

The Influence of Leadership, Communication and Training on Motivation with Competency as an Intervening Variable in the National Police Directorate

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Abstract

This study aims to analyze the influence of training and communication on the work motivation of personnel of the Air Police Directorate (*Ditpoludara*) of the National Police by positioning pilot competency as an intervening variable. This study uses a quantitative method with an explanatory research approach. The research population consists of all pilots of the Police Directorate who are actively on duty, totaling 179 individuals, with a sample of 123 respondents determined using the Slovin formula and selected through proportional random sampling. Primary data were collected through a structured questionnaire using a Likert scale of 1–5, which was distributed via Google Forms. The data analysis technique employed Structural Equation Modeling (SEM) based on Partial Least Squares (PLS) using SmartPLS software. The results of the hypothesis testing showed that communication and training had a positive and significant effect on work motivation, while leadership had no significant effect on either motivation or competency. Competency was also shown to have a significant effect on work motivation, while communication, leadership, and training had no significant effect on competency. In addition, competency was not found to mediate the influence of leadership, communication, and training on work motivation.

Keywords: Leadership; Communication; Coaching; Motivation; Competence.

INTRODUCTION

Motivation is one of the most important things to pay attention to by company management if you want every employee to be able to make a positive contribution to the achievement of company goals, because high motivation from an employee will encourage a lot of enthusiasm in carrying out their duties and responsibilities (Indah, 2020) Employee work motivation is an internal drive that keeps them enthusiastic in carrying out their duties (Sahrona & Rizky, 2025) According to (Hasibuan, 2020) motivation is the encouragement to direct the power and potential of employees so that they can work together productively and successfully achieve company goals. Providing encouragement aims to activate people/employees so that they are enthusiastic and enthusiastic in achieving the desired results (Ferine & Suhardi, 2023) The higher the employee's work motivation, the more support or positive impact on the organization's efforts to achieve optimal job satisfaction (M. . C. Rizky & Husna, 2023) With motivation in a business, it can create a strong drive to achieve the final goal, thus it can be said that if a person has motivation to work, the work he does will give maximum results (Abbas, 2023) Thus, to improve and build a company's performance, leaders and companies need to pay attention to the motivations of their human resources, and identify what can drive those motivations to achieve maximum performance (Benny et al., 2021)

Leadership has a central role in shaping the direction, values, and work behavior of the National Police Directorate personnel. Leaders who have a good leadership style will motivate and inspire their subordinates to change their behavior and work performance for better and quality so that the company's goals can be achieved (Rahman et al., 2023) (Arifin et al., 2019) which explains that leadership is an activity to influence others and change a person's behavior to achieve a goal, both individual and group goals. Meanwhile, according to (M. C. Rizky, 2022) leadership is the ability to convince and move others to be willing to work together under their leadership as a team to achieve certain goals. Leaders who are able to provide examples, clear direction, and support for the development of personnel competencies will create a conducive work environment to increase employee motivation.

Organizational communication itself is a very important factor related to employee work motivation (Chandra et al., 2023) As a bridge for information exchange, communication plays a crucial role in building relationships and creating a conducive work environment (Patappa & Sogalrey, 2024) Lack of communication can result in negative working relationships, which if left unchecked will negatively impact employee work motivation and performance in the long run (Halawa, 2023) This communication does not only occur between superiors and subordinates but also between fellow colleagues, so that every employee can work well. This is certainly not expected because it can affect their performance (Nasution & Rizky, 2024) When leaders and subordinates communicate internally, as well as when subordinates and leaders communicate internally, difficulties often arise, which can result in poor communication or misunderstandings. This problem arises as a result of poor communication, which is evidenced by the inability of employees to understand the information they receive and the absence of leadership supervision, which causes work to become irregular and neglected due to the diversity of educational backgrounds and personalities of individuals (Halawa, 2023)

The rapid development of science causes human resource skills to easily become obsolete, so training and development are very important (Rizky, M. et al., 2022) This training aims to complement skills in doing work, as well as being able to use work equipment correctly (M. . C. Rizky et al., 2023) This training is essentially to overcome problems in the company, including low motivation, inadequate competence so that in the end there is a decrease in performance (Khoirurrahman et al., 2022) According to (Kasmir, 2018) training is a process to form and equip employees by increasing their skills, abilities, knowledge, and behavior. Training can contribute to employee performance, meaning that the more and more targeted training that is carried out, the more effective it is to increase employee motivation. So that it indirectly helps employee development to increase competence, confidence and encourage employees to develop their careers (Givanni & Aribowo, 2023) Employee improvement through training is the first step to improving skills and knowledge according to organizational needs (Daulay & Sanny, 2023) According to Sudarma in (Zuhdi, 2021) superior Human Resources (HR) with high quality are a guide for every organization to be able to achieve the set goals. By providing self-development opportunities, the company shows its commitment to the professional growth of its employees (Gunawan & Rizky, 2024)

However, communication and training do not necessarily increase personnel motivation in the absence of adequate competencies. Work competencies play a crucial role in shaping work

motivation (Muhammad et al., 2024) To achieve good performance, employees must have good competence in completing work (Wulansari, 2019) Competencies, which include knowledge, skills, and work attitudes, play an important role as an important variable in linking communication and training to motivation. Employees who have high competence will more easily understand tasks, control work situations, and show satisfactory results according to the expectations of the leadership (Sitepu & Rizky, 2025) In other words, competence can be an intervening variable that bridges the influence of communication and training on personnel work motivation.

The Directorate of Air Police (Ditpoludara) of the National Police is a special unit tasked with air operations to support the tasks of the national police. Air pilots as a key element in the operations of the Ditpoludara have a role in maintaining public safety and order through air patrols, area surveillance, search and rescue operations, and special operations support. The air pilot profession demands a high level of competence, given the complexity of aviation technology and the operational risks faced in each mission.

The operational success of the Directorate of Political Affairs is highly dependent on the quality of human resources, especially air pilots who have high work motivation and adequate competence. Communication and training are fundamental factors that affect the motivation and competence of personnel. However, the phenomenon that occurs in the field shows that there are various problems that need serious attention. Competencies that should be the main strength can actually be an inhibiting factor if not developed properly.

The purpose of this study is to analyze the direct and indirect effects of leadership, communication, and training on work motivation, with competence as an intervening variable, specifically within the Air Police Directorate. The contribution of this research is twofold: theoretically, it tests the applicability of established motivational models in a novel, high-reliability organizational context; practically, it provides evidence-based recommendations for the National Police to enhance personnel motivation and operational readiness. The main objective is to test ten hypotheses regarding these relationships. The benefits of this research are expected to be significant for the National Police leadership in formulating more effective policies on communication, training, and competency development to boost pilot motivation and, consequently, mission success.

(Arifin et al., 2019) which explains that leadership is an activity to influence others and change a person's behavior to achieve a goal, both individual and group goals. According to (M. C. Rizky, 2022) leadership is the ability to convince and move others to be willing to work together under their leadership as a team to achieve certain goals. Effective leadership styles, such as inspirational and supportive, can motivate employees to work optimally (Rahayu et al., 2024)

The meaning of communication comes from the Latin word "*Communis*" which means to make togetherness or build togetherness between two or more people. According to Cherry in Stuart, it is said that communication also comes from the Latin root word "*Communico*" which means to divide. Rongers and D. Lawrence Kincaid emphasized that communication is a process in which two or more people form or exchange information, resulting in deep mutual understanding (Cangara, 2019) Communication is an interaction process to exchange information with the aim of influencing the attitudes and behaviors of others (Koesomowidjojo, 2021) Whether through the media or directly through speech, text, images, symbols or certain forms of code,

human life is inseparable from nonverbal and verbal communication. (Sikula, 2017) "Communication is the process of transferring information, understanding, and understanding from a person, a place, or something to something, place or other people". According to (Dinata, 2022) "good communication in an organization can be the source of success for an organization in achieving what is expected. Communication is the initial milestone of employees in carrying out their duties and responsibilities in the company".

(Kasmir, 2018) (Kasmir, 2018)(Khoirurrahman et al., 2022) Training is the entire process of providing, obtaining, and improving competencies as well as attitudes and work ethic in accordance with the degree and qualifications of the position and work. This definition confirms that training does not only focus on technical aspects, but also includes changes in attitudes and behaviors that support work effectiveness. From a benefits perspective, it states that effective training can provide benefits for both individuals and organizations. For individuals, training can increase confidence, job satisfaction, and career prospects. For organizations, training contributes to increasing productivity, service quality, and organizational competitiveness.(Blanchard & Thacker, 2019)

According to Hasibuan (2020), motivation is the encouragement to direct the power and potential of employees so that they can work together productively and successfully achieve company goals. This motivation arises from the Latin word "movere" which means movement or encouragement, creating a work spirit for employees to work effectively and integrated to achieve predetermined goals. Motivation is a process that plays a role in the intensity, direction, and duration of individual efforts towards achieving goals (Prayetno & Darmilisani, 2024) High motivation encourages employees to achieve organizational goals and improve the quality of work, through financial incentives, rewards for achievements, and career development opportunities (Rahayu et al., 2024) According to Mangkunegara (2017) in (Silaen et al., 2023) is a condition or energy that drives employees and is directed to achieve organizational or company goals.

According to (Wibowo, 2018), competence is an ability to carry out or perform a job or task based on skills and knowledge and supported by the work attitude demanded by the job. Law No. 13 of 2003 concerning Manpower explains that work competence is work ability that includes knowledge, expertise, and work attitudes that are in accordance with the standards set in each individual (Eksan, 2020). Competency is a specific combination of knowledge, skills of supervisory officers and work discipline needed to carry out a specific activity (Nurjana & Solehudin, 2023) If competence is interpreted as the same as ability, then it can be interpreted as knowledge in understanding the purpose of work, knowledge in carrying out precise tips in carrying out proper and good work, and understanding how important discipline is in the organization so that all rules can run well (Wulansari, 2019)

METHOD

This study used a quantitative research design with an explanatory approach aimed at explaining the causal relationships among training, competency, and work motivation variables. The research population consisted of all pilots of the Air Police Directorate (Ditpoludara) who were actively on duty at the time of the study, totaling 179 individuals. The sample was determined

using the Slovin formula with a 5% margin of error, resulting in 123 respondents selected through proportional random sampling.

The type of data used was primary data sourced directly from respondents through a structured questionnaire distributed using Google Forms (GForm). The research instrument employed a Likert scale of 1–5 to measure respondents’ perceptions of the three research variables. The data analysis technique used Structural Equation Modeling (SEM) based on Partial Least Squares (PLS), with the assistance of SmartPLS software, to test the direct and indirect effects (mediation effect) of competency in the relationship between training and work motivation. This analysis included the evaluation of measurement models (outer model) and structural models (inner model), as well as hypothesis testing through bootstrapping.

RESULT AND DISCUSSION

Data analysis was carried out using Structural Equation Modelling (SEM) through a variance-based approach (VB-SEM), with the Partial Least Square path modeling (PLS-SEM) method. There are 3 stages in Partial Least Square (PLS) analysis, namely:

1. Measurement Model Analysis (outer model)

The measurement model (outer model) is carried out to provide certainty that the measurements used are valid and reliable. The test results were carried out as follows:

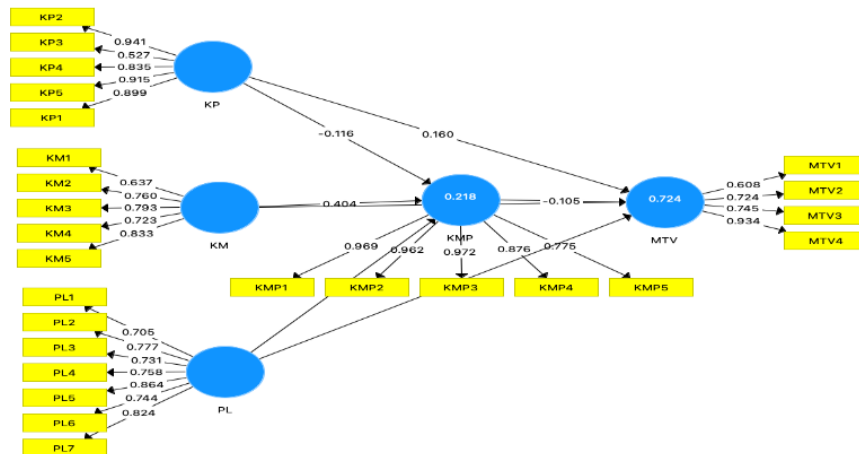


Figure 1. Outer Model PLS 1

a. Convergent Validity

The purpose of the analysis is to measure how much correlation there is between the construct and the latent variable. The value of convergent validity is a standardized loading factor value that describes the correlation between latent variables and their indicators.

Table 1. Loading Value Before Elimination

	KM	KMP	KP	MTV	PL
KM1	0,637				
KM2	0,760				
KM3	0,793				
KM4	0,723				

	KM	KMP	KP	MTV	PL
KM5	0,833				
KMP1		0,969			
KMP2		0,962			
KMP3		0,972			
KMP4		0,876			
KMP5		0,775			
KP2			0,941		
KP3			0,527		
KP4			0,835		
KP5			0,915		
MTV1				0,608	
MTV2				0,724	
MTV3				0,745	
MTV4				0,934	
PL1					0,705
PL2					0,777
PL3					0,731
PL4					0,758
PL5					0,864
PL6					0,744
PL7					0,824
KP1			0,899		

Based on the results of the initial stage of convergent validity testing, loading factor values were obtained for all indicators that formed five research variables, namely Leadership (KP), Communication (KM), Training (PL), Competency (KMP), and Motivation (MTV). Referring to the criteria of Hair et al. (2014) which require a loading factor value of at least 0.7 to meet convergent validity, it was found that three indicators did not meet these criteria, namely KM1 with a loading value of 0.637 in the Communication variable, KP3 with a loading value of 0.527 in the Leadership variable, and MTV1 with a loading value of 0.608 in the Motivation variable. Meanwhile, the Competency variable showed excellent results with all indicators having a loading factor above 0.775, even three indicators (KMP1, KMP2, and KMP3) had loading values above 0.96 which indicates a very strong convergent validity. The Training variable also showed good performance with all seven indicators having a loading factor above the threshold of 0.7. Based on these findings, the three ineligible indicators (KM1, KP3, and MTV1) need to be eliminated from the model for retesting to ensure that all remaining indicators have adequate convergent validity.

Table 2. Loading Value After Elimination

	KM	KMP	KP	MTV	PL
KM2	0,737				
KM3	0,802				
KM4	0,753				
KM5	0,837				
KMP1		0,968			
KMP2		0,960			
KMP3		0,971			

	KM	KMP	KP	MTV	PL
KMP4		0,872			
KMP5		0,785			
KP2			0,966		
KP4			0,869		
KP5			0,942		
MTV2				0,724	
MTV3				0,822	
MTV4				0,940	
PL1					0,703
PL2					0,781
PL3					0,727
PL4					0,752
PL5					0,862
PL6					0,755
PL7					0,819
KP1			0,919		

After the elimination of three indicators that did not meet the criteria (KM1, KP3, and MTV1), the results of the convergent validity test showed a significant improvement where all remaining indicators met the minimum loading factor value of 0.7 according to the standards of Hair et al. (2014). These results confirm that all measurement indicators used in the study have adequate convergent validity, meaning that each indicator is capable of measuring the latent construct in question well and can be proceeded to subsequent validity and reliability testing.

b. Discriminant Validity

Discriminant validity is the value of the cross loading factor. This value aims to find out whether the construct has adequate discriminators, the trick is to compare the loading value of the intended construct must be greater than the loading value with other constructs.

Tabel 3. Cross Loading

	KM	KMP	KP	MTV	PL
KM2	0,737	0,210	0,062	0,549	0,294
KM3	0,802	0,416	0,546	0,767	0,704
KM4	0,753	0,438	0,390	0,629	0,789
KM5	0,837	0,439	0,135	0,550	0,451
KMP1	0,449	0,968	0,089	0,247	0,344
KMP2	0,514	0,960	0,155	0,292	0,436
KMP3	0,430	0,971	0,110	0,218	0,358
KMP4	0,467	0,872	0,200	0,218	0,362
KMP5	0,374	0,785	0,282	0,242	0,195
KP2	0,418	0,174	0,966	0,382	0,417
KP4	0,287	0,185	0,869	0,294	0,226
KP5	0,401	0,169	0,942	0,487	0,414
MTV2	0,507	0,188	0,309	0,688	0,639
MTV3	0,768	0,276	0,293	0,822	0,514
MTV4	0,701	0,194	0,421	0,940	0,651
PL1	0,450	0,269	0,280	0,387	0,703
PL2	0,465	0,428	0,372	0,597	0,781
PL3	0,558	0,197	0,345	0,494	0,727

	KM	KMP	KP	MTV	PL
PL4	0,566	0,077	0,352	0,531	0,752
PL5	0,610	0,345	0,176	0,598	0,862
PL6	0,717	0,328	0,403	0,700	0,755
PL7	0,627	0,314	0,206	0,527	0,819
KP1	0,337	0,134	0,919	0,335	0,376

The results of the discriminant validity test through the cross loading method in Table 3 show that all indicators have the highest loading values on their own latent variables compared to other latent variables, which indicates that each variable has a good discriminator.

c. Composite Reliability

The data is said to have high reliability or the data is acceptable if the data has a composite reliability of >0.7 , while if the composite reliability is >0.8 , it means very satisfactory.

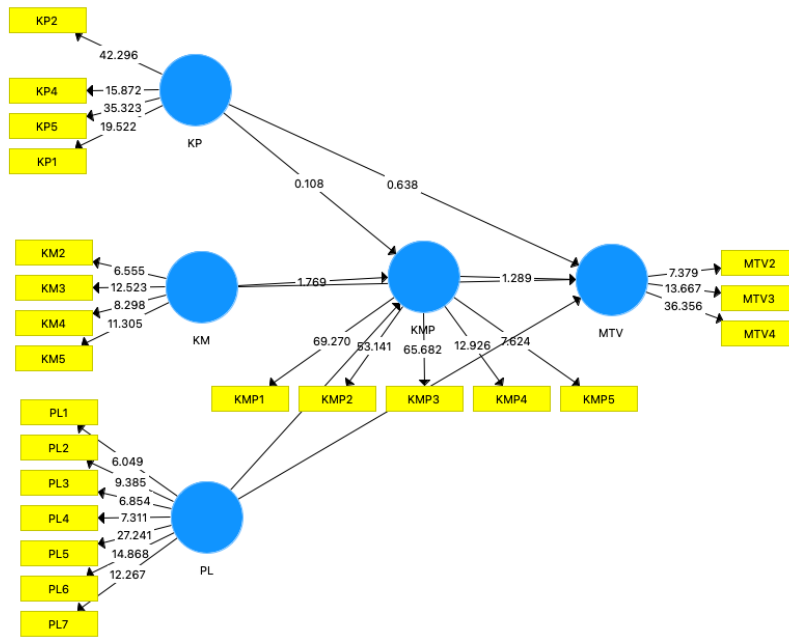
Tabel 4. Composite Reliability

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
KM	0,792	0,802	0,864	0,613
KMP	0,949	0,959	0,962	0,836
KP	0,943	0,972	0,959	0,855
MTV	0,753	0,776	0,861	0,677
PL	0,888	0,899	0,912	0,597

Based on the results of the construct reliability test in Table 4, all research variables, namely Communication (KM), Competency (KMP), Leadership (KP), Motivation (MTV), and Training (PL) have met the criteria of reliability and good validity. This is shown by Cronbach's Alpha and Composite Reliability values for each variable, which are all above the minimum limit of 0.70, thus reflecting the indicator's strong internal consistency in measuring its constructs. In addition, the Average Variance Extracted (AVE) value for all variables has also exceeded the value of 0.50, which indicates that each construct is able to adequately explain the variance of its indicators. Thus, it can be concluded that the research instruments used are reliable and valid, so the measurement model is suitable for structural model analysis and hypothesis testing at a later stage.

2. Structural Model Analysis (Inner Model)

Structural model analysis (Inner Model) is a specification of the relationship between latent variables based on substantive theory. The inner model aims to ensure that the structure built is robust and accurate. The analysis of the inner model is seen from several indicators, namely:



Gambar 2. Inner Model (Bootstrapping)

a. Coefficient of Determination (R²)

Coefficient determination (R²) is the overall measure for a structural model. The interpretation of the R² value is the magnitude of the variability of the endogenous variable that can be explained by the exogenous variable.

Table 5. Coefficient Determination (R²)

	R Square	R Square Adjusted
KMP	0,244	0,162
MTV	0,718	0,676

Based on the results of the determination coefficient (R²) in Table 5, the R Square value for the Competency variable (KMP) is 0.244, which shows that the Leadership, Communication, and Training variables are able to explain 24.4% of the Competency variation, while the remaining 75.6% is influenced by other factors outside the research model. Meanwhile, the R Square value for the Motivation variable (MTV) was 0.718, indicating that the Leadership, Communication, Training, and Competency variables were simultaneously able to explain 71.8% of the Motivation variation, while the remaining 28.2% were explained by other variables that were not studied. This shows that the model has a strong ability to explain motivation and sufficient for competence in the context of research at the National Police Directorate.

b. Predictive Relevance (Q²)

Predictive Relevance (Q²) or known as Stone-Geisser's aims to validate the model. Measurements are suitable if endogenous latent contractions have an effective measurement model. The range of the magnitude of the value of Q² is 0 < Q² < 1, if the predictive relevance value is closer to 1, then it is said that the model is getting better and

shows that the exogenous latent construct is suitable as an explanatory variable that can predict the endogenous construct.

The Predictive Relevance (Q^2) test is used to assess the extent to which the structural model has predictive ability against endogenous variables. The value of Q^2 is calculated by the formula:

$$Q^2 = 1 - (1 - R^2_1)(1 - R^2_2)$$

Where R^2_1 and R^2_2 are the R Square values of all endogenous variables. Based on the results of the study, the R^2 value for Competency (KMP) is 0.244 and the R^2 value for Motivation (MTV) is 0.718, so the Q^2 calculation is as follows:

$$Q^2 = 1 - (1 - 0,244)(1 - 0,718)$$

$$Q^2 = 1 - (0,756 \times 0,282)$$

$$Q^2 = 1 - 0,213$$

$$Q^2 = 0,787$$

The Q^2 value of 0.787 (> 0) shows that the research model has excellent predictive relevance, meaning that the variables of Leadership, Communication, and Training, with Competency as the intervening variable, are able to predict endogenous variables strongly. Thus, the structural model in this study is declared feasible and has a high predictive ability to explain the motivation of the personnel of the National Police Directorate.

3. Hypothesis Testing

In PLS, a non-parametric bootstrapping procedure is used to test for coefficient significance (Hair, et. al. 2014), because in PLS it is not assumed that the data is normally distributed.

Table 6. Hypothesis Test

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics ((O/STDEV))	P Values	Conclusion
KM -> KMP	0,479	0,493	0,271	1,769	0,077	Rejected
KM -> MTV	0,673	0,664	0,153	4,402	0,000	Accepted
KMP -> MTV	-0,176	-0,149	0,136	3,289	0,020	Accepted
KP -> KMP	-0,023	-0,056	0,212	0,108	0,914	Rejected
KP -> MTV	0,079	0,104	0,124	0,638	0,524	Rejected
PL -> KMP	0,031	0,047	0,319	0,096	0,923	Rejected
PL -> MTV	0,258	0,241	0,188	2,375	0,017	Accepted
KM -> KMP -> MTV	-0,084	-0,073	0,086	0,977	0,329	Rejected
KP -> KMP -> MTV	0,004	0,002	0,040	0,100	0,920	Rejected
PL -> KMP -> MTV	-0,005	-0,003	0,062	0,087	0,930	Rejected

The results of the hypothesis test in Table 6 show mixed results for the seven hypotheses proposed in this study.

- a. The first hypothesis that Communication (KM) has a positive effect on Competency (KMP) is rejected, with a T Statistics value of $1.769 < 1.96$ and P Values of $0.077 > 0.05$, and a path coefficient of 0.479.

- b. The second hypothesis that Communication (KM) has a positive effect on Motivation (MTV) is accepted, with a T Statistics value of $4.402 > 1.96$ and P Values of $0.000 < 0.05$, and a path coefficient of 0.673.
- c. The third hypothesis stating that Competency (KMP) has an effect on motivation (MTV) is accepted, with a T Statistics value of $3.289 > 1.96$ and a P Values of $0.020 < 0.05$, with a path coefficient of -0.176 .
- d. The fourth hypothesis that Leadership (KP) has an effect on Competency (KMP) is rejected, with T Statistics values of $0.108 < 1.96$ and P Values of $0.914 > 0.05$, and a path coefficient of -0.023 .
- e. The fifth hypothesis that Leadership (KP) has an effect on Motivation (MTV) is rejected, with T Statistics values of $0.638 < 1.96$ and P Values of $0.524 > 0.05$, and a path coefficient of 0.079.
- f. The sixth hypothesis that Training (PL) has an effect on Competency (KMP) is rejected, with a T Statistics value of $0.096 < 1.96$ and P Values of $0.923 > 0.05$, and a path coefficient of 0.031.
- g. The seventh hypothesis that Training (PL) has a positive effect on Motivation (MTV) was accepted, with a T Statistics value of $2.375 > 1.96$ and P Values of $0.017 < 0.05$, and a path coefficient of 0.258.
- h. The eighth hypothesis that Communication (KM) has an effect on Motivation (MTV) through Competency (KMP) is rejected, with a T Statistics value of $0.977 < 1.96$ and P Values of $0.329 > 0.05$, and a path coefficient of -0.084 .
- i. The ninth hypothesis that Leadership (KP) affects Motivation (MTV) through Competency (KMP) is rejected, with a Statistics T value of $0.100 < 1.96$ and P Values of $0.920 > 0.05$, and a path coefficient of 0.004.
- j. The tenth hypothesis that Training (PL) has an effect on Motivation (MTV) through Competency (KMP) is rejected, with a T Statistics value of $0.087 < 1.96$ and P Values of $0.930 > 0.05$, and a path coefficient of -0.005 .

CONCLUSION

The results of the study indicate that leadership and communication did not have a significant effect on personnel competency within the Air Police Directorate (Ditpoludara) of the National Police, suggesting that competency development is primarily driven by standardized technical training systems, aviation regulations, certification requirements, flight hours, and operational experience rather than managerial or communicative factors. Leadership also did not significantly influence work motivation, implying that in a hierarchical, command-based organization, motivation is more strongly shaped by professionalism, duty responsibility, and institutional commitment than by leadership style. In contrast, communication and training were found to have a positive and significant effect on work motivation, as clear instructions, accurate operational information, and structured training foster a sense of readiness, confidence, and morale among personnel. However, training did not significantly impact competency, indicating its role is more aligned with maintaining standards and regulatory compliance than developing new skills. Competency itself significantly affected work motivation in a negative direction, reflecting that

higher competence is often associated with greater responsibilities and operational pressures, which may reduce motivation if not supported by balanced workloads and organizational support. Furthermore, competency was not proven to mediate the relationship between leadership, communication, or training and work motivation, highlighting that motivation is influenced more directly by situational and experiential factors. Future research is recommended to explore additional variables such as organizational support, workload balance, psychological well-being, and reward systems to better understand the dynamics influencing both competency development and work motivation in high-risk institutional environments.

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