

Research Article

# Analysis of the Influence of Leadership and Competency Training on Employee Performance

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## ABSTRACT

The purpose of this study is to find out the performance of employees who are influenced by the contribution of training and competence. The research method uses quantitative with the process of collecting field observation data, interviewing and distributing questionnaires. The research sample had a total of 43 respondents. The results obtained on the training variable can be seen with the number of T-calculations of 4,945 and the T-table with a value of 2,019 obtained results ( $4,945 > 2,019$ ) and in significant results ( $0,000 < 0.05$ ). In competence, the number of T-calculations of 2,117 and the T-table of 2,019 were obtained results ( $2,117 > 2,019$ ) and significant results ( $0.041 < 0.05$ ). From these results, it can be concluded that employee performance is affected by training. In addition, another conclusion is that the contribution of training affects significantly and positively to employee performance, as well as employee performance which is influenced by competence with significant and positive influences. In the result of F sebsar 48,357 with significance obtained ( $0.000 < 0.05$ ). With the result that there is a  $H_0$  that is rejected and there is a  $H_a$  that is accepted with a statement of the training and competency variables simultaneously (simultaneously) has a significant influence and has a positive impact on employee performance.

**Keywords:** Leadership Training; Employee Competence; Employee Performance; Human Resource Development; Training Effectiveness

## 1. INTRODUCTION

The development of the industry in Indonesia has undergone significant transformation in line with the changing global economic landscape. Indonesia's garment industry has shown resilience and adaptability in facing global challenges. Despite facing stiff competition from other Southeast Asian countries, the sector has maintained its position as a major contributor to the country's economy (Aritenang & Chandramidi, 2020). Recent developments include a shift towards more sustainable and ethical production practices, driven by the increasing global demand for eco-friendly clothing (Wei & Wang, 2021). The industry is also beginning to embrace digital technologies and automation to increase productivity and reduce costs. However, challenges remain, including the need for a skilled workforce, infrastructure improvements, and more efficient supply chain management (Ladu et al., 2024).

The garment industry is focusing on upskilling its workforce to meet the demands of Industry 4.0, with a particular emphasis on digital literacy and advanced manufacturing techniques (Julie et al., 2024). Efforts to integrate more closely with global value chains are underneath, aiming to position Indonesia as a key player in the Asian textile and apparel market (Horner, 2022). In addition, there is a growing trend towards circular economy practices in the sector, with initiatives to reduce waste and increase the use of recycled materials in production (Niinimäki et al., 2020). A survey of the workforce in the Indonesian garment industry shows significant challenges as well as opportunities for development. This sector is still a large absorber of labor, especially for workers with lower-middle skills (Islam et al., 2024). However, with the development of technology and the demands of the global market, there is an urgent need to upskill the workforce. Training in the use of digital technology, automation, and advanced manufacturing techniques is a priority to maintain the competitiveness of the industry (Wei & Wang, 2021).

Employee performance is defined as the level of achievement of tasks or responsibilities assigned to individuals in an organization. According to some experts, such as (Mathis & Jackson, 2020), employee performance is the result of effort,

ability, and perception regarding roles. Performance is also often measured based on the effectiveness, efficiency, and quality generated by employees. The study conducted by (Octavia et al., 2023) emphasizes that performance is not only influenced by individual factors (such as motivation and competence), but also by work environment factors, including organizational policies, company culture, and leadership. Employee performance is a benchmark in measuring the success of an organization caused by employee contributions including performance improvement, task achievement, work quality, initiative and teamwork. Employees who have good performance in addition to having quality work also have the ability to adapt to changes in knowledge and be innovative in finding solutions to problems.

The performance of employees has a direct impact on the success of the organization. According to (Purnaman et al., 2022), organizations with high employee performance have a competitive advantage because they are able to achieve targets more efficiently and effectively. On the other hand, organizations with low performance levels will suffer losses, both financially and reputationally. In addition, research by (Han & Mhunpiew, 2024) shows that organizations that focus on improving employee performance through effective HR development strategies tend to have higher retention rates, as well as be more innovative in the face of market challenges. Employee performance is influenced by factors from the individual as well as the organizational environment. These factors affect employee performance in optimizing their work. Based on the latest literature review, there are three categories that affect employee performance, these factors can be categorized as individual, organizational, and environmental factors (Dessler, 2020; Noe & Al., 2021).

Leadership (supervisors) in the Indonesian garment industry is showing a crucial role in managing the transition to more sustainable and efficient manufacturing practices. Supervisors are required to have high adaptive abilities in the face of technological changes and dynamic market demands (Wang et al., 2024). They play an important role in the implementation of new management systems, competency supervision, and maintenance of work standards in accordance with international regulations (Nassani et al., 2024). The ability to motivate and guide teams in an increasingly digitized work environment is also a key competency. In addition, supervisors must be able to bridge communication between top-level management and field workers, especially in socializing new policies and managing organizational changes (Niinimäki et al., 2020). Supervisors are not only required to have technical expertise in garment production, but also must master soft skills. Recent research shows that supervisors who have a combination of technical and managerial skills are better able to drive innovation and efficiency in the production process (Zhang et al., 2020). They are also more effective at managing employee stress and creating a positive work environment. However, there is still a gap between the competencies needed and the realities on the ground, especially in terms of digital capabilities and an understanding of sustainable manufacturing practices (Majumdar et al., 2020)

The main challenge in developing leadership in the Indonesian garment industry is bridging the gap between theory and practice. Many supervisors who are promoted based on their work experience may have difficulty adopting modern management concepts or new technologies (Kenda et al., 2024). Therefore, an experiential learning approach and on-the-job training have become very important. Work rotation programs and cross-departmental projects have also begun to be implemented to broaden perspectives and improve supervisors' understanding of the company's overall operations (Aritenang & Chandramidi, 2020). The relationship between education and leadership in the context of the Indonesian garment industry shows a significant correlation to performance and innovation in this sector (Zhang et al., 2020). Formal education and ongoing training have been shown to enhance the capacity of leaders to adopt new technologies, implement sustainability practices, and manage global supply chain complexity. Educational programs that are integrated with industry needs help produce leaders who are better prepared to face real-world challenges (Wei & Wang, 2021).

According to (UNESCO, 2020) non-formal education is an organized and structured learning process, but it takes place outside the formal education environment. In the report (World Bank, 2021), non-formal education is defined as education that is carried out outside of formal institutions and is more flexible in terms of time, place, and teaching methods. According to (ILO, 2022), non-formal education has an important role in developing skills relevant to the world of work, especially in rapidly growing sectors. This education is often delivered through skills training or internships that focus on the needs of the industry and the labor market. Leadership is someone who is able to give direction or influence others in an organization in such a way that the organization becomes more coherent and cohesive (Northouse, 2021). According to (Yukl, 2021), effective leadership requires the development of various competencies, such as communication, decision-making, and conflict management. Leadership training is the key to instilling these skills in individuals who will or already hold managerial positions.

Leadership training is becoming increasingly important as many organizations today face rapid changes, both in terms of technology, culture, and global market dynamics. According to research conducted by (McKinsey & Company, 2021), more than 60% of executives admit that leadership skills in their organizations are not enough to face the challenges of the future. (Octavia et al., 2023) emphasized that leadership training should focus more on developing soft skills, such as interpersonal communication, stress management, and empathy, which are increasingly needed in the work environment. Leadership training according to (Nordin, 2021) explains that there are several types of leadership training. Types of formal leadership training that involve courses or programs designed by a university or professional institution. A type of on-the-job leadership training that involves hands-on experience in the field so that leaders learn through real actions. A type of technology-based research where training switches to digital platforms. In the case of coaching and mentoring training, according to (Han & Mhunpiew, 2024), coaching helps leaders for self-reflection and deeper personal development.

In addition, investment in education-based leadership development also contributes to increased productivity, reduced employee turnover, and increased overall company competitiveness (Shareef et al., 2020). A lifelong learning approach and collaboration between educational institutions and industry are key in preparing a generation of competent leaders for the future of Indonesia's garment industry. Problems regarding leadership in the garment industry of PT Samkyung Jaya Garments, especially at the supervisory level, are often rooted in promotional practices that prioritize work experience rather than formal education backgrounds. While practical experience is invaluable, limitations in formal education can hinder supervisors' ability to adopt new technologies, manage organizational change, and implement complex business strategies. This can result in a gap between the needs of the increasingly advanced industry and the leadership competencies available.

The implementation of leadership training programs carried out internally in the garment industry of PT Samkyung Jaya Garments has not shown promising results in improving the quality of supervisory leadership. Initial evaluations showed significant improvements in the decision-making skills, conflict management, and communication effectiveness of supervisors who had undergone training. Some companies reported increased productivity and competence after the implementation of the training program, which was attributed to improvements in team management and optimization of production processes. However, challenges remain, particularly in ensuring consistency in the application of new skills in the workplace and measuring the long-term impact of these training investments. Some companies have begun adopting ongoing mentoring and coaching systems to support supervisors in applying their new knowledge, as well as using technologies such as mobile apps to provide ongoing support and resources. This leadership training is very important to train problem solving for leaders so that problems in the company can be quickly overcome, precisely, effectively and efficiently (Sujarwo, 2006).

One of the important aspects of leadership development in the Indonesian garment industry is the focus on sustainability and corporate social responsibility. Recent training programs have begun to include modules on sustainable manufacturing practices, waste management, and protection of workers' rights. Supervisors are trained to not only focus on production efficiency, but also to consider the environmental and social impacts of a company's operations. Some companies have begun to integrate the Sustainable Development Goals (SDGs) into their leadership training programs, encouraging supervisors to think holistically about their role in creating a more responsible garment industry. This approach not only helps companies meet the demands of increasingly environmentally conscious global consumers, but also positions the garment industry as a leader in sustainable manufacturing practices. The challenges of the training program remain in measuring and validating the impact of these sustainability initiatives, as well as in ensuring that sustainability principles are effectively integrated into day-to-day operations. Leaders should also be able to provide gradual improvement in employee skills so that the longer employees work, the more competence in their field of work increases.

The work competencies of employees are also inadequate because the training provided internally is less effective. Leadership from supervisors who are less able to motivate and protect their subordinates has an impact on employee competence that does not improve in their work. According to (Forum (2020), work competencies include skills related to the ability to adapt to the changing world of work, such as problem-solving, creativity, and digital literacy. According to Cottam (2021), it states that work competence is an important indicator in employee performance assessment and is the basis for career development. By having the appropriate competencies, individuals can make a significant contribution to the organization. Core competencies such as adaptability, critical thinking, and the ability to utilize information technology are becoming increasingly important (Mathis & Jackson, 2020).

This study aims to analyze the impact of training that will be carried out by third parties who are more competent in their fields on leadership at PT. Samkyung Jaya Garment, a leading garment company in Semarang. This study will evaluate the effectiveness of the leadership training programs that have been implemented, with a focus on improving supervisors' performance in managing teams, adopting new technologies, and increasing productivity. The analysis will be conducted through a quantitative approach of key performance indicators with in-depth interviews and field observations. This study will also explore changes in the leadership style, decision-making skills, and communication effectiveness of supervisors before and after participating in the training program. The results of this study are expected to provide valuable insights into effective leadership development strategies in the context of the Indonesian garment industry, as well as provide recommendations for future training program improvements and adjustments.

## 2. RESEARCH METHOD

This study uses a quantitative method. The quantitative method is data on research results with zero concrete, data collected in the form of numbers and analyzed statistically through various kinds of statistical tests so that a conclusion can be drawn (Sugiyono, 2019:41). Data collection is carried out by observation. According to Sugiyono, (2019: 19) states that observation is a type of data collection that is more specific because it is through observation by researchers. Interview with explanation according to Hardani (2020:26) interview is a data collection technique that involves researchers and respondents to ask questions and answers to a research question. Questionnaire with explanation, according to Sugiyono, (2019:22) a questionnaire is a data collection tool that contains questions that must be answered by respondents in writing.

The method used in this study is quantitative with a descriptive approach. This method uses collection and observation, interviews and questionnaires. The questionnaire collection was carried out by distributing a questionnaire in which there were questions based on the indicators of each variable used. In this study, independent variables including training and competence were used as well as dependent variables, namely employee performance. The descriptive analysis technique according to Arikunto Suharsimi (2019: 152) in this study is used to see the conditions that will then be presented in a report. One of the descriptive techniques is to use interference to estimate the research data collected for analysis and conclusions.

The classical assumption test is carried out in three stages, namely the autocorrelation test according to Ghozali (2018:111) used to analyze the relationship or correlation in each period through a regression model. Good results will be shown through the absence of autocorrelation. The Normality Test according to Ghozali (2018:161) is carried out to analyze whether the scattered distribution is declared normal or not. The Multicollinearity test according to Ghozali (2018:107) is used to analyze the relationship or correlation between independent variables through the form of regression models. Hypothesis testing according to Sugiyono (2018:99) is used to find out answers that are only temporary in a study. The determination of the results of the proposed hypothesis can be done by t-test and F-test. Multiple linear analysis According to Gujarati in Ghozali (2018:95), regression analysis is used to measure how much dependence a variable is bound to one or more independent variables. Coefficient of Determination ( $R^2$ ) The coefficient of determination ( $R^2$ ) is used to measure the magnitude of ability and percentage contribution (%) of the independent variables studied, namely training ( $X_1$ ) and competency ( $X_2$ ) to the bound variable, namely employee performance ( $Y$ ).

## 3. RESULTS AND DISCUSSION

### 3.1 Results

The characteristics of the respondents were divided by gender, age, length of employment, education, and department as follows.

**Table 1.** Characteristics of Respondents by Gender

No.	Gender	Amount	Percentages
1	Man	19	44,2%
2	Female	24	55,8%
	Total	43	100%

The results of respondents who participated in the study were obtained as many as 43 people in this study, at a total percentage of 44.2% there were 19 people with male or male gender, which was smaller than the female respondents, which was 55.8% or as many as 24 respondents

**Table 2.** Characteristics of Respondents by Age

No.	Age (Years)	Amount	Percentages
1	31-40	10	23,3%
2	41-50	25	58.1%
3	51-60	8	18,6%
	Total	43	100%

The results in the age category were obtained 58.1% with a total of 25 people aged 41-50 years where the most dominant, in the age range of 31-40 years was 23.3% with a nominal number of 10 people, respondents with the age of 51-60 years were 18.6% or as many as 8 respondents.

**Table 3.** Characteristics of respondents based on length of work

No.	Length of work (Years)	Amount	Percentages
1	6-10	21	48,8%
2	11-15	22	51,2%
	Total	43	100%

The results of this study were obtained as many as 51.2% with a nominal of 22 people with a working period of 11-15 years which was the most dominant, while with a long working period of 6-10 years obtained 48.8% or 21 people.

**Table 4.** Characteristics of Respondents Based on Education

No.	Length of work (Years)	Amount	Percentages
1	Junior High School (SMP)	9	21%
2	Senior High School (SMA)	31	72,1%
3	Primary School (SD)	3	6,9%
	Total	43	100%

The results obtained in this study were 72.1% which amounted to 31 people with high school education level where the most dominant was respondents with elementary education which was 6.9% or as many as 3 respondents, respondents with junior high school education were 21% or as many as 9 respondents.

**Table 5.** Characteristics of Respondents by Department

No	Department	Amount	Percentages
1	Cutting	3	6.9%
2	Sewing	22	51,2%
3	Finishing	5	11,6%
4	Quality Control	8	18,6%
5	Warehouse	2	4,7%
6	Sample	2	4,7%
7	Mechanical	1	2,3%
	Total	43	100%

The results obtained in this study were 51.2% which amounted to 22 people from the Sewing department which was the most dominant, respondents from the Quality Control department which was 18.6% or as many as 8 respondents, respondents from the Finishing department which was 11.6% or as many as 5 respondents, respondents from the Cutting department which was 6.9% or as many as 3 respondents, respondents from the Warehouse and Sample department which was 4.7% or as many as 2 respondents, respondents from the Mechanical Department were 2.3% or as many as 1 respondent. From the research data, the following linear regression analysis can be obtained.

**Table 6.** Autocorrelation Test

Model Summary <sup>a</sup>					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.841 <sup>a</sup>	.707	.693	5.629	1.786

a. Predictors: (Constant), Kompetensi, Pelatihan  
 b. Dependent Variable: Kinerja Karyawan

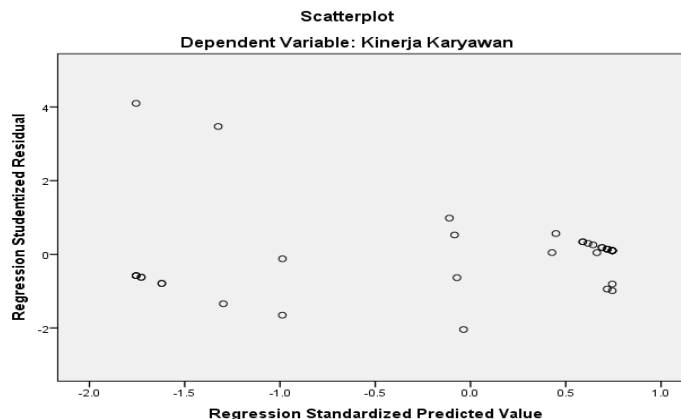
There are results in **Table 6**, namely the autocorrelation test table to state whether or not the results state that the Durbin-Watson result is 1.786. In the autocorrelation test, it can be said that there is no autocorrelation test if  $DU < DW < 4-DU$ . The resulting DU is 1.720 obtained through the Durbin Watson table with a value of n 43. So that the results of  $1,720 < 1,786 < 280$  were obtained, which can be said to have no autocorrelation symptoms. So, it can be stated that H0 means that there will be no autocorrelation.

**Table 7.** Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		43
Normal Parameters <sup>a,b</sup>	Mean	0E-7
	Std. Deviation	5.49317954
Most Extreme Differences	Absolute	.250
	Positive	.250
	Negative	-.169
Kolmogorov-Smirnov Z		1.641
Asymp. Sig. (2-tailed)		.009

a. Test distribution is Normal.  
 b. Calculated from data.

In the **Table 7**, normality tests in stating whether a variable has a normal distribution or not, the result of the signification value with a value of 0.009 is stated to be less than 0.05 with the statement ( $0.009 < 0.05$ ). In the comparison of the distribution of data, it is stated that this data is said to be abnormal and therefore the regression model is declared unacceptable because there is a violation of assumptions in normality so that the distribution of residual data obtained in a regression model has not been distributed normally.



**Figure 1.** Heteroscedasticity test

The results of the heteroscedasticity test are obtained with a decision taken when the data points in the image show an irregular shape or a pattern can indicate that heteroscedasticity has a problem and if the dots in the image data show randomly with no pattern or irregularity, it is indicated that there is no problem in heteroscedasticity. With unpatterned and unarranged points, in the image it is obtained that the image is scattered below or above the zero so that it can be stated that Heteroscedasticity does not have problems. When there is no Heteroscedasticity problem, it can be stated that residual variance has a fixed property over the entire prediction range that states an unbiased and valid result.

**Table 8.** Multicollinearity Test

Coefficients <sup>a</sup>			
Model		Collinearity Statistics	
		Tolerance	VIF
1	Pelatihan	.459	2.181
	Kompetensi	.459	2.181

In the **Table 8**, the multicollinearity test in determining the statement of multicollinearity or stated that multicollinearity does not exist is obtained, the result of training and competency tolerance is 0.459 so that it is stated ( $0.459 > 0.1$ ) with VIF on training and competency obtaining a score of  $2.181 < 10$ . Thus, it is stated that what is obtained through the Multicollinearity test does not exist in the absence of multicollinearity. With the result of the absence of multicollinearity, it can be shown that training and competence have a unique contribution to regression modeling. Likewise, with multicollinearity that does not exist, the regression model can be used accurately and stably so that the data obtained can provide good quality as well as reliable results in providing an overview of the relationship between training and competence to employee performance.

**Table 9.** Multiple Linear Regression Test

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.854	10.282		1.834	.074
	Pelatihan	.864	.175	.625	4.945	.000
	Kompetensi	.230	.109	.267	2.117	.041

a. Dependent Variable: Kinerja Karyawan

It was obtained that in obtaining how much influence training and competencies have on employee performance at the constant is 18,854, so it can be said that when there is no training and competencies a score on employee performance is 18,854. regression coefficient or B in training 0.864 with a significance of 0.000. while the competence is 0.230 with a significance of 0.041. So, the results were obtained with training providing an increase in employee performance of 0.864 and also in competence providing an increase of 0.230 in the performance of an employee. It is stated in the conclusion that training and competencies can have an impact on an increase in employee performance, so that employee performance is said to increase significantly based on the value of the regression coefficient. If you look at the regression equation model, it can be seen through the formula:

$$Y = 18.854 + 0.864X_1 + 0.230X_2$$

It is stated by the value of the regression coefficient that has a positive value, so that employee performance is positively influenced by training and competence. With the meaning that training is followed well and the competencies possessed are higher and the better the level of employee performance.

**Table 10.** Coefficient Determination Test

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.841 <sup>a</sup>	.707	.693	5.62883

In the **Table 10**, the coefficient of determination test by using Adjusted R<sup>2</sup> on the grounds that there is more than one variable in the independent variable. The R.Square value was 0.707 and the Adjusted R Square 0.693. If you look at the R Square value, it can be stated that the influence of the training variable with competence has a percentage value of 70.7% which affects employee performance or it can be stated that 70.7% of employee performance can be explained by training and work competence, so that 29.3% is influenced or explained by other variables in an employee performance. If you look at the Adjusted R Square, it gets a value of 0.693 which can be said to be almost close to number one, so it can be said that the influence of training with competencies has a strong effect on employee performance.

**Table 11.** T test

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18.854	10.282		1.834	.074
	Pelatihan	.864	.175	.625	4.945	.000
	Kompetensi	.230	.109	.267	2.117	.041

a. Dependent Variable: Kinerja Karyawan

In the T Test data, an examiner is carried out to see the influence of each independent/independent variable given to the bound variable how much to test each independent/independent variable with a statement to find out whether it has a positive and significant influence or not on the dependent/bound variable, the above was obtained in the study with the results on the training variable obtaining a Tcal value of 4,945 and on the competency variable obtaining a Ttable value of 2. 117. To find out the Ttable can be done by using the alpha value of 5% which means 0.5 because in this study using a two-way test the alpha value is divided into two, namely 0.25, for the series of freedom using the formula n-2 which means n is the number of populations, expressed 43-2 = 41 where df =41. So that Tcount obtained a score of 2,019.

In the training variable, it can be seen that the T-calculation value obtains 4,945 and the T-table with a value of 2,019 or (4,945 > 2,019) so that it can be said that there is an influence of training on an employee's performance and based on the acquisition of significance (0.000 < 0.05). In competence, there was a T-calculation result score of 2,117 and T-table with a value of 2,019 or (2,117 > 2,019) and with a significance (0.041 < 0.05). So, it is said that having employee performance can be influenced by competence. So, it can be concluded that the training variable has a significant and positive effect on employee performance as well as competence has a significant and positive effect on employee performance. Simply put, Ha is accepted with the provision of training and competence partially has a positive and significant effect on employee performance.

**Table12**, Test F

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3064.277	2	1532.139	48.357	.000 <sup>b</sup>
	Residual	1267.351	40	31.684		
	Total	4331.628	42			
a. Dependent Variable: Kinerja Karyawan						
b. Predictors: (Constant), Kompetensi, Pelatihan						

Based on the F Test, the twelfth table was carried out for a result acquisition in a significant level that affects training and competency on employee performance obtained by the result of F as a result of 48,357 with a significance of 0.000 expressed with  $(0.000 < 0.05)$ . It shows that  $H_0$  was rejected and  $H_a$  was accepted with the meaning that training and competence have a joint effect on employee performance.

### 3.2. Discussion

#### The influence of training on employee performance

In a result obtained in statistical data processing, it is stated that training provides a significant improvement based on the value of the regression coefficient. This statement is seen with the value obtained at the regression coefficient or B at training 0.864 with a significance of 0.000. So, the results were obtained with training to provide an increase in employee performance of 0.864 in the performance of an employee. It is stated in conclusion that training can have an impact on an improvement in employee performance and in the sense that training that is followed well provides an improvement in employee performance. If you look at the results of the T-calculated value test on the training variable, it can be seen that the T-calculated value obtained 4,945 and the T-table with a value of 2,019 or  $(4,945 > 2,019)$  so that it can be said that there is an influence of training on an employee's performance and based on the acquisition of significance  $(0.000 < 0.05)$ . So, it can be concluded that the training variable has a significant and positive effect on employee performance. Not only that, it can be noted that  $H_0$  was rejected and  $H_a$  was declared accepted with influential job training that was similar to employee performance. The various results carried out by the researcher have the same path and support in the study (Lestari et al., 2023) with employee performance statements can be influenced by leadership with a significance value of  $0.000 < 0.05$  so that the statements are accepted and have a positive influence. Furthermore, the research has the same meaning (Hajali et al., 2022) and (Iriani et al., 2022) with the results of the research obtained that there is an influence of leadership on employee performance. So that the dimensions contained in training, namely the dimensions used regarding interpersonal competence, decision-making skills, vision and strategy, managerial skills, adaptability and resilience can be stated to have a significant correlation to employee performance. Thus, training carried out by revealing these dimensions can provide an improvement in the performance of an employee.

#### The effect of competence on employee performance

Based on the results of the statistical test by looking at the results of the multiple linear regression test by stating the regression coefficient or B at a competence of 0.230 with a significance of 0.041, the results were obtained with the competence of providing an increase of 0.230 in the performance of an employee. It is stated in the conclusion that there is a competency that can have an impact on an increase in employee performance, so that employee performance is said to increase significantly based on the value of the regression coefficient. Furthermore, in the calculation of the T-calculated value, it was obtained that in the competency there was a T-calculation result value obtained 2,117 and T-table with a value of 2,019 or  $(2,117 > 2,019)$  and with the acquisition of significance  $(0.041 < 0.05)$ , so it is said that having competence can

affect employee performance, it can be concluded that competence has a significant and positive effect on employee performance. Competence towards an employee's performance is stated to have a positive influence and has the result that  $H_0$  is declared rejected and  $H_a$  is declared accepted, which can be stated that competence can have a combined influence on employee performance. This research is in line with research (Lestari et al., 2023) and (Yahya et al., 2023) to obtain a statement of competency that is declared significant so that it has an influence between competence on employee performance and has a positive effect. So that the dimension owned by competence has a significant influence on the performance of an employee.

### The effect of training and competence on employee performance

Training and competence can have an influence on employee performance, this is obtained from the results of a statistical test carried out on the determination coefficient by looking at the R Square value, it can be stated that the influence of the training variable with competence has a percentage value of 70.7% and based on the Adjusted R Square obtained a value of 0.693 which can be said to be almost close to number one so that it can be said that the influence of training with competence has an effect strongly for an employee performance. Likewise, based on the stealth test or the F Test, it is stated that there are significant results obtained with a value of 0.000 which shows less than 0.05 which states that with the statement  $H_0$  is rejected with  $H_a$  accepted with training and competency affect together for employee performance with a positive influence. The various results carried out by the researcher have the same and supporting path in the study (Lestari et al., 2023) with employee performance statements can be influenced by leadership with a significance value of  $0.000 < 0.05$  so that statements are accepted and have a positive influence, as well as employee performance that can be influenced by competence gains significance with results of  $0.041 < 0.05$  so that the statement is accepted that performance Employees are influenced by competence. The study (Yahya et al., 2023) provides a significant statement that employee performance is positively influenced by leadership and competence. Thus, in improving an employee's performance in a person, it is necessary to pay attention to the training provided in the job by paying attention to the dimensions of interpersonal competence, decision-making ability, vision and strategy, managerial ability, adaptability and resilience that need to be improved as well as a competency that needs to be considered by referring to the dimensions of technical competence, cognitive competence, managerial competence, social competence, personal competence, digital competence, and ethical competence that need to be considered.

### CONCLUSION

This research was conducted on 43 employees who work in different departments. The research conducted research with field observations, interviews with respondents and the dissemination of questionnaires to find out the influence of employee performance can be influenced by training and competence or not. Based on the results of the research, it was obtained that employee performance results can be influenced by training and competence by having positive values and positive effects. The statement of results is supported by those who state that the training variable obtains a T-count with a value of 4.945 and obtains a significance of 0.000 and on the competency variable with a T-count with a value of 2.117 and obtains a significance of 0.041. So it can be stated that employee performance can be positively influenced by training and competence. Likewise, based on the stealth test or the F Test, it is stated that there are significant results with a value of 0.000 which states that  $H_0$  can be rejected and  $H_a$  can be accepted with employee performance statements influenced by employee training and competence. The results carried out by the researcher are supported by research (Lestari et al., 2023) with a statement of employee performance influenced by employee leadership and competence. In (Yahya et al., 2023) stated that employee performance is influenced by leadership and competence. Likewise in (Hajali et al., 2022) with the results of research obtained on employee performance training.

### RECOMMENDATIONS

Based on the results of this study, it is recommended that companies continue to improve training and competency development programs because they are proven to have a positive effect on employee performance. For further research, it is recommended to add other variables such as work motivation or leadership to enrich the analysis of factors that affect performance.

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## AUTHOR'S CONTRIBUTIONS

All authors discussed the results and contributed to from the start to final manuscript.

## CONFLICT OF INTEREST

The authors declare that they have no competing interests.

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