EFFECT OF E-PERFORMANCE AND COMPETENCE INFLUENCE ON CIVIL SERVANT PERFORMANCE THROUGH MOTIVATION AS AN INTERVENING VARIABLE

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ABSTRACT

This research is motivated by the launch of a new innovation from BKN, namely E-Kinerja which is used as a monitoring of the performance of ASN employees, in accordance with Government Circular number 16/SE/VII/20205/SE/V/ 2020. Apart from the E-Kinerja system, other things that can be done are: influencing performance improvement is competence, both of which become important variables with the addition of an intervening variable, namely motivation which is still interesting to study. The purpose of this study is to analyze the effect of E-Kinerja and Competence on Performance. In addition, to analyze the effect of implementing E-Kinerja and Competence on Performance through Motivation. This study uses quantitative research methods with 31 employees as respondents. The data analysis method uses validity and reliability tests, while the classical assumption test uses heteroscedasticity test, multicollinearity test and normality test and is equipped with path analysis using trimming theory. The results of this study are E-Kinerja has no significant effect on motivation, competence has a significant effect on motivation, E-Kinerja has no significant effect on performance, competence has no effect on performance, motivation has a positive effect on performance. E-Kinerja through motivation has an effect on performance, competence through motivation has an effect on performance.

INTRODUCTION

This research is motivated by the launch of a new innovation from the State Civil Service Agency, namely E-Kinerja which is used as a monitoring of the performance of ASN employees which can be monitored anywhere and can be done anywhere and anytime (Badan Kepegawaian Negara, n.d.). With this innovation, it is hoped that employees will be able to improve their performance, but in reality many ASNs complain about the complicated E-Kinerja workflow and lack of understanding of the workflow and preparation of performance targets in the E-Kinerja system (Tahir, 2021; Veri et al., 2022) Improving the performance of ASN employees is not only seen from the E-Kinerja system, but another thing that can affect improving employee performance is competence (Nurfadilah, 2020; Rizki, 2021). These two things become important variables along with the addition of an intervening variable, namely motivation which is still interesting to study.

Previous research related to this research is concerning the effect of intellectual abilities and work motivation on the performance of sales productive training subject teachers (Yuliana, 2006). Another study which is also a description of the researchers is that of Nugroho et al, entitled The Effect of Intellectual Ability

and Emotional Ability on Auditor Performance Through Job Satisfaction as an Intervening Variable (Setiyoningsih, 2011).

Performance according to Robbins (2003) is a function of the interaction between ability and motivation. According to Robbins, performance indicators are as follows (1) quality of work (2) quantity (3) timeliness (4) effectiveness (5) independence (Robbins & Judge, 2015).

According to Circular Letter Number 16/SE/VII/20205/SE/V/2020 concerning Procedures for Implementing Guidelines for Electronic Civil Servant Performance Reporting (E-Lapkin) E-Kinerja is an information technology-based system application in the form of a website. The e-Kinerja will be used as a tool or way to monitor the State Civil Apparatus (ASN) within government agencies (Badan Kepegawaian Negara, n.d.).

The notion of competence as a basic characteristic of an individual which is causally related to the criterion referenced effective and/ or very high performance in a job or situation (Spencer & Spencer, 2008).

Motivation is a movement from within a person's heart to do or achieve a goal (Robbins, 2003). According to Robbin motivation is the need of every human being. The following is a hierarchy of needs, this theory of needs was put forward by Abraham Maslow. Indicators of needs according to Maslow are as follows (1) physiological needs (2) security needs (3) social needs (4) needs for self-esteem (5) self-actualization needs (Maslow & Iman, 1993).

The hypothesis put forward in this study is that (1) there is an effect of the application of the E-Performance assessment system on employee motivation in the Korwil Education Office of the Sukomoro District. (2) There is an influence of employee competence on employee motivation in the Regional Coordinator of the Sukomoro District Education Office. (3) There is an influence of the implementation of E-Kinerja on the performance of employees in the Regional Coordinator of the Sukomoro District Education Office. (4) There is an influence of employee competence on employee performance in the Regional Coordinator of the Sukomoro District Education Office. (5) There is an effect of employee motivation on employee performance in the Regional Coordinator of the Sukomoro District Education Office, (6) There is an effect of implementing E-Kinerja on employee performance through motivation as an intervening variable.

METHODS

This type of research used is quantitative research. according to Sugiyono quantitative research is a research method based on positive philosophy, used to examine certain populations or samples [9]. The subject of this study was ASN in the Korwil area of the Education Office in Sukomoro District. The sample in this study is 31 ASN which includes Civil Servants (PNS) and Government Employees with Employment Agreements (PPPK) using the formula Issac and Michael (2016) as follows:

$$S = \frac{\lambda^2.N.P.Q}{d^2\ (N-1)+\lambda^2.P.Q}$$

Information:

S = Number of Samples

λ2 = Chi Square whose value depends on the degree of freedom and error rate. For 1% Degrees of Freedom and 5% error the price of Chi Square = 3.841.

N = Total population

P = Correct probability (0.5)

Q = Probability of being wrong (0.5)

d = Difference between the sample mean and the population mean (The difference can be 0.01, 0.05, and 0.10)

Based on the formula above, we can calculate the number of samples to be used for this study as follows:

λ^2= 3.841; N = 147; P = 0.5; Q = 0.5; d = 0.05

$$S = \frac{\lambda^2.N.P.Q}{d^2\ (N-1)+\lambda^2.P.Q}$$

$$S = \frac{3,841 \cdot 147 \cdot 0,5 \cdot 0,5}{0,05^2 (147-1) + 3,841 \cdot 0,5 \cdot 0,5} = \frac{141,15675}{0,365 + 0,96025}$$

$$= \frac{141,15675}{4,61275} = 30.6$$

S = 31 samples

So the number of samples is 31 samples. The calculation of the number of samples refers to the opinion of Isaac and Michael (Sugiyono, 2017). Data collection was carried out by distributing questionnaires.

The data analysis technique used is normalization test, simple linear regression analysis and regression prerequisite test (Hartanto & Yuliani, 2019). The normality test aims to determine whether the sample taken comes from a normally distributed population or not, using a significance level of more than 0.05. The multicollinearity test was used to test whether the regression model found a correlation between the independent variables. The heteroscedastic test was carried out to test whether there is an inequality of variance from the residuals of one observation to another in the regression model.

Test the hypothesis using path analysis (path analysis). Path analysis is part of the regression analysis which is used to determine whether there is influence exerted by the independent variables through the intervening variables on the dependent variable (Hamid et al., 2019). The regression test model in this study is as follows:

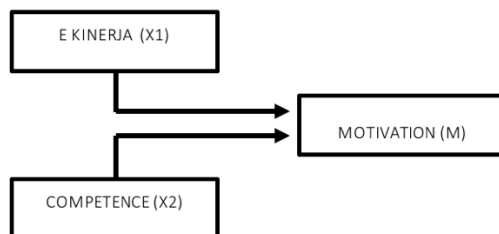**A. Equation 1 Regression Test Model**

Figure 1. Equation 1 regression test model
Source: Primary data processed, 2022

The regression model above is used to determine whether or not there is an effect of X1 on M and X2 on M.

B. Regression Test Model Equation 2
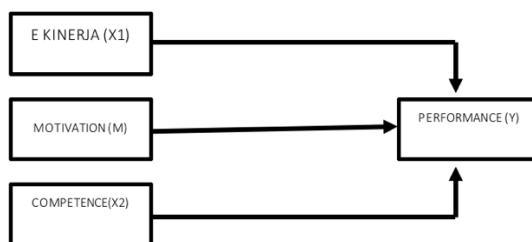
Figure 2. Equation 2 regression test model
Source: Primary data processed, 2022

The regression model above is used to test the effect of X1 on Y, X2 on Y and M on Y. Then to determine the direct effect and indirect effect by comparing the beta coefficient using the formula (Hartanto & Yuliani, 2019):

multiplying the beta value of X1 to M with the beta value of M to Y

$$\text{Indirect effect} = (X1 \rightarrow M) \times (M \rightarrow Y)$$

RESULTS
Respondents in this study were ASN, totaling 31 people, the following is the list:

Table 1
List of Respondents

NO	Name	The Schools
1	Dian Tri Larasati	SDN 2 Blitaran
2	Aprilia W	SDN 2 Blitaran
3	Sri Kurniati K	SDN 2 Ngrengket
4	Endang Nurhayati	SDN 2 Ngrengket
5	Sumardi Santoso	SDN 2 Nglundo
6	Haryadi	SDN 2 Blitaran
7	Zulva Tunnisak D	SDN 1 Sukomoro
8	Pudji Rahayu	SDN 2 Pehserut
9	Siti Fatimah	SDN 2 Putren
10	Lilik Hariyati	SDN 2 Kedungsoko
11	Muhajir	SDN 3 Bungur
12	Wijiatin	SDN 4 Kapas
13	Toto Priyono	SDN 2 Kedungsoko
14	Dukut	SDN 3 Kapas
15	Eko Purwanto	SDN 1 Sumengko
16	Citra Boedi Hartatik	SDN 3 Putren
17	Dwi Cahyono	SDN 1 Bagorwetan
18	Panji Kristiawan	SDN 3 Putren
19	Alfina Bintang S	SDN 3 Sumengko
20	Fiviana	SDN 2 Putren
21	Ririn Agustina S	SDN 3 Sukomoro
22	Hanifah Hidayatul L	SDN 2 Bagorwetan
23	Siti Mudi'atul I.	SDN 2 Bagorwetan
24	Lilis Dwi Wulandari	SDN 2 Bagorwetan
25	Sukartini	SDN 2 Ngrengket
26	Siti Asiah	SDN 2 Bungur
27	Uliyah Tiyas Wati	SDN 3 Kapas
28	Pipit Rahmadhany	SDN 2 Blitaran
29	Wasis	SDN 1 Kapas
30	Siswoyo	SDN 2 Kedungsoko
31	Nyamiati	SDN 1 Nglundo

Source: Primary data processed in 2022

Description characteristics respondents are presented as follows:

A. Age

The characteristics of respondents based on age are presented in the following table:

Table 2
Characteristics of Respondents Based on Age

Age	Frequency	Percentage (%)
≤25 years	1	3,23
26 – 30 years	2	6,45
31 – 35 years	5	16,13
36 – 40 years	11	35,48
41 – 45 years	2	6,45
≥46 years	10	32,26
Amount	31	100

Data sourceprimary dexercise 2022

Based on the data above, it can be concluded that the majority of respondents in this study were

aged 36 to 40 years, as many as 11 people with a percentage of 35.48%. While the respondents with the least number were respondents aged less than or equal to 25 years with a percentage of 3.23%.

B. Gender
Description of the characteristics of respondents based on gender is presented in the following table:

Table 3
Characteristics of Respondents Based on Gender

Gender	Frequency	Percentage (%)
Man	10	32,26
Woman	21	67,74
Amount	31	100.00

Data source primary exercise 2022

Based on the table above, it can be seen the data about the gender of the research respondents. The research respondents consisted of 10 men with a percentage of 32.26% and 21 women withpercentage67.74%. Based on the table data above, the majority respondent are women with a percentage of 67.74%.

C. Position Status

Table 4
Characteristics of Respondents Based on Position Status

Position Status	Frequency	Percentage (%)
Classroom teacher	17	54,84
PJOK teacher	4	12.90
PAI teacher	1	3,23
Headmaster	8	25,81
Plt. KS	1	3,23
Amount	31	100.00

Data source primary exercise 2022

Based on the data above, it can be seen that the majority of respondents have positions as class teachers, namely as many as 17 people with a percentage of 54.84%.

D. Length of working
Description of the characteristics of respondents based on length of work is presented in the following table:

Table 5
Characteristics of Respondents Based on Length of Work

Length of work	Frequency	Percentage (%)
≤ 1 year	4	12.90
16 years	4	12.90
6 – 11 years	3	9,68
11 – 16 years	7	22.58
16 – 21 years	4	12.90
21 – 26 years	3	9,68
26 – 31 years	5	16,13
31 – 36 years	1	3,23
Amount	31	100

Data source primary exercise 2022

Based on the data above, it can be concluded that the majority of respondents in this study worked for 11 years to 16 years as many as 7 people with a percentage of 22.58%. While the respondent with the least number of respondents who worked for 31 years to 36 years as many as 1 person with a percentage of 3.23%.

E. Validity test

This validity test is carried out to measure whether the data that has been obtained after the research is valid data or not, by using the measuring instrument used (questionnaire) to test the validity of each item, namely by correlating the score of each item with the total score which is the sum each item score. If the correlation coefficient is equal to or above 0.05 then the item is declared valid, but if the correlation value is less than 0.05 then the item is declared invalid (Hartanto & Yuliani, 2019).

Table 6
Validation Test

Variable	Items	Sig. Value	Information
E-PERFORMANCE	X1.1	0.00	Valid
	X1.2	0.00	Valid
	X1.3	0.00	Valid
	X1.4	0.00	Valid
	X1.5	0.00	Valid
	X1.6	0.00	Valid
	X1.7	0.00	Valid
	X1.8	0.00	Valid
	X1.9	0.00	Valid
	X1.10	0.00	Valid
COMPETENCE	X2.1	0.00	Valid
	X2.2	0.00	Valid
	X2.3	0.00	Valid
	X2.4	0.00	Valid
	X2.5	0.00	Valid
	X2.6	0.00	Valid
	X2.7	0.00	Valid
	X2.8	0.00	Valid
	X2.9	0.00	Valid
	X2.10	0.00	Valid
	X2.11	0.00	Valid
	X2.12	0.00	Valid
	X2.13	0.00	Valid
	X2.14	0.00	Valid
	X2.15	0.00	Valid
	X2.16	0.00	Valid
	X2.17	0.00	Valid
	X2.18	0.00	Valid
	X2.19	0.00	Valid
	X2.20	0.00	Valid
	X2.21	0.00	Valid
MOTIVATION	M. 1	0.00	Valid
	M. 2	0.00	Valid
	M. 3	0.00	Valid
	M. 4	0.00	Valid
	M. 5	0.00	Valid
	M. 6	0.00	Valid
	M. 7	0.00	Valid
	M. 8	0.00	Valid
	M. 9	0.00	Valid
	M. 10	0.00	Valid
	M. 11	0.00	Valid
	M. 12	0.00	Valid
	M. 13	0.00	Valid
	M. 14	0.01	Valid
	M. 15	0.00	Valid
	M. 16	0.00	Valid
	M. 17	0.00	Valid
	M. 18	0.00	Valid
	M. 19	0.00	Valid
	M. 20	0.00	Valid

Variable	Items	Sig. Value	Information
	M. 21	0.00	Valid
	M. 22	0.00	Valid
	M. 23	0.00	Valid
	M. 24	0.00	Valid
	M. 25	0.00	Valid
	M. 26	0.00	Valid
	M. 27	0.00	Valid
	M. 28	0.00	Valid
	Y. 1	0.00	Valid
	Y.2	0.00	Valid
	Y.3	0.00	Valid
	Y.4	0.00	Valid
	Y.5	0.00	Valid
	Y.6	0.00	Valid
	Y.7	0.00	Valid
	Y. 8	0.00	Valid
	Y.9	0.00	Valid
	Y.10	0.00	Valid
	Y.11	0.00	Valid
	Y. 12	0.00	Valid
	Y. 13	0.00	Valid
	Y.14	0.00	Valid
PERFORMANCE	Y.15	0.00	Valid
	Y.16	0.00	Valid
	Y.17	0.00	Valid
	Y. 18	0.00	Valid
	Y.19	0.00	Valid
	Y.20	0.00	Valid
	Y. 21	0.00	Valid
	Y. 22	0.00	Valid
	Y. 23	0.00	Valid
	Y. 24	0.00	Valid
	Y.25	0.00	Valid
	Y. 26	0.00	Valid
	Y. 27	0.00	Valid
	Y. 28	0.00	Valid
	Y. 29	0.00	Valid

Source: Primary data processed in 2022

F. Classic assumption test

1. Multicollinearity Test

Multicolinearity test was conducted to test whether the regression model found a correlation between the independent variables. Commonly used values to indicate multicollinearity are tolerance values ≤ 0.1 or VIF values ≥ 10 (Ghozali, 2016).

Based on the multicollinearity test conducted on equation 1 using SPSS 25.0, the VIF value was obtained for the E-Performance variable of 1.013 and for the competency variable of 1.013. The variable of implementing E-Performance (X1) and employee competence (X2) on employee motivation (M) obtained from the results of calculating the Variance Inflation Factor (VIF) value also shows that there are no independent variables that have a VIF value of more than 10. So, it can be concluded that there is no multicollinearity between independent variables in the regression model used in this study.

Based on the multicollinearity test performed on equation 2, the VIF E-Performance value was 1.098, Competency was 2.953 and Motivation was 3.117. The variables of implementing E-Performance (X1), employee competence (X2), and employee motivation (M) on employee performance (Y) obtained from the results of calculating the Variance Inflation Factor (VIF) value also show that there are no independent variables that have a VIF value of more than 10. So, it can be concluded that there is no multicollinearity between the independent variables in the regression model used in this study.

2. Heteroscedasticity Test

The heteroscedasticity test was carried out to test whether there is an unequal variance from the residuals of one observation to another in the regression model. If the significance value generated for each variable is less than 0.05, it indicates heteroscedasticity occurs (Hartanto & Yuliani, 2019). Based on the results of the heteroscedasticity test using the Glejser test, the significance value for the E-Performance variable was 0.217 and the significance value for the competency variable was 0.610. In addition to the scatter plot chart, it shows that it does not form a certain pattern or spreads. so it can be concluded that the two variables do not occur heteroscedasticity.

3. Normality test

The normality test is used to test whether in the regression model, there is a normal distribution between the dependent variable and the independent variable. If the results show a significant probability value above 0.05 then the variable is normally distributed (Hartanto & Yuliani, 2019). Based on the results of the normality test using one sample Kolmogorov Smirnov, the Asymp value was obtained. Sig. (2-tailed) of 0.200 is greater than 0.05. In addition, the probability plot graph shows the data spread around the diagonal line and follows the direction of the transverse diagonal slash. so that the data can be said to be normally distributed.

G. Hypothesis test

The hypothesis is a temporary answer to the problems that are formulated and will be examined in research. Testing the hypothesis in this study basically uses two basic techniques, namely simple regression analysis techniques and path analysis techniques which are the elaboration of multiple regression analysis. To make it easier to do hypothesis testing calculations, the following terms are used:

1) E-PERFORMANCE (Exogenous Latent 1)
2) COMPETENCE (Exogenous Latent 2)
3) MOTIVATION (Mediator)
4) PERFORMANCE (Endogen Latent)

a) Hypothesis Test 1

Based on the results of the regression test, it can be seen the significance of the effect of implementing E-Performance on employee motivation. If the value of Sig. smaller than 0.05, the effect that occurs is significant, otherwise if the value of Sig. more than 0.05 then it is not significant. Based on the data processing output, it can be seen that the value of Sig. The E-Performance variable on Performance is 0.05 <0.137. That is, the effect of implementing E-Kinerja on employee motivation is not significant. Thus, the first hypothesis which states that the implementation of E-Kinerja has a significant effect on employee motivation is not proven and cannot be accepted.

b) Hypothesis Test 2

Testing the second hypothesis is done by simple regression analysis. If the value of Sig. smaller than 0.05, the effect that occurs is significant, otherwise if the value of Sig. more than 0.05 then it is not significant. Based on the data processing output, it can be seen that the value of Sig. of 0.000 <0.05. That is, the effect of employee competence on employee motivation is significant. Thus, the second hypothesis which states that employee competence has a positive and significant influence on employee motivation can be proven and can be accepted.

c) Hypothesis Test 3

Testing the third hypothesis is done by simple regression analysis to know the significance of the effect of implementing E-Performance on employee performance. If the value of Sig. smaller than 0.05, the effect that occurs is significant, otherwise if the value of Sig. more than 0.05 then it is not significant. Based on the data processing output, it can be seen that the value of Sig. of 0.05 <0.246. Thus, the third hypothesis which states that the implementation of E-Kinerja has a positive and significant effect on employee performance is not proven and cannot be accepted.

d) Hypothesis Test 4

Testing the fourth hypothesis is done by simple regression analysis. Based on the test results obtained from data processing with the SPSS program. If the value of Sig. smaller than 0.05, the effect

that occurs is significant, otherwise if the value of Sig. more than 0.05 then it is not significant. Based on the data processing output, it can be seen that the value of Sig. of 0.05 <0.943. That is, the effect of employee competence on employee performance is not significant. Thus, the fourth hypothesis which states that employee competence has a positive and significant influence on employee performance is not proven and cannot be accepted.

e) Hypothesis Test 5

Testing the fifth hypothesis is done by simple regression analysis to obtain the value of the effect of employee motivation on employee performance. If the value of Sig. smaller than 0.05, the effect that occurs is significant, otherwise if the value of Sig. more than 0.05 then it is not significant. Based on the data processing output, it can be seen that the value of Sig. of 0.000 <0.05. That is, the effect of employee motivation on employee performance is significant. Thus, the fifth hypothesis which states that employee motivation has a positive and significant influence on employee performance is proven and acceptable.

H. Path Analysis

Testing the sixth and seventh hypotheses is done by path analysis. Path analysis (path analysis) is an analytical model used to determine patterns of relationships between variables with the aim of knowing the direct and indirect effects of the independent variables on the dependent variable (Marwan, 2019) [17].

1. Output coefficient and Model Summary Equation 1

Table 7
Graph of the Coefficient of Equation 1

Model		Unstardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
			Coefficients[a]			
1	(Constant)	-90.480	27.678		-3.269	.003
	E KINERJA	.378	.247	.165	1.532	.137
	COMPETENCE	2.108	.288	.789	7.323	.000
a.	Dependent Variable: Motivation					

Source: Primary data processed in 2022

Based on the picture above, it can be seen that the Standardized Coefficient Beta value of the E-Performance variable (X1) is 0.165 and the competency variable (X2) is 0.789.

Table 8
Model Summary together 1

		Model Summary		
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.824[a]	.679	.656	4.62903
a.	Predictors: (Constant), COMPETENCE, E KINERJA			

Source: Primary data processed in 2022

The R Square value is 0.679. This shows that the contribution of the influence of the application of E-Performance (X1) and competency (X2) to motivation (M) is 67.9% while the remaining 32.1% is the contribution of other variables not included in the study.

I.   2. Output coefficient and Model Summary Equation 2
II.

Table 9
Chart Coefficient together 2
Coefficients^a

Model		Unstardized B	Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	6.650	7.130		.933	.359
	E KINERJA	.067	.056	.030	1.186	.246
	COMPETENCE	-.008	.108	-.003	-.072	.943
	MOTIVATION	.946	.041	.986	22.830	.000

a.   Dependent Variable: E KINERJA
Source: Primary data processed in 2022

It can be seen that the value of the Standardized Coefficient Beta of the E-Performance variable (X1) is 0.030; competency variable (X2) of -0.003; and motivational variable (M) of 0.986

Table 10
Chartcoefficient equation 2
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.992^a	.984	.982	4.01442

a.   Predictors: (Constant), MOTIVATION, E KINERJA, COMPETENCE
Source: Data Processed 2022

The R Square value is 0.984. This shows that the contribution of the influence of the implementation of E-Performance (X1), competence (X2), and motivation (M) on performance (Y) is 98.4% while the remaining 1.6% is a contribution from other variables that do not included in the study.
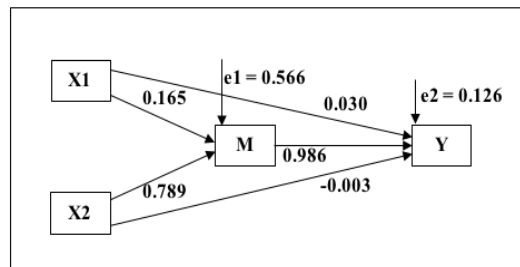

Figure 3. Path diagrams
Source: primary data processed in 2022

f) Hypothesis test 6

Based on the test results using SPSS 25.0, it can be seen that the Standardized Coefficient Beta value of the E-Performance variable (X1) is 0.165 and the competency variable (X2) is 0.789.

Based on the path diagram above, it can be seen that the direct effect X1 (E-Performance) has on Y (performance) is 0.030. Meanwhile, the indirect effect of X1 (E-Performance) through M (motivation) on Y (performance) is the multiplication of the beta value of X1 on M and the value of beta M on Y, which is as follows:

$(X1 \rightarrow M) \times (M \rightarrow Y) = 0.165 \times 0.986 = 0.163$

Then the total effect that X1 has on Y is as follows:
Total influence = direct influence + indirect influence
$= 0.030 + 0.163 = 0.193$

Based on the calculation results above, it is known that the direct effect value is 0.030 and the indirect effect is 0.163, which means that the effect value of implementing E-Performance on performance through motivation is greater than the value of the effect of implementing E-Performance on performance. Thus hypothesis 6 which states that there is an effect of implementing E-Performance (X1) on employee performance (Y) through motivation (M) as an intervening variable is proven and acceptable.

g) Hypothesis Test 7

Testing the seventh hypothesis was also carried out using path analysis such as testing on hypothesis 7. Calculation of path analysis model 2, namely the competency variable (X2) through motivation (M) on performance (Y).

Based on the path diagram above, it can be seen that the direct effect given by X2 (competence) on Y (performance) is -0.003. Meanwhile, the indirect effect of X2 (competence) through M (motivation) on Y (performance) is the multiplication of the beta value of X2 on M and the value of beta M on Y, which is as follows:

$$(X2 \rightarrow M) \times (M \rightarrow Y) = 0.789 \times 0.986 = 0.778$$

Then the total effect that X2 has on Y is as follows:
Total Impact = Direct influence + Indirect influence
=-0.003+0.778 =0.775

Based on the calculation results above, it is known that the value of competence on performance is -0.003 and the value of the influence of competence on performance through motivation as an intervening variable is 0.778, which means that the value of the effect of competence on employee performance through motivation is greater than the value of the influence of competence on employee performance. Thus hypothesis 7 which states that there is an influence of competence on performance through motivation as an intervening variable is proven and acceptable.

CONCLUSION

Based on the research above, it can be concluded that the implementation of E-Performance has no effect on employee motivation. So that employees who understand the flow and arrangement of E-Kinerja do not necessarily have high motivation.

Competence has a significant effect on employee motivation, this shows that employees who have high competence also have high motivation as well. Employees who have more skills in their work are more enthusiastic in working on work targets so that it affects employee motivation to do their work according to performance targets.

E-Kinerja has no effect on employee performance, this is because E-Kinerja is only an application to monitor employees. So that employees who already understand how to work on the E-Kinerja application do not necessarily experience an increase in performance.

Employee competence has no effect on employee performance. The high competence of each individual can lead to unhealthy competition against employees inside and outside the institution which causes the institution's goals to not be achieved optimally.

Motivation has a significant effect on employee performance. Giving awards, motivation from superiors and rewards from superiors to employees who excel can affect employee performance improvement.

Motivation is able to be a mediator of the effect of E-Performance on employee performance. The effect of E-Performance through motivation increases employee performance compared to without motivation, that is, the indirect effect has a beta value of 0.163 while the direct effect has a beta value of -0.030.

Motivation can be a mediator of the influence of competence on employee performance. The influence of competence through motivation through motivation increases employee performance compared to without motivation, namely the indirect effect has a beta value of 0.778 while the direct effect has a beta value of -0.030.

A review is needed by conducting a re-examination using motivation as a mediator variable and the relationship with E-Kinerja. Researchers also need to know more about other factors that can affect employee

performance. Researchers are advised to develop this research by adding other variables in the context of development and assessment, researchers can use other analytical methods, namely SEM (Structural Equation Modeling) analysis.

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