



The effect of training and leadership on employee performance through motivation: Case study in bank capital Indonesia TBK branch of Kuningan tower Jakarta

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Abstract

The purpose of this study is to analyze the effect of training and leadership on employee performance through motivation. This explanatory research is an unstructured and informal research with the aim to get information about the general nature of the research problem. Population in research all employees at PT. Bank Capital Indonesia Tbk Branch Tower of Kuningan Jakarta that as many as 40 employees. The sampling technique used in this study is simple random sampling. Analyzer used is regression analysis and path analysis. Result of research from influence of training and leadership to employee performance equal to 0,378, influence of training and leadership towards motivation equal to 0,780, influence of motivation to employee performance equal to 0,616, indirect influence of training to employee performance through motivation equal 0,520 indirect influence of leadership to employee performance through motivation of 0.480. Partially each independent variable training, leadership and motivation have an influence on employee performance at PT. Bank Capital Indonesia Tbk Branch of Kuningan Tower Jakarta. Motivation variable as intervening variable give indirect influence on training variable on employee performance and leadership variable to employee performance.

Keywords: training, leadership, employee performance, motivation

1. Introduction

In the face of the severity of competition pressures that exist today various efforts are made every company in particular to improve the quality of human resources because only a reliable human resources that can be a competitive advantage for the company to achieve goals and targets that have been targeted. Currently the role of human resource management is reflected in the company's need to make human resources strategy aligned with the importance of other management-related strategies. The role and challenges of human resource management continue to grow as the company grows, the complexity of the tasks undertaken, the greater the environmental impact and the dynamics, the greater the extent of its integration with the environment and the greater uncertainty that the company must face.

Training becomes a necessity and a necessity for a company that wants to improve the skills, knowledge and experience of its employees at all levels of the organization. The company must be able to identify the needs of the organization, individual, model and type of training and development as well as the level to be trained to be tailored to the objectives achieved so as to open up opportunities for skills transfer, knowledge and experience for better jobs in the future. Effective training programs can improve performance, skills, attitude / morale and organizational potential (Gomez *et al.* 2001) ^[9]. To see the effectiveness of training and development programs, the company needs to assess the changes in attitude and skills. An assessment of changes in employee attitudes and skills is required, or an improvement in employee

performance. In addition, the organization of training and development is expected to support the career of employees who can be achieved during his tenure. The organization of training and development programs should have various benefits for long-term career development that help employees to receive larger responsibilities for future responsibilities.

Organizational goals will be achieved if the cooperation among the actors of the organization running smoothly. A leader will not be able to control an organization without good cooperation with subordinates, this is because the operationalization of the work is the duty of the employees. In giving his duties a leader sometimes faces various employee's behavior in dealing with his work. Among employees who are quick responsive in performing their duties, employees who do not want or can not carry out their work and employees who do not care in completing the work because of lack of motivation to work.

The other factors that can affect the ups and downs of performance in a company that is motivation. Motivation of work is also important in the effort to encourage employees in carrying out their duties and work so that it can run smoothly, therefore a leader must strive to create a conducive working climate so that employees are more achievers to work and think creatively. A leader must be able to learn the character of his employees so that he can evaluate himself and find out whether his leadership style is in accordance with the willingness, ability and expectations of employees. Because the leadership and work motivation in accordance with the expectations of employees will give a big role in the progress

of an organization.

PT. Bank Capital Indonesia Tbk branch of Kuningan Tower Jakarta is one branch office located in South Jakarta, where branch of Kuningan Tower of course have competitors from other banks around it. With the various types of banks in the Kuningan course makes the public more selective in assessing and choosing banking services they will use. It makes the banks compete to win the competition. This condition requires PT. Bank Capital Indonesia Tbk branch of Kuningan Tower Jakarta to be able to manage human resources programmed well to improve the performance of its employees.

Based on the above phenomenon shows that this also happened to PT. Bank Capital Indonesia Tbk Tower Kuningan branch, where the existing leadership at PT. Bank Capital Indonesia Tbk branch of Kuningan Tower Jakarta is still not appropriate because the leader always acts on his own decision without involving his subordinates to give aspirations to the decision to be taken. So that employees assume that leadership in PT. Bank Capital Indonesia Tbk branch of Tower of Kuningan Jakarta is more directed to authoritarian leadership.

2. Literature Review

2.1 Training

Notoatmodjo (2009: 16) ^[33] defines training as an effort to develop intellectual ability and human personality. The training helps employees in improving the skills and job skills needed to make the employee successful in his work. Concretely, the behavior change is in the form of improvement of ability and target of the employee concerned. This capability requires training and in this training process include: curriculum, training organization, rules, teaching methods, and the teacher or educator or the trainer itself.

William G. Scott quoted by Sedarmayanti (2009: 163) ^[30] defines training as:

"Training in the behavioral sciences is an activity of line and staff which has its goal executive development to achieve greater individual job effectiveness, improved interpersonal relationship in the organization, and enhanced executive adjustment to the context of his total environment".

The definition expressed above means that training is a line and staff activity whose goal is to develop leaders to achieve greater individual employment effectiveness, better interpersonal relationships within organizations and improved leader adjustments to the context of the whole environment.

From some understanding of the training put forward by the experts above, it can be concluded that the training is a short-term education process using systematic and organized procedures, where non-managerial employees learn skills and technical knowledge for a particular purpose.

Training Objectives

According to Dessler (2009: 41) ^[6] some of the objectives of the training are as follows:

1. Develop skills, so that work can be completed more quickly and more effectively.
2. Develop knowledge, so that work can be solved rationally.
3. Develop attitudes, resulting in a willingness to cooperate with colleagues and with management (leadership).

Analysis of Training Needs

- a. Mathis (2009: 34) ^[15] suggests there are four main levels in analyzing training needs, among others are:
- b. Setting the strategy: The leadership in the human resources field must first work with management to determine how the training will be strategically connected to the strategic business plan, with a view to improving the performance of employees and companies.
 1. Planning: Planning should occur with the aim of delivering training that will bring positive results for the organization and its members. As part of the planning, the objectives and expectations of the training should be identified and created for measurable and specific learning objectives to track the effectiveness of the training.
 2. Organizing: The training should be organized by deciding how the training will be conducted, getting the resources needed, and developing training interventions. All of these activities culminate in real training.
 3. Give justification: Finally, measuring and evaluating at which level the training meets the objectives will validate the training efforts. Past errors in training can be explicitly identified in this stage. Learning from mistakes during training will result in effective ways to improve future training.

Stages in Training

Each training must first be clearly defined targets to be achieved so that the implementation of training programs can be directed to the achievement of organizational goals. While Siagian (2009: 17) ^[34] states the various steps that need to be taken in the training are: a) Determination of needs, b) Targeting, c) Determination of program content, d) Identification of learning principles, e) Implementation of the program, f) Identification of benefits, and g) Assessment of program implementation

Methods in Training Implementation

In some cases, it is not feasible to study concurrently with the work. Although more training is being conducted on the job when employees need training, there are still many programs that are conducted outside the workplace. Regardless of whether the program is conducted in-house or outsourced, the organization uses a number of methods to convey knowledge and skills to its workforce and usually with more than one method, called blended training, is used to deliver the training. According to Mondy (2008: 62) ^[17] training methods include:

1. Referrals instructor
2. Case study
3. Behavioral modeling
4. Role play
5. Business games
6. In-basket training
7. On-the-job training
8. Rotation of work
9. Internships
10. Beginner training

Training Dimension

Mello (1999) ^[16] argues that the success of training can be

measured through the following aspects:

1. Employee knowledge
2. Expertise
3. Skills
4. Attitude / behavior of employees

2.2 Leadership

Thoha (2008: 5) ^[37] outlines some notions of leadership cited by experts, among others, as follows:

1. According to Dubin interpret the leadership as the implementation of authority and decision-making.
2. Hemphill defines leadership as an initiative for action that produces a consistent pattern in order to achieve the solution of a common problem.
3. Terry defines leadership as an activity to influence people to be directed toward achieving organizational goals.

Yulk G (2005: 3) ^[45] suggests that leadership is a word taken from commonly used words and is a combination of scientific words that are not redefined properly. Research usually defines leadership according to the individual perspective and the aspect of the symptom that is most interested in it. After a thorough review of the leadership literature, Stogdill cited by Thoha (2008: 5) ^[37] concludes that there is a definition of leadership that is equal to the number of people who define this concept.

Yulk G (2005: 4) ^[45] cites the definition of leadership put forward by experts, among others, as follows:

1. Hemphill and Coons (1957) ^[11] reveals leadership is an individual behavior that directs group activities to achieve common goals.
2. Katz and Kahn (1978) ^[12] defines leadership as an additional influence beyond and above the mechanical need for routinely directing organizations.
3. Rauch and Behling (1984) ^[23] defines leadership as a process of influencing organized group activity to achieve goals.

Soekarso (2010: 16) ^[32] defines leadership as "Leadership in the process of influencing others understand and agree about what needs to be done, and the process of facilitating individual and collective efforts to accomplish the shared objective."

Understanding above, leadership can be interpreted as a process of influencing others to understand and agree on what needs to be done and how the task can be done effectively and the process of facilitating the efforts of individuals and groups to achieve the main objectives.

Of the several definitions of leadership mentioned above, it can be concluded that leadership can be interpreted as an initiative to act that produces a consistent pattern in order to achieve the way of solving a common problem.

The Importance of Leadership in the Aspects of Life

Soekarso (2010: 17) ^[32] reveals that leadership has a very important and strategic role in the life aspects of groups, organizations and countries. Here are some excerpts from experts quoted by Soekarso (2010: 17) ^[32], namely:

- a. Courtosis argues:
 - Leadless group like a headless body, easy to become astray, panic, chaotic anarchy.
 - A leaderless organization is like a ship without a

captain.

- b. Some of the importance of leadership in the aspects of life, among others, as follows:
 - Leaders define and develop the vision and mission of the organization of the future.
 - Leaders coordinate people's activities and work effectively and efficiently.
 - Leaders mobilize, empower, direct resources in an integrated, controlled manner.
 - Leaders determine strategy and decision-making.
 - Leaders manage change and growth.
 - Leaders achieve successful organizational goals.

Leadership Function

Rivai (2009: 53) ^[28] operatively argued the main functions of leadership can be distinguished as follows:

1. Instructive function
2. Consultative function
3. Function of participation
4. Delegate function
5. Control function

Techniques in Leadership

Wursanto (2003: 207) ^[44] argues that leadership techniques talk about how a leader performs his leadership function that consists of:

- a. Technique kepengikutan
- c. Human relations techniques
- d. Techniques of exemplifying, encouraging and encouraging

Typology of Leadership

Soekarso (2010: 24) ^[32] suggests that in leadership theory there are six typologies of leadership that are known today, namely:

- a. The authoritarian type
- b. Democratic type
- c. Liberal type
- d. Populist type
- e. Charismatic type
- f. Cooperative type

Dimension of Leadership

Gibson (2005) ^[8] suggests that leadership can be measured through the following aspects:

- a. Understand organizational goals
- b. Understanding himself
- c. Able to diagnose
- d. Adjustment
- e. Able to communicate

2.3 Motivation

Luthans (2006: 207) ^[14] defines motivation as the first step of a person performing actions due to physical and psychological deficiencies or in other words is a motivated impulse to fulfill a particular purpose.

Robbins & Coulter (2010: 109) ^[21] suggests that motivation refers to the process by which a person is energized, directed, and sustained toward achieving a goal. Other definitions revealed by Siagian cited by Sedarmayanti (2013: 233) ^[29]

define motivation as "the whole process of motivation to work

to subordinates in such a way that they want to work sincerely for the achievement of organizational goals efficiently and economically". Definition revealed by Sedarmayanti (2013: 233) ^[29] is a desire that is in an individual who stimulate action.

Of the several definitions expressed by the experts above in this study motivation focused on the impetus that affects a person to do something. In relation to performance, it means motivation is the impetus that affects an employee to carry out his duties or responsibilities.

Dimension of Motivation

Uno (2009: 73) ^[41] revealed that motivation can be measured through the indicators below.

1. Internal motivation
 - Responsibility in performing the task
 - Implement tasks with clear targets
 - There is feedback on the work.
 - Have fun in work.
 - Preferably the accomplishment of what it does.
2. External motivation
 - Always strive to meet the needs of life and work needs.
 - Pleased to get praise from what he did.
 - Working with incentives.
 - Working with the hope of getting the attention of friends and superiors

2.4 Employee Performance

Wibowo (2008: 67) ^[43] that defines performance as a process of how work takes place to achieve work. However, the work itself also shows performance. Riniwati (2011: 50) ^[26] states that the real foundation in a company is performance. If there is no performance, then all parts of the company will not achieve its objectives. Performance is necessary as an evaluation material for a leader or manager. Performance is also a record of outcomes generated by certain employees or activities performed over a period of time. Where a person is required to play his part in carrying out the company's strategy.

Suwanto and Donni (2011: 196) ^[22] states that performance is a performance or performance. Performance can also be interpreted as work performance or the implementation of work or performance results. According to Smith (cited by Suwanto and Donni, 2011: 196) ^[22] states that "performance is output drives from processes, human otherwise". Based on this statement can be interpreted that the performance is a result achieved by a person based on the size of the applicable within a period of time and with respect to work and its behavior and actions.

From some definition of employee performance presented by the experts above, it can be concluded that the employee performance is the work (output) both quality and quantity achieved by employees per unit period of time in carrying out their duties in accordance with the responsibilities given to him.

The Purpose of Employee Performance Appraisal

The success or failure of the performance achieved by the company is affected by the level of performance of employees individually or in groups. Assuming the better the employee

performance the better the company performance. With companies need to set employee performance goals. The purpose of employee performance appraisal by Basri and Rivai (2005: 27)^[4] are as follows:

- a. To improve the work of employees, both in quality and quantity.
- b. Provide new knowledge that will assist employees in solving complex problems, with a series of limited and regular activities, through the tasks and responsibilities of the company.
- c. Improve the interpersonal relationships of employees on work activities within the company.

Factors That Affect Employee Performance

Employee performance can be influenced by various factors (Gibson, in Basri and Rivai 2005: 42)^[8,4] namely:

- a. Individual factors, namely ability and skill (mental and physical), background (experience, family) and demographics (age, origin).
- b. Company factors are resources, leadership, rewards (compensation), corporate organizational structure, and description (job description).
- c. Psychological factors are perception, attitude, personality, learning patterns and motivation.

Benefits and Performance Appraisal Steps of Employees

Dessler (2006: 35) argues that in conducting employee performance appraisal steps are required, the following steps in the assessment of employee performance, among others as follows:

- a. Defines work, which means ensuring that your boss and subordinates agree on their duties and job standards.
- b. Assessing performance means comparing the actual performance of subordinates to predefined standards and this includes the type of rating level.

- c. Feedback sessions, meaning the performance and progress of subordinates are discussed and plans are made for the development of what is required.

Employee Performance Dimensions

Sudarmanto (2009: 11)^[35] reveals dimensions or performance indicators are aspects that become measures in assessing performance. Measures serve as a benchmark in assessing performance. Dimensions or measures of performance is necessary because it will be beneficial to many parties. Dimensions or sizes that can be used as benchmarks in assessing employee performance are as follows:

1. Quality of work, namely the level of error, damage, accuracy.
2. Quantity of work, i.e. the amount of work produced.
3. Use of time in work, i.e. absence rate, delay, effective working time / hours lost work.
4. Cooperation with others and co-workers in work.

3. Research Methods

3.1 Research Design

This study uses explanatory analysis approach that aims to determine the influence between independent variables and bound. The findings will then be described by observing and researching and describing the ongoing nature or events at the time of the study and examining the causes of certain symptoms (Travers: 1978). In this study examines the influence between training and leadership variables on employee performance either directly or indirectly through employee motivation. The design of this research model is to analyze the influence of training and leadership variables directly or indirectly on employee performance through employee motivation. The research model to be developed can be described as follows:

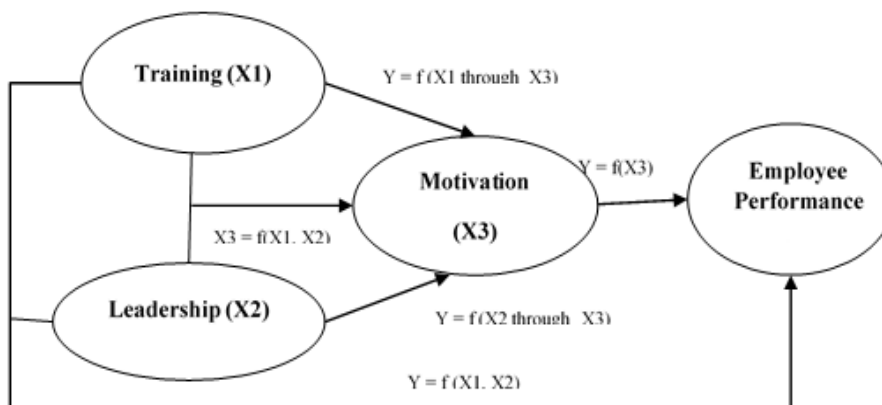


Fig 1: Research Design

3.2 Population and Sample

Population according to Umar (2008: 137)^[39] is defined as a collection of elements having the same particular characteristics and having equal opportunity to be selected as a sample member. Population in this research is all employees at PT. Bank Capital Indonesia Tbk branch of Tower Kuningan as many as 40 employees.

Suharsimi (2009: 131)^[2] defines the sample as a partial or

representative of the population under study. In order to obtain a representative sample of the population, each subject in the population is attempted to have equal opportunity to sample. The sampling technique used in this research is simple random sampling. According Sugiyono (2009: 66)^[36] is a probability sampling is a sampling technique to provide the same opportunity in each member of the population to be elected as a member of the sample. While the simple random sampling

(random sampling) is the method of sampling from members of the population using random without regard to the strata (level) in members of that population. The number of sampling is 40 employees.

3.3 Data Collection Techniques

Data collection method used in this research is questionnaire. Questionnaires can be open questions that include the identity of respondents and closed questions along with alternative answers so that respondents just choose one of the alternative answers. Respondents were asked to fill out the questionnaire answers by checking ($\sqrt{\quad}$) on the measurement scale listed below according to the respondents' most correct assessment of the statements in the questionnaire.

3.4 Data Processing Techniques

The data obtained in this research needs to be further processed in order to be able to analyze and taken a proper conclusion. Therefore it is necessary to set data processing techniques in accordance with the purpose of research to be achieved, also to test the truth of the hypothesis.

a. Validity Test: Validity is intended to test the accuracy of an instrument in measuring the concept to be measured or performing its measuring function. A measuring instrument is said to be valid if the instrument measures what should be measured (Sugiyono, 1999). Testing the validity of each item used item analysis of the instrument in this study is done internal consistency approach that correlates the score of each item with a total score which is the number of each item score.

b. Test Reliability: Reliability tests the consistency of an instrument in measuring the concept to be measured or performing its measuring function. Reliable instruments are instruments that when used multiple times to measure the same object will produce the same data (Sugiyono, 1999). In this research the reliability test is done by calculating Cronbach's Alpha from each instrument in a variable. Instruments used in variables are said to be reliable when having Cronbach's alpha greater than 0.6 (Nunnaly, 1978)^[19].

4. Research Results and Discussion

The results of the study describes the identity of respondents as well as the average index of responses of respondents to each variable used. Then proceed with the analysis and discussion of the proposed problem. Test the validity and reliability of training variables, leadership, motivation, and employee performance can be seen in the description below.

a. Validity Test: Validity test is used to test each research variable, where the entire research variable contains 40 statements answered by 40 respondents. The criteria used in determining whether or not valid statements used in this study are as follows: trust level = 95 percent (probability or $\alpha = 5\%$), degrees of freedom (df) = $n - 2 = 40 - 2 = 38$, obtained r table = 0.320. If r count is greater than r table and the value of r is positive, then the statement item is said to be valid (Ghozali, 2005: 17). Based on the analysis that has been done, the test results validity can be shown in the table below.

Table 1: Test Instrument Validity Test Results

Variable	Question	R arithmetic	R table	Description
Training (X1)	Question 1	0,892	0,320	Valid
	Question 2	0,877	0,320	Valid
	Question 3	0,923	0,320	Valid
	Question 4	0,907	0,320	Valid
	Question 5	0,834	0,320	Valid
	Question 6	0,902	0,320	Valid
	Question 7	0,801	0,320	Valid
	Question 8	0,865	0,320	Valid
	Question 9	0,857	0,320	Valid
	Question 10	0,878	0,320	Valid

Source: Primary Data, processed in 2017

Table 2: Validity Test Results Instrument Variable Leadership

Variable	Question	R arithmetic	R table	Description
Leadership (X2)	Question 1	0,893	0,320	Valid
	Question 2	0,909	0,320	Valid
	Question 3	0,875	0,320	Valid
	Question 4	0,947	0,320	Valid
	Question 5	0,893	0,320	Valid
	Question 6	0,901	0,320	Valid
	Question 7	0,929	0,320	Valid
	Question 8	0,936	0,320	Valid
	Question 9	0,907	0,320	Valid
	Question 10	0,932	0,320	Valid

Source: Primary Data, processed in 2017

Table 3: Test Results Instrument Validity of Motivation Variables

Variable	Question	R arithmetic	R table	Description
Motivation (X3)	Question 1	0,843	0,320	Valid
	Question 2	0,925	0,320	Valid
	Question 3	0,890	0,320	Valid
	Question 4	0,951	0,320	Valid
	Question 5	0,918	0,320	Valid
	Question 6	0,924	0,320	Valid
	Question 7	0,833	0,320	Valid
	Question 8	0,789	0,320	Valid
	Question 9	0,942	0,320	Valid
	Question 10	0,921	0,320	Valid

Source: Primary Data, processed in 2017

Table 4: Test Results Instrument Validity of Employee Performance Variables

Variable	Question	R arithmetic	R table	Description
Employee Performance (Y)	Question 1	0,867	0,320	Valid
	Question 2	0,928	0,320	Valid
	Question 3	0,957	0,320	Valid
	Question 4	0,937	0,320	Valid
	Question 5	0,915	0,320	Valid
	Question 6	0,910	0,320	Valid
	Question 7	0,821	0,320	Valid
	Question 8	0,780	0,320	Valid
	Question 9	0,956	0,320	Valid
	Question 10	0,943	0,320	Valid

Source: Primary Data, processed in 2017

Based on Tables 1, 2, 3 and 4 above, it can be seen that from the 40 items of variable question used (training variables, leadership, motivation, and employee performance) the result

is valid.

b. Test Reliability

Test reliability to know the extent to which the measurement results are reliable and consistent. In the table the following test results note that all variables have alpha above 0.6 which means that all variables in this study reliable.

Table 5: Test Reliability Results Instrument Research Variables

Variable	Cronbach Alpha (α)	Description
Training (X1)	0,973	Reliable
Leadership (X2)	0,979	Reliable
Motivation (X3)	0,976	Reliable
Employee Performance (Y)	0,977	Reliable

Source: Primary Data, processed in 2017

Based on Table 5 it can be seen that all existing statements form a reliable measure of training variables, leadership, motivation, and employee performance form a reliable measure of each dimension.

4. Discussion

1. Effect of training and leadership on employee performance
 The value of R square on the influence of training and leadership on employee performance is 0.157. This value can be interpreted that variation of change of employee performance variable can be explained by variation of change of training and leadership variable equal to 15.7% while the rest that is equal to 84.3% influenced by other variable outside of training and leadership.

The result of f arithmetic obtained is 13.433 when compared with f table (alpha = 0,05 df = 2; 38), then the value of f table equal to 3.24. From the result of f arithmetic and f table obtained if compared can be concluded that the value of f arithmetic is bigger than f table. The value of the influence of training and leadership on employee performance can be seen in Table 7.

Table 6: Effects of Training and Leadership on Employee Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,396 ^a	,157	,111	,246

a. Predictors: (Constant), Leadership, Training

Table 7: Effect of Training and Leadership on Employee Performance

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	34,651	2	17,326	13,433	,000 ^b
	Residual	186,724	37	5,047		
	Total	221,375	39			
a. Dependent Variable: Employee Performance						
b. Predictors: (Constant), Leadership, Training						

The effect of training and leadership variables on employee performance can be seen from the equation that is composed

$$ie Y = 0.398x_1 + 0.378x_2$$

Table 8: Analysis of the Effects of Training and Leadership on Employee Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.		
	B	Std. Error	Beta				
1	(Constant)	1,128	,736		2,067	,000	
	Training	,458	,175		,398	2,620	,000
	Leadership	,038	,152		,378	6,249	,000
a. Dependent Variable: Employee Performance							

In Table 8, it can be seen that the influence of training and leadership variables have a positive effect on employee performance. The value of standardized coefficients of training is the coefficient of regression of training variables that gives the meaning of training program success of one then the employee performance increased by 0.398. For leadership regression coefficient variable of 0.378. This value means that paying attention to one-time leadership will have an impact on employee performance of 0.378. From both regression coefficient values obtained can be concluded that the greatest value is owned by the training variables compared with leadership. This means that the priority of leadership in improving the performance of each individual employees lies in how far the company through the leadership is able to design training programs for each individual employees. The research model of this equation can be seen in the model picture below.

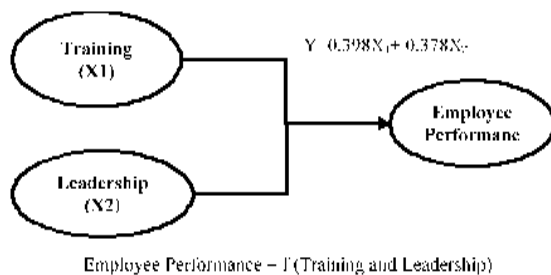


Fig 2: Model Analysis 1

From the analysis described in the analysis of the effect of training and leadership variables on employee performance can be concluded that the hypothesis states "there is influence training and leadership on employee performance at PT. Bank Capital Indonesia Tbk branch Tower of Kuningan "hypothesis

proved and accepted.

2. The influence of training and leadership on motivation
The value of R square on the influence of training and leadership on employee motivation is 0.378. This value can be interpreted that variation of change of employee motivation variable can be explained by variation of change of training and leadership variables equal to 37,8% while the rest that is equal to 62.2% influenced by other variable outside of training and leadership.

The result of f arithmet obtained is 11.261 when compared with f table (alpha = 0,05 df = 2; 38), then the value of f table equal to 3.24. From the result of f arithmetic and f table obtained if compared can be concluded that the value of f count is greater than f table. The value of the influence of training and leadership on employee motivation can be seen in Table 9.

Table 9: Effects of Training and Leadership on Motivation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,615 ^a	,378	,345	,072
a. Predictors: (Constant), Leadership, Training				

Table 10: Effects of Training and Leadership on Motivation

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	96,716	2	48,358	11,261	,000 ^b
	Residual	158,884	37	4,294		
	Total	255,600	39			
a. Dependent Variable: Motivation						
b. Predictors: (Constant), Leadership, Training						

The effect of training and leadership variables on employee motivation can be seen from the equations that are compiled namely $X_3 = 0.631x_1 + 0.680x_2$

Table 11: Analysis of the Effects of Training and Leadership on Motivation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	1,410	8,981		11,268	,000
	Training	,377	,161	,845	8,340	,000
	Leadership	,612	,141	,780	4,357	,000

a. Dependent Variable: Motivation

In Table 11, it can be seen that the influence of training and leadership variables have a positive effect on employee motivation. The value of standardized coefficients of training is the coefficient of regression of training variables which gives meaning if the training for the employee is noticed one time then the employee's work motivation increases by 0.845. For leadership regression coefficient variable of 0.780. This value implies that observing the implementation of the leadership model as much as once has had an impact on employee motivation of 0.780. From both regression coefficient values obtained can be concluded that the greatest value is owned by the training variables compared with leadership for employees. This means that the priority of leadership in improving the performance of each individual employees lies in how far the company through the leadership design and conduct training for its employees. The research model of this equation can be seen in the model picture below.

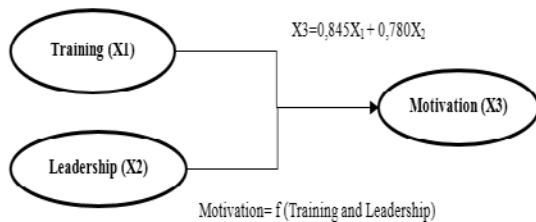


Fig 3: Model Analisis 2

From the analysis described in the analysis of the effect of

Table 13: Partial Influence Analysis Motivation against Employee Performance

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	1,068	,898		3,485	,000
	Motivation	,573	,119	,616	4,819	,000

a. Dependent Variable: Employee Performance

In Table 13, it can be seen that the partial motivation variable has a positive effect on employee performance. The value of standardized coefficients of employee motivation is the coefficient of variable regression of employee motivation which means that the increase of one-time employee motivation will give impact to the improvement of employee performance equal to 0.616. Implementation of this value is the increase in motivation of each individual employee will give impact to the improvement of employee performance. In the research model this equation can be seen in the model

training and leadership variables on employee motivation can be concluded that the hypothesis that states "there is influence training and leadership on employee motivation PT. Bank Capital Indonesia Tbk branch of Kuningan Tower Jakarta" hypothesis proved and accepted.

3. The influence of motivation on employee performance
The value of R square on the partial influence of employee motivation variable on employee performance is 0.379. This value can be interpreted that variation of change of employee performance variable can be explained by variation of change of employee motivation variable equal to 37.9% while the rest that is equal to 62.1% influenced by other variable outside of employee motivation.

The result of t arithmetic is 4,819 when compared with t table (alpha = 0,05 df = 2, 38), hence t table value equal to 1,697. From the results t arithmetic and t table obtained when compared can be concluded that the value of t arithmetic greater than t table. The value of partial influence of motivation on employee performance can be seen in Table 12.

Table 12: Partial Effect of Motivation on Employee Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,616 ^a	,379	,363	1,902

a. Predictors: (Constant), Motivation

Partial influence of motivation variable on employee performance can be seen from the equation which is composed that is $Y = 0,616x_3$

picture below.

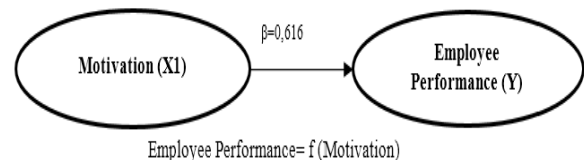


Fig 4: Model Analisis 3

From the analysis described in the analysis of the partial effect of motivation variable on employee performance can be concluded that the hypothesis stating "there is influence of motivation on employee performance of PT. Bank Capital Indonesia Tbk branch of Kuningan Tower Jakarta "can be proven and hypothesis accepted.

4. Indirect influence of training on employee performance through motivation

From the results of data processing has been done then can be described some equations that can be prepared on the

variables discussed as follows.

The immediate effects that can be composed are

$$Y = 0.398x1$$

$$Y = 0.378x2$$

The indirect effect of training on employee performance through the ability that can be prepared are:

$$(0.845) (0.616) = 0.520$$

In the research model this equation can be seen in the model picture below.

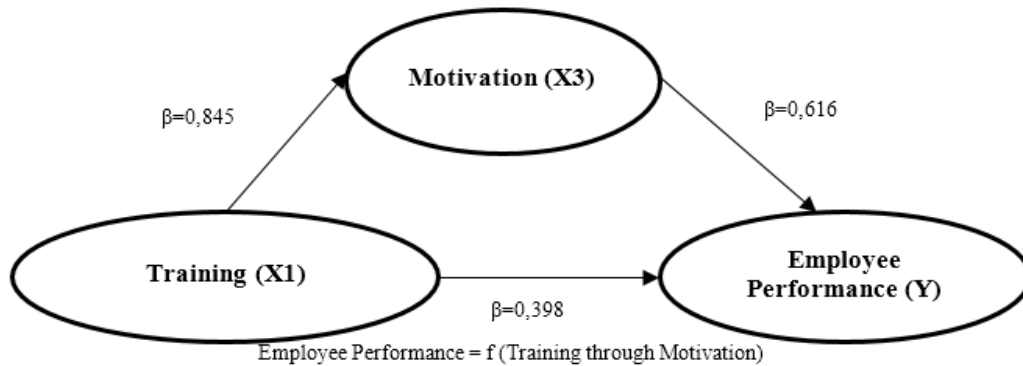


Fig 5: Model Analysis 4

From the direct and indirect influence described can be explained that the magnitude of the direct influence of training on employee performance is equal to 0.398, while the amount of indirect influence training on employee performance through the motivation of 0.520 From the above description can be concluded that the value of direct influence is smaller than the value of influence indirectly giving the meaning that employee motivation variable is able to mediate training on employee performance. With the proving of this value, the

hypothesis states that "there is an indirect effect of training on employee performance through PT. Bank Capital Indonesia Tbk branch of Kuningan Tower Jakarta "can be proven and hypothesis accepted.

5. Indirect influence of leadership on employee performance through motivation

The indirect effect of leadership on employee performance through motivation can be arranged as follows: (0,780) (0,616) = 0,480

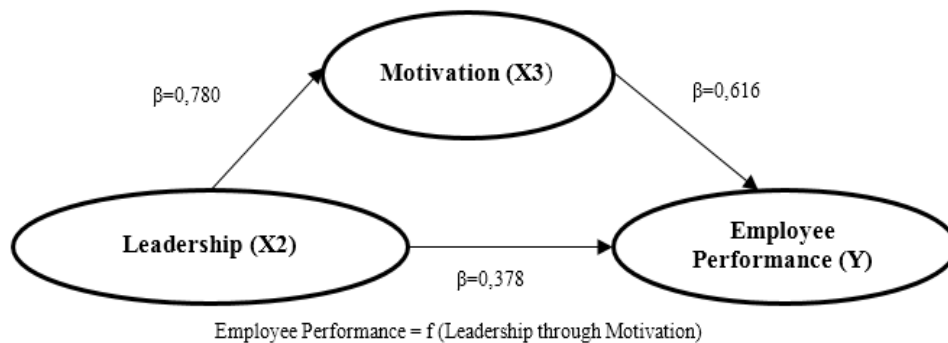


Fig 6: Model Analysis 5

From the direct and indirect influence described can be explained that the magnitude of direct influence of leadership on employee performance that is equal to 0.378, while the amount of indirect influence of leadership on employee performance through the motivation of 0.480. From the above explanation can be concluded that the value of direct influence is smaller than the value of indirect influence which gives the meaning that the motivation variable able to mediate

leadership on employee performance. With the proving of this value, the hypothesis states that "there is an indirect influence of leadership on employee performance through PT. Bank Capital Indonesia Tbk branch of Kuningan Tower Jakarta "accepted and proven.

To see the direct and indirect effects of the compiled equations can be seen in the picture below.

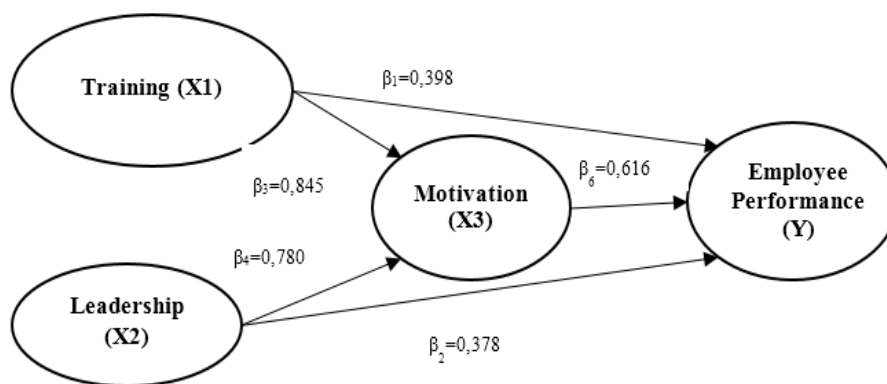


Fig 7: Model Analysis of Effects of Training Pathways and Leadership on Employee Performance through Motivation

5. Conclusions and Suggestions

Departing from result of analysis and discussion which can be concluded that partially each independent variable of training, leadership and motivation have influence to employee performance at PT. Bank Capital Indonesia Tbk branch of Kuningan Tower Jakarta. Then the result of variable motivation analysis as intervening variable can be proved perfectly that motivation variable give indirect influence on training variable to employee performance and leadership variable to employee performance. This statement can be proven by the extent of indirect influence (training on employee performance and leadership on employee performance) through motivation identified as intervening variable.

Researchers propose recommendations in the form of suggestions. Where the description of the author's suggestion can be described as follows.

1. Employee performance is the result of work both quantity and quality that can be achieved by a person in carrying out the work within a certain period. In connection with this in an effort to improve employee performance, employee enhancement programs through training should be continuously improved. Where with the enhancement of training programs for individual employees will greatly assist companies in achieving the target work set.
2. On the other hand the improvement of effective leadership model can improve employee performance. Implementation of leadership model should be continuously evaluated which is juxtaposed with the achievement of company goals and targets.
3. Motivation is an encouragement that arises from within the employee, so that if observed the motivation of each individual employee is expected to contribute to the work achieved achieved that can be seen on the loyalty and work behavior of individuals both to the institution or to the direct superior
4. The author is very aware that the preparation of this thesis is still far from perfection for it is expected for further research desirous to lift the same variable more attention to the determination of research indicators where in the determination of indicators can be adjusted to the place or object of research set. Then on the other hand the weakness of this study can be seen from the use of the number of samples used. Where the limited number of

respondents in this study can have an impact on the accuracy and validation of data collected and analyzed.

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