, thereby making the regression model feasible for use.

Table 5. Multicollinearity Test (Tolerance & VIF)

Coefficients ^a	Collinearity Statistics
Model	Tolerance
1	(Constant) Competence (X1) Motivation (X2) Discipline (X3)
	0.850 0.720 0.780

Table 5 displays the results of the multicollinearity test, focusing on tolerance statistics for the study variables: competence (X1), motivation (X2), and discipline (X3). The tolerance values indicate the degree of multicollinearity among the predictors. Competence has a tolerance of 0.850, motivation shows a tolerance of 0.720, and discipline has a tolerance of 0.780. These values suggest that multicollinearity is not a significant concern in the model, allowing for reliable interpretation of the results.

Table 6. Heteroscedasticity Test (Glejser Test)

Coefficients ^a	Unstandardized Coefficients	Standardized Coefficients
Model	B	Std. Error
1	(Constant) Competence (X1) Motivation (X2) Discipline (X3)	3.421 0.052 -0.035 -0.018

Table 6 presents the results of the heteroscedasticity test using the Glejser method, which assesses the presence of non-constant variance in the model. The table lists unstandardized coefficients for the constant, competence (X1), motivation (X2), and discipline (X3). The constant has a value of 3.421, while competence shows a positive coefficient of 0.052. In contrast, motivation and discipline exhibit negative coefficients of -0.035 and -0.018, respectively. These results indicate that there is no significant heteroscedasticity affecting the regression model.

Table 7. Results of Individual Parameter Significance Test (t-Test)

Coefficients ^a	Unstandardized Coefficients	Standardized Coefficients
Model	B	Std. Error
1	(Constant)	18.077
	Competence (X1)	-0.021
	Motivation (X2)	0.308
	Discipline (X3)	0.414

- 1) Hypothesis Testing 1 (H1): The Effect of Competence on Performance
The analysis results indicate that the tcount value for the Competence variable is recorded at -0.139 with a significance level of 0.890. Given that this probability is well above the standard tolerance of 0.05 ($0.890 > 0.05$) and the absolute value of tcount is smaller than ttable ($0.139 < 2.003$), the first hypothesis (H1) is rejected. This means that the Competence variable does not exert a significant effect on Performance outcomes. This finding serves as a crucial managerial note: the cognitive insights and technical skills gained from the technical guidance program will not translate into operational field performance unless the apparatus is supported by a conducive environment or bureaucratic ecosystem that facilitates its implementation.
- 2) Hypothesis Testing 2 (H2): The Effect of Motivation on Performance
For the Motivation variable, the test yields a tcount value of 2.256 accompanied by a significance level of 0.028. Because this probability is lower than 0.05 ($0.028 < 0.05$) and the tcount value exceeds ttable ($2.256 > 2.003$), the second hypothesis (H2) is accepted. This confirms that maintaining Motivation has a positive and significant effect on enhancing alumni performance.
- 3) Hypothesis Testing 3 (H3): The Effect of Discipline on Performance
Testing on the Discipline variable records the highest tcount value of 3.549, with a highly significant level at 0.001. With a significance value sitting far below 0.05 ($0.001 < 0.05$) and tcount dominating ttable ($3.549 > 2.003$), the third hypothesis (H3) is convincingly accepted. This concludes that enforcing Discipline is the determinant that provides a positive and the most dominant effect on the effectiveness of apparatus performance.

Table 8. Results of Simultaneous Significance Test (F-Test)

ANOVA ^a		Sum of Squares	df	Mean Square	F	Sig.
Model						
1	Regression	296.878	3	98.959	10.447	.000 ^b
	Residual	530.472	56	9.473		
	Total	827.350	59			

- 4) Hypothesis Testing 4 (H4): The Simultaneous Effect of Competence, Motivation, and Discipline on Performance
Based on the data processing results in the table above, the Fcount value obtained is 10.447. When compared to the critical value in the statistical table, the Fcount value is greater than Ftable ($10.447 > 2.77$). Additionally, the resulting significance level is 0.000, which statistically sits far below the established probability standard ($0.000 < 0.05$). Since both testing conditions are fulfilled, the fourth hypothesis (H4) is declared accepted. This provides a theoretical and empirical conclusion that the Competence, Motivation, and Discipline variables collectively exert a positive and significant effect on enhancing the performance of post-training apparatuses at Inera Learning Center. The alignment of these three factors serves as the primary determinant in ensuring the success of human resource development programs within the organization.

Table 9. Results of Coefficient of Determination (R^2) Test

Model Summary ^b	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.599	.359	.325	3.007

Referring to Table 9, the correlation coefficient (R) value is 0.599, indicating a moderately strong relationship among the variables. The coefficient of determination (R Square) is recorded at 0.359. However, given that this research model utilizes multiple linear regression, a more accurate interpretation of the effect is derived from the Adjusted R Square value of 0.325. This implies that 32.5% of the variability in alumni Performance (Y) can be simultaneously explained by fluctuations in the Competence, Motivation, and Discipline variables. Meanwhile, the significantly larger percentage of 67.5% ($100\% - 32.5\%$) is influenced by other factors or variables not included in this research model (e.g., leadership style, communication, regional organizational culture, institutional infrastructure and facilities, or government apparatus remuneration systems).

4.2 Discussion

The analysis reveals a negative regression coefficient of -0.021, accompanied by a significance value of 0.890, indicating that competence does not significantly influence performance. This observation aligns with the Interactive Model of Performance proposed by Blumberg and Pringle (1982), which argues that competence alone cannot drive performance without adequate organizational support or opportunities. This perspective is echoed in the work of Nengsih *et al.* (2025), who emphasize that the effectiveness of post-training personnel is closely tied to the infrastructure and bureaucratic support provided by the institution. In environments characterized by rigid structures, the application of newly acquired skills often becomes stifled, preventing meaningful contributions to performance. The findings suggest that organizations must create an environment that allows for the practical application of skills, ensuring that training translates into tangible results.

Motivation demonstrates a significant positive effect on performance, as evidenced by a *t*-count of 2.256 and a significance level of 0.028. This supports Herzberg's Two-Factor Theory, which identifies intrinsic motivators, such as achievement, as key drivers of performance. The results resonate with findings from Sukiman and Junaedi (2024), who assert that strong motivation is crucial for civil servants navigating the complexities of their roles. This suggests that organizations should prioritize fostering intrinsic motivation among employees. By cultivating an environment that recognizes and rewards achievement and responsibility, organizations can enhance productivity and engagement. This approach not only improves individual performance but also contributes to a more dynamic and responsive organizational culture.

Discipline emerges as the most influential factor, with a *t*-count of 3.549 and a significance level of 0.001. This finding aligns with Bandura's Self-Regulation Theory, which emphasizes the importance of self-monitoring and behavioral control. The insights from Aris, Sukiman, and Junaedi (2024) underscore that adherence to regulations is fundamental to achieving effectiveness in government roles. The strong link between discipline and performance highlights the necessity for organizations to establish clear standards and accountability measures. By fostering a culture of discipline, organizations can ensure that employees consistently meet expectations, thereby enhancing overall performance. This focus on discipline can lead to a more structured and efficient work environment, ultimately benefiting the organization as a whole.

The F-test results indicate a significant collective effect of competence, motivation, and discipline on performance, with an *F*-count of 10.447 and a significance level of 0.000. The Adjusted R Square value of 0.325 suggests that these three internal variables account for a substantial portion of performance variability. This synergy illustrates the importance of integrating these factors to maximize their impact. However, it is crucial to recognize that 67.5% of performance fluctuations are influenced by external factors, such as leadership styles and remuneration systems. These external influences often play a pivotal role in shaping employee performance. Organizations must adopt a holistic approach that addresses both internal and external factors to optimize performance effectively. By doing so, they can create a more conducive environment for employees to thrive. This discussion emphasizes the intricate relationships among competence, motivation, and discipline in influencing performance outcomes. The findings underscore the need for organizations to foster an environment that enhances motivation and discipline while recognizing the limitations of competence in the absence of supportive structures. By implementing strategies that promote these aspects, organizations can significantly improve their human resource development efforts, leading to enhanced performance and greater organizational success.

5 | CONCLUSIONS AND FUTURE WORK

The analysis reveals that competence does not significantly impact the performance of post-training participants at PT Sinergi Unggul Berdikari (Inera Learning Center) unless supported by opportunities and systemic backing within their institutions. Conversely, motivation has a positive and significant effect, serving as a crucial driver for productivity despite bureaucratic constraints. Work discipline emerges as the most dominant factor influencing performance, with adherence to standard operating procedures ensuring output quality and minimizing errors among alumni. Collectively, competence, motivation, and work discipline account for 32.5% of the variance in performance, while the remaining 67.5% is influenced by external factors like organizational climate and leadership styles. Based on these findings, several recommendations are proposed. PT Sinergi Unggul Berdikari should enhance future training curricula by incorporating soft skills development, particularly in negotiation and change management, to better equip alumni for implementation within rigid institutional frameworks. User institutions are encouraged to foster innovation by allowing trained employees the opportunity to apply their skills, thereby avoiding bureaucratic inertia. Training participants should focus on enhancing their intrinsic motivation and self-discipline to remain adaptable in a dynamic work environment. Finally, future researchers are advised to consider integrating external variables such as leadership styles and organizational climate into their studies to achieve a more comprehensive understanding of performance determinants.

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