

The Influence Of The Qualification Of The Ability And Development Of Human Resources On Organizational Performance Through Motivation In PT. Indonesia Airasia Extra

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Abstract: This study aims to determine the effect of ability qualifications and HR development simultaneously on organizational performance, determine the effect of ability qualifications on organizational performance partially, determine the effect of HR development on organizational performance partially, determine the effect of motivation on organizational performance partially, find out the influence of leadership on performance through motivation and determine the effect of HR development on organizational performance through motivation variables. The study was conducted on the organization of PT. Indonesia AirAsia Extra. Sampling using saturated samples involving 210 employees in all parts of the organization. Data analysis uses path analysis.

Based on data analysis, it is known that the variable of ability qualifications and human resource development simultaneously influence organizational performance. The ability qualification variable partially influences organizational performance. The variable of human resource development partially influences organizational performance. Motivational variables affect organizational performance partially. The influence of ability qualifications and human resource development affect organizational performance through work motivation.

Keywords: ability qualifications, HR development, motivation, organizational performance

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I. INTRODUCTION

Organizational performance is something that is produced by the organization which includes results, namely financial performance such as profit as measured by return on assets, return on investment and so on, market performance such as market share expansion, and sales. Besides, the return from the shareholder is the return of the shareholder and the economic growth of the shareholder.

Measuring organizational performance according to the PBM SIG (the performance-based management special interest group concept) is by monitoring and reporting the program being run, and taking into account the objectives achieved. In some areas of organizational performance can also be measured from other things such as strategic planning, operations, finance, legal and organizational development. In developing, institutions or organizations is a necessity to survive in the world's competitive climate. Organizational performance is influenced by various factors both internally and externally. Factors that influence organizational performance internally are ability qualifications, HR development, and motivation.

Human resources are the most important and strategic factors in an organization/company, considering its role as executing the management function of other resources. In the utilization of human resources in a company, it must adhere to the rules of putting people in the right position. But in reality, not all employees are capable and skilled in doing their jobs. According to Henrich (2002), ability qualifications are one's expertise/ability to do a job that will affect performance and achievement.

Ability is an innate trait that is then developed through a learning process both formally and informally, which allows someone to do something mental and physical. Ability qualifications have a meaning that involves intelligence and are given limits as the ability to adapt well to the environment. The abilities that employees bring to their place of work can be knowledge and skills, that is, a technical skill. In reality, the workability of an employee is greatly influenced by factors of education, intelligence training, and experience.

Another factor that influences organizational performance is the development of human resources. Training and development of human resources regarding future activities. Human resource development activities are different from training activities. In training, activities can help employees do their current work.

The advantage of the program, training can be obtained throughout his career and can help improve his career in the future. The reverse development can help individuals to hold responsibilities in the future.

Training and development activities provide benefits to employees and companies in the form of expertise and skills which in turn become valuable assets for the company. Through training, employees will increase their capabilities and so will the company to meet the demands of managers and HR departments. But training and development activities are not universal solutions that can meet all needs. Effective task design, selection/selection, placement, and other activities are also needed. Training activities can make a large contribution if done correctly.

Motivation can also affect the achievement of organizational performance. Motivation is an impulse that causes someone to do an action to achieve a certain goal. Motivation comes from the word motive which means "impulse" or stimulation or "driving force" that is in a person. According to Weiner (1990) cited Elliot et al. (2000), motivation is defined as an internal condition that arouses us to act, drives us to achieve certain goals, and keeps us interested in certain activities.

II. LITERATURE REVIEW

Ability Qualifications

Human Resources is the most important and strategic factor in an organization/company, considering its role as implementing the management function of other resources. In the utilization of human resources in a company, it must adhere to the rules of putting people in the right position. But in reality, not all employees are capable and skilled in doing their jobs.

According to Henrich (2002), ability qualifications are one's expertise/ability to do a job that will affect performance and achievement. Ability is an innate trait that is then developed through a learning process both formally and informally, which allows someone to do something mental and physical.

Talking about the quality of ability, Herzberg (2005) states that the qualification of ability has a meaning that concerns intelligence and is given a limit as the ability to adapt properly to the environment. The abilities that employees bring to their place of work can be knowledge and skills, that is, a technical skill. In reality, the workability of an employee is greatly influenced by factors of education, intelligence training, and experience.

In line with the above opinion, Warren and Nanu (2006), states that workability is a skill or expertise of an employee to do a job. The ability of individual employees is largely determined by the following factors: factors of education taken, factors of training followed and factors of work experience.

A deeper opinion was expressed by Wengler (2002), by adding physical and mental abilities. Ability qualifications can come from the education obtained by an employee both before he was hired and before he worked. Education can be examined from the theory of human capital. The basic assumption of the human capital theory is that a person can increase his income through increased education. The quality of human resources is an important component of every movement of development. Only high-quality human resources can accelerate the nation's development. A large population, if not followed by adequate quality, will only become a burden of development. The quality of the population is the condition of the population both individually and in groups based on the level of progress that has been achieved.

Competence according to Spencer and Spencer (2007) is a basic characteristic possessed by an individual who is causally related in meeting the criteria needed in occupying a position. Competence consists of 5 types of characteristics, namely motives (consistent will as well as being the cause of action), innate factors (consistent character and response), self-concept (self-image), knowledge (information in a particular field) and skills (ability to carry out tasks). The definition of competence as a skill or ability is also put forward by Roe (2001: 73) as follows: Competence is defined as the ability to adequately perform a task, duty or role. Competence integrates knowledge, skills, personal values, and attitudes. Competence builds on knowledge and skills and is acquired through work experience and learning by doing "Competence can be described as the ability to carry out a task, role or task, the ability to integrate knowledge, skills, attitudes and personal values, and the ability to build knowledge and skills based on experience and learning done.

Human Resources Training and Development

Training and Development of human resources regarding future activities. Human resource development activities are different from training activities. In training, activities can help employees do their current work. The advantage of the program, training can be obtained throughout his career and can help improve his career in the future. The reverse development can help individuals to hold responsibilities in the future.

Training and development activities provide benefits to employees and companies in the form of expertise and skills which in turn become valuable assets for the company. Through training, employees will increase their capabilities and so will the company to meet the demands of managers and HR departments. But

training and development activities are not universal solutions that can meet all needs. Effective task design, selection/selection, placement, and other activities are also needed. Training activities can make a large contribution if done correctly.

The objectives of training and development are:

- a. Ensure consistency in developing training programs that include material, methods, delivery methods, and training facilities.
- b. Facilitate communication between the authors of the training program and those who need training
- c. Provide clarity for participants about what needs to be done to achieve the goals
- d. Facilitate the assessment of participants in the training
- e. Avoiding the possibility of conflict between the organizer and the person requesting training regarding the effectiveness of the training being held.

Motivation

Motivation is an impulse that causes someone to do an action to achieve a certain goal. Motivation comes from the word motive which means "impulse" or stimulation or "driving force" that is in a person. According to Weiner (1990) cited Elliot et al (2000), motivation is defined as an internal condition that arouses us to act, drives us to achieve certain goals, and keeps us interested in certain activities.

According to Uno (2007), motivation can be interpreted as internal and external impulses in a person that is indicated by the presence; passion and interest; encouragement and needs; hopes and ideals; appreciation and respect. Motivation is something that makes a person act (Sargent, quoted by Howard, 1999) states that motivation is the impact of a person's interactions with the situation they face (Siagian, 2004). Motivation becomes a strength, energy or power, or a complex condition and readiness in individuals to move towards certain goals, both consciously and unconsciously (Makmun, 2003).

Someone's motivation can be generated and grow through himself-intrinsically and from the extrinsic environment (Elliot et al., 2000; Sue Howard, 1999). Intrinsic motivation means the desire of oneself to act without external stimulation (Elliott, 2000). Intrinsic motivation will be more beneficial and give you greatness in learning. Extrinsic motivation is described as motivation that comes from outside the individual and cannot be controlled by the individual (Howard, 1999). Elliott et al (2000), exemplifying it with values, gifts, and / or awards that are used to stimulate a person's motivation.

Motivation is seen in terms of the process, meaning motivation can be stimulated by external factors, to cause motivation in students through the process of learning stimuli to achieve the desired goals. From a perspective of motivation, meaning that motivation is the target of the stimulus to be achieved. If someone has the desire to learn a thing, then he will be motivated to achieve it.

Organizational Performance

According to Richard et al (2009) organizational performance is something that is produced by the organization which includes the results of financial performance such as profit as measured by return on assets, return on investment and so on, market performance such as market share expansion, and sales. Besides, the return from the shareholder is the return of the shareholder and the economic growth of the shareholder.

In some areas, organizational performance can also be measured from other things such as strategic planning, operations, finance, legal and organizational development. In developing institutions or organizations it is a must to survive in the competitive world climate.

The purpose of productivity is related to the development of the organization (Shrestha, 2005). Small organizations have a desire to continue to grow and become big. The developing organization is in the context of communicating the development itself.

Measuring organizational performance according to the PBM SIG (the performance-based management special interest group concept) is by monitoring and reporting the program being run, and taking into account the objectives achieved. generated. The effectiveness of the achievement of organizational performance must be able to answer questions

- a. How the activities are carried out properly
- b. Achievement of organizational goals
- c. The satisfaction of consumers served
- d. The process must be controlled
- e. Organizational Development

Besides that, according to Kaplan and Norton (1992), organizational performance should be measured not only in terms of financial concepts but also from non-financial aspects. Performance can be measured by productivity, quality, consistency and so on. On the other hand organizational performance measures results,

levels of behavior and normative, education and the resulting concepts including management development (Richard, 2002).

III. RESEARCH METHODS

Research Design

This study uses an explanatory analysis approach. This means that each variable presented in the hypothesis will be observed through testing the causal relationship of the independent variable to the dependent variable. Relationships between variables can be described in the form of path analysis diagrams as follows:

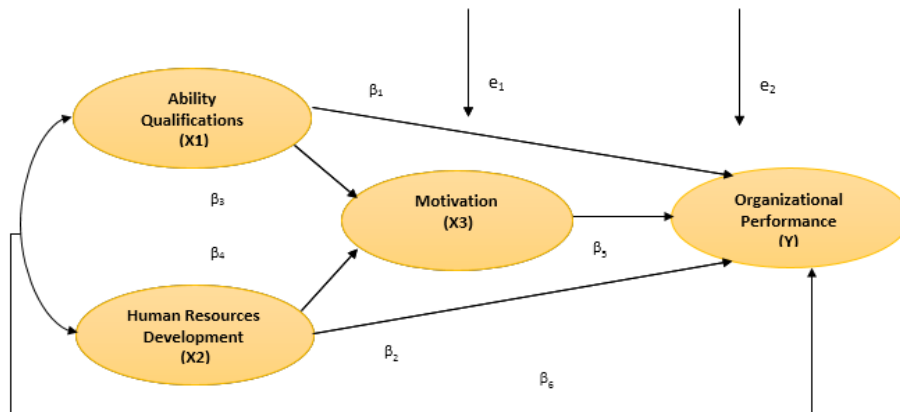


Figure 1. Concept of Research

Object of Research

The study was conducted on PT. Indonesia AirAsia Extra Address Jl. Marshal Suryadharma (M1) No. 1, Selapang Jaya, Neglasari, Tangerang, Banten.

Population and Samples of Research

The population is a generalization area that consists of objects/subjects that have certain quantities and characteristics determined by researchers to be studied and then conclusions drawn (Sugiyono, 2013). The sample is pulling a portion of the population to represent the entire population (Surakhmad, 2001).

The sample used by the authors in this study was company employees. The total number of employees is 200. The total number of employees involved in this study. So that the sampling uses the saturated sample method.

IV. RESEARCH RESULTS AND DISCUSSION

1. Influence of Ability Qualification and Human Resource Development on Organizational Performance

Based on the results of the analysis note that the calculated f value of 68.985 and a significant of 0.00. This value is smaller than 0.05. This means that the variable ability qualifications and human resource development simultaneously affect organizational performance. The magnitude of the influence of the independent variable on the dependent variable is known that the value of r squared is 63.2%, which means that the variable of ability qualifications and human resource development affect organizational performance by 63.2% while the rest is influenced by other variables not included in the equation model.

2. Effect of Ability Qualifications on Organizational Performance Partially

Based on the results of the analysis note that the coefficient of ability qualifications is 0.542. T value of 9.069. The significant value is 0.00. This significant value is smaller than 0.05. This means that the ability qualification variable partially influences organizational performance. The magnitude of the effect of the ability qualifications on organizational performance can be known r square value of 0.293. This means that the effect of the ability qualification variable on performance is 29.3% and the rest is influenced by other variables not included in the equation model.

3. The Effect of Human Resource Development on Organizational Performance Partially

Based on the results of the analysis note that the coefficient of human resource development of 0.649. T value of 12,011. The significant value is 0.00. This significant value is smaller than 0.05. This means that the human resource development variable partially influences organizational performance. The magnitude of the effect of the development of human resources on organizational performance can be known r square value of 0.422. This means that the influence of human resource development variables on organizational performance is 42.2% and the rest is influenced by other variables not included in the equation model.

4. The Effect of Motivation on Organizational Performance Partially

Based on the above analysis, it is known that the motivation coefficient is 0.871. T value of 24,924. The significant value is 0.00. This significant value is smaller than 0.05. This means that the motivational variable partially influences organizational performance. The magnitude of the influence of motivation on organizational performance can be known as the square of the r-value of 0.758. This means that the influence of motivation variables on organizational performance by 75.8% and the rest is influenced by other variables not included in the equation model.

5. Effect of Ability Qualifications on Organizational Performance Through Motivational Variables

Based on the partial path analysis above, it can be described as follows. The analysis is an analysis of the pathway with the following substructural images.

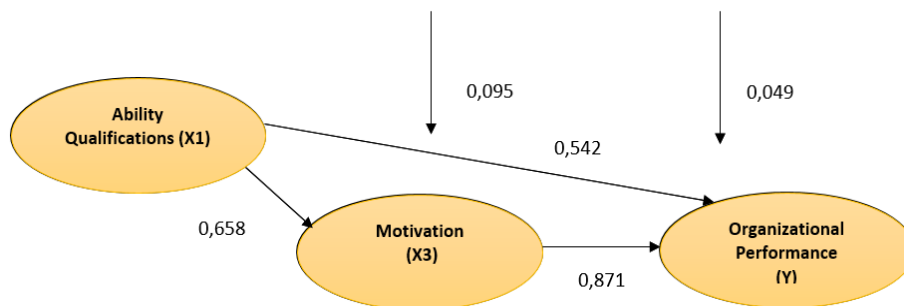


Figure 2. Path analysis of the effect of X1 on Y through X3

Based on the picture above it can be seen that the effect of ability qualifications on organizational performance is 0.542. The effect of ability qualifications on performance through motivation is $0.658 \times 0.871 = 0.573$. In this case, the indirect effect is greater than the direct effect so it can be said that the work motivation variable is intervening.

6. Effect of Human Resource Development on Organizational Performance through Work Motivation Variables

Based on the partial path analysis above, it can be described as follows. The analysis is an analysis of the pathway with the following substructural images.

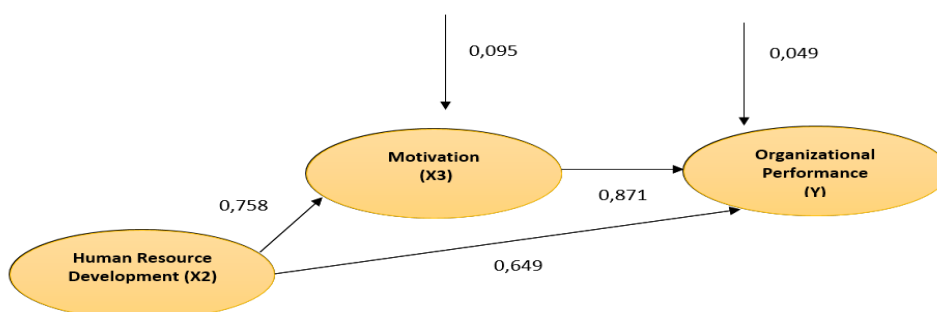


Figure 3. Path analysis of the effect of X2 on Y through X3

Based on the picture above it can be seen that the direct effect of human resource development on organizational performance is 0.649. While the effect of developing human resources on organizational performance through work motivation is $0.758 \times 0.871 = 0.660$. In this case, the direct effect is smaller than the indirect effect so it can be said that the work motivation variable is intervening.

V. CONCLUSIONS AND SUGGESTIONS

Conclusion

The variable of ability qualifications and human resource development simultaneously influence organizational performance. The calculated f value is 68.985 and the significant is 0.00. This value is smaller

than 0.05. The value of r squared is 63.2%, which means that the variable of ability qualifications and human resource development affects the organizational performance of 63.2%, while the rest is influenced by other variables not included in the equation model.

The ability qualification variable partially influences organizational performance. T value of 9.069. The significant value is 0.00. This significant value is smaller than 0.05. The value of r squared is 0.293. This means that the effect of the ability qualification variable on performance is 29.3% and the rest is influenced by other variables not included in the equation model.

The variable of human resource development partially influences organizational performance. T value of 12,011. The significant value is 0.00. This significant value is smaller than 0.05. The value of r squared is 0.422. This means that the influence of human resource development variables on organizational performance is 42.2% and the rest is influenced by other variables not included in the equation model.

Motivational variables affect organizational performance partially. T value of 24,924. The significant value is 0.00. This significant value is smaller than 0.05. The value of r squared is 0.758. This means that the influence of motivation variables on organizational performance by 75.8% and the rest is influenced by other variables not included in the equation model.

The effect of ability qualifications on organizational performance is 0.542. The effect of ability qualifications on performance through motivation is $0.658 \times 0.871 = 0.573$. In this case, the indirect effect is greater than the direct effect so it can be said that the work motivation variable is intervening.

The direct effect of human resource development on organizational performance is 0.649. While the effect of developing human resources on organizational performance through work motivation is $0.758 \times 0.871 = 0.660$. In this case, the direct effect is smaller than the indirect effect so it can be said that the work motivation variable is intervening.

Suggestion

Organizational performance needs to be improved by increasing the ability of employees. This is done by taking into account the educational background, training, experience, and improvement of the employee's physical condition.

Improving organizational performance also needs to be done by paying attention to the development of HR in the company. HR development includes improving the psychomotor, affective and cognitive aspects of the employees. This aspect improvement is done through employee training with regular periods.

Employee motivation also needs to be enhanced by employee achievement needs, employee affiliation needs, other needs such as the desire to achieve goals or the desire to become officials in an organization.

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