

# Performance Variable: Influenced by Training, Organizational Culture, and Motivation

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## Abstract

**Purpose:** This study investigates the impact of training, organizational culture, and motivation on employee performance in a service company, focusing on both their direct and indirect relationships and strategies for improvement. The research utilizes a quantitative survey and multiple linear regression analysis.

**Research methodology:** This research seeks to examine the influence of training, organizational culture, and motivation on employee performance within a service company. This study also examines the direct and indirect relationship between these variables in improving employee performance.

**Results:** The study results indicate that training, organizational culture, and motivation significantly affect employee performance, both simultaneously and partially.

**Conclusions:** Investing is not as complicated as it may seem, and with careful planning, housewives can easily contribute to their family's financial well-being through strategic investment choices.

**Limitations:** The F test shows that the regression model meets the model suitability criteria, and simultaneously, the three independent variables affect the dependent variable, partially revealing that organizational culture and motivation affect Performance, but training does not.

**Contribution:** This study contributes to the understanding of how training, organizational culture, and motivation interact to influence employee performance in service companies. It offers practical insights for HR practitioners and management by highlighting that while motivation and culture have a strong direct effect, training alone may require enhancement in design or delivery to be impactful. The findings also support the development of more integrated employee development programs that align organizational values with personal incentives to improve performance outcomes.

**Keywords:** Job Performance, Motivation, Organizational Culture, Training.

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## 1. Introduction

The performance of employees serves as a key indicator of an organization's ability to achieve its strategic objectives. In human resource management, employee performance is a benchmark of individual success and the foundation of the organization's collective success. In the era of globalization and rapid technological development, organizations must continue to adapt and improve their competitiveness through effective employee performance management. Training, organizational culture, and motivation are key factors that significantly affect employee performance (Bashar et al., 2021; Muhtar & Wahyuni, 2023).

Training is one of the educational programs that are a strategic investment made by organizations to improve employee knowledge, skills, and abilities. A well-structured training program enhances individual competence and improves the organization's effectiveness. However, one of the main challenges in training is the relevance of training materials to job needs, as well as the organization's ability to measure the impact of training on employee performance (Budiono & Fahrizal, 2023; Kovaçi & Tahiri, 2024; Tumi et al., 2022). Training can waste resources without significantly adding value to the organization if not managed properly.

In addition to training, organizational culture is essential in shaping employee behaviour. A strong organizational culture can create a collaborative work environment, support innovation, and increase employee satisfaction and commitment (Laras et al., 2021; Muhtar & Wahyuni, 2023). Training serves not only to enhance and refine the skills of each abdi dalem in performing their duties but also as a means to address cultural challenges in the modern era (Wulandaru et al., 2025). However, a culture not aligned with employee values can lead to dissatisfaction, decreased performance, and even employee turnover. Therefore, continuous efforts are needed from management to create and maintain a positive organizational culture. Managing people effectively means understanding how to motivate them to achieve their best Performance (Moldoveanu & Narayandas, 2019).

Motivation, on the other hand, is an intrinsic factor that drives individuals to achieve specific goals. According to Maslow's Hierarchy of Needs Theory, employee motivation can be improved by meeting their needs, from basic to self-actualization (Maslow, 1943). In practice, high motivation is often the primary driver of employee performance. However, challenges arise when motivation is not balanced with support from the organization, such as a conducive work environment and fair management policies (Budiono & Fahrizal, 2023; Ramadhany et al., 2020).

Although previous studies have examined the relationship between training, organizational culture, and motivation for Performance, the results often show inconsistencies. Some studies have found that training can improve Performance directly (Mahmood et al., 2021), while others point out that the impact is only significant when mediated by organizational culture or motivation (Budiono & Fahrizal, 2023; Tumi et al., 2022). Similarly, organizational motivation and culture sometimes do not directly affect Performance but work indirectly through specific mechanisms (Laras et al., 2021). It is what makes this study relevant in explaining the mechanism of the relationship between these variables. As a theoretical foundation, this research refers to the Open Systems Theory, which states that organizations are dynamic systems influenced by internal and external factors. In this context, training, organizational culture, and motivation are inputs that will affect Performance as system outputs (Bashar et al., 2021). Thus, a holistic approach is needed to understand how these three factors interact and impact employee performance.

Furthermore, this study also examines the practical problems that organizations often face in improving employee performance. For example, the low effectiveness of training due to a lack of training needs analysis or an organizational culture that tends to resist change. Employee motivation is also often a complex issue because Performance can be influenced by various factors, both internal and external, such as compensation, recognition, and job satisfaction (Budiono & Fahrizal, 2023; Ramadhany et al., 2020). This research aims to answer fundamental questions about how training, organizational culture, and motivation simultaneously or partially affect employee performance. By investigating this relationship, we hope this research can make a theoretical contribution to human resource management science development and a practical contribution to organizations designing more effective performance management strategies.

## **2. Theoretical Review**

### **2.1 Performance**

Increasingly fierce business competition encourages organizations to continue to look for the best ways to retain and improve employee performance. It is due to human resources' vital role in determining the organization's overall success (Mahmood et al., 2021). Employee performance serves as a key indicator of an organization's success in attaining its strategic objectives. Employees need to be continuously

encouraged to adjust the work standards that the company has set to achieve the vision and mission that it has designed. Performance can be interpreted as the overall value determined by the organization based on the behaviour and results displayed by individuals in a certain period (Ramadhany et al., 2020). Performance refers to the outcomes of a work process, encompassing the achievement of planned outputs aligned with specified targets within a defined time frame and location at both the individual employee level and the associated organization (Garibaldi & Hayati, 2022). The achievement of a worker's Performance includes the use of resources available in the workplace environment that aligns with the standards established by the organization, which includes aspects of work results, speed in completing tasks, ability to work together, initiative, and the ability to prioritize goals (Idris et al., 2020).

Performance appraisals usually refer to the quality, quantity, and time spent completing the work (Kuswati, 2020). Three main aspects are performance indicators: first, work results, namely everything produced by employees, both in the form of goods and services, based on predetermined work standards, both in quality and quantity. Second, work behaviour includes individual attitudes in the workplace, such as completing tasks on time and avoiding procrastinating work. Third, personal traits, including innate character, life experience, and work experience, affect an individual's ability to make decisive decisions and be ready for risks (Wirawan, 2015).

## **2.2 Training**

Every year, organizations allocate funds to the training sector, but not all organizations have training programs that are genuinely effective and aligned with the expected goals (Kraai & Mashau, 2020). Organizations are made to equip members with various types of training to improve their Performance, face fierce competition, and adapt to changes and developments in the rapidly occurring environment. The objectives of training for companies encompass enhancing knowledge, refining and improving skills, fostering responsibility, encouraging compliance, building confidence, instilling a sense of belonging, boosting work motivation, strengthening loyalty, increasing awareness of the work environment, promoting an understanding of company culture, and achieving various other goals (Kasmir, 2019).

Training is also considered a strategic tool organizations can use to improve employee competency (Kraai & Mashau, 2020). Training is providing knowledge to new employees or employees with skills to carry out tasks according to the organization's needs. This process involves several stages: participant preparation, delivery of training materials, practice or trials, and follow-up of training results (Dessler, 2013). The effectiveness of training programs is influenced by several factors, such as the quality of the materials provided, the techniques used in the training process, the expertise of the trainers, and the application of suitable learning resources. (Djastuti et al., 2020). Training is a systematic process that aims to improve employees' knowledge, skills, and behaviours to support the achievement of organizational goals. The main components of the training include the instructor, the trainees, the training materials, the training method, and the training objectives themselves (Mangkunegara, 2017).

## **2.3 Organizational Culture**

When faced with unusual situations, people tend to take different approaches and methods of working. In conditions like this, some individuals are working harder, some have lost their jobs, some are working from home, and some have to find new ways to survive the pandemic (Kooij, 2020). Organizational culture refers to a set of shared values and interpretations held by members of an organization that distinguish it from other organizations. This culture includes a variety of interactions and habits that shape and influence individuals within the environment (Pawirosumarto et al., 2017).

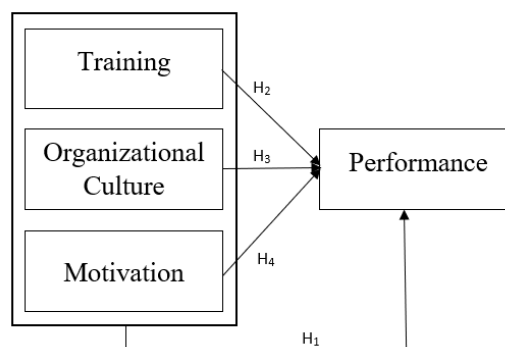
All organizational actions in planning, implementation, human resource management, improving employee competence and Performance, and the interactions between employees and their superiors reflect the essence of organizational culture (Silitonga & Budiono, 2020). Robbins & Judge (2013) *state that* organizational culture refers to the shared meaning believed by the organization's members that creates a certain uniqueness. This culture has seven dimensions: innovation and risk-taking, attention to detail, results-oriented, people-oriented, teamwork, aggressiveness, and stability. The values

embraced by employees are preserved and play a vital role in shaping and strengthening the organizational culture. It is a factor that can motivate and move employees to achieve common goals (Lolowang et al., 2019).

## 2.4 Motivation

Motivation is the basis for every human action and behaviour in achieving the desired goal. Motivation is a critical factor in understanding human behavior in the workplace and serves as a fundamental prerequisite for enhancing work efficiency (Petrova et al., 2020). Motivation is a driving element that allows humans to meet needs and achieve specific achievements (Budiono, 2022). However, many companies are not optimally managing motivational factors or tools effectively, so they cannot encourage their employees to achieve maximum Performance (Eroğlu & Kiray, 2020). Motivation is the process that describes how energy is focused toward accomplishing a particular objective (Lolowang et al., 2019). In psychology, motivation refers to the process that drives enthusiasm, provides guidance, and fosters confidence in an individual's behavior. As a key concept in organizational behavior, motivation plays a crucial role in understanding a person's action (Laras et al., 2021). Motivation is a process that describes an individual's intensity, focus, and persistence in pursuing their goals. The three main components of motivation are intensity, direction, and persistence (Robbins & Judge, 2013).

Two main factors influence the psychological process of motivation. Internal factors include the drive to live, the need for belonging, appreciation, recognition, and power. External factors, on the other hand, encompass elements such as the work environment, compensation, supervision, job security, status, responsibilities, and flexible policies or regulations (Sutrisno, 2016). The combination of these factors will influence the extent to which a person is motivated to work and contribute to the organizational environment.



Picture 1 Thinking Framework

## 3. Methodology

A suitable research approach is essential to examine the proposed hypotheses. This section focuses on outlining the research method selected for the study. Given the quantitative nature of this research, the survey method has been chosen as the primary approach to collect relevant data and achieve the research objectives.

### 3.1 Population and Sample

The initial stage in the data collection and analysis process involves determining the population that is the focus of the study. This research was carried out in March 2024 at The Ritz-Carlton Mega Kuningan, a service company, with operational employees serving as the subjects of the study. The population involved in this research comprised 300 employees. The Roscoe technique determined the sample size, recommending 15 or more times the number of research variables. This approach resulted in a sample of 115 respondents for the primary analysis and an additional 30 respondents for conducting validity and reliability tests. The probability sampling technique is employed to guarantee that every member of the population has an equal opportunity to be chosen as a research sample.

### 3.2 Research Instruments

The research instrument was designed to measure this study's main variables: Training, Organizational Culture, Motivation, and Performance. The Likert Scale was used as it allows respondents to express the intensity of their attitudes or perceptions on a graduated scale, providing nuanced data for analysis. This approach ensures greater accuracy in capturing subjective opinions. Additionally, careful validity and reliability testing procedures were conducted to ensure the quality and consistency of the research instrument.

### 3.3 Data Collection Techniques

The data collection process aims to obtain scores that describe the influence of Training, Organizational Culture, and Motivation on Performance. Field research was conducted in March 2024 using a Likert-based questionnaire method.

### 3.4 Data Analysis Techniques

The Multiple Linear Regression Analysis technique was used to analyze the data and resolve the research questions. The tests for validity and reliability, classical assumptions, and the direct influence of independent variables on dependent variables were performed using IBM SPSS 26 software. This analysis aims to comprehensively understand the impact of Training, Organizational Culture, Motivation, and Performance on Performance.

## 4. Results

### 4.1 Validity Test

Validity testing was conducted by involving 30 respondents to measure four main variables, namely Training ( $X_1$ ), Organizational Culture ( $X_2$ ), Motivation ( $X_3$ ), and Performance ( $Y$ ). In this test, 32 statements were analyzed, and the results showed that all statements were declared valid. It is evidenced by the  $r$ -count value greater than the  $r$ -table of 0.361 at a significance level of  $\alpha = 5\%$  (0.05).

### 4.2 Reliability Test

Table 1 Reliability Test

Variable	Cronbach's Alpha	Kesimpulan
Training	.954	Reliable
Organizational Culture	.946	Reliable
Motivation	.947	Reliable
Performance	.931	Reliable

Source: author

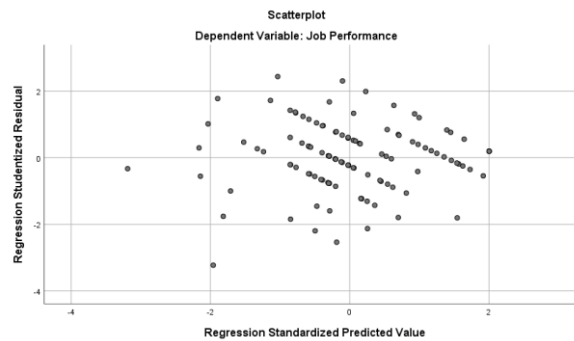
The reliability test results indicate that all variables have an Alpha coefficient [exceeding](#) 0.700. Thus, the measurement concepts in each variable and the questionnaire instruments used can be stated as reliable so that the consistency of measurement of the data obtained can be trusted.

### 4.3 Classical Assumption Test

Table 1 Classical Assumption Test

	Heteroskedastisitas	Linearity	Normality	Multicollinearity
Training	No heteroscedasticity occurs	0.000	0.200	1.648
Organizational Culture	No heteroscedasticity occurs	0.000		1.677
Motivation	No heteroscedasticity occurs	0.000		1.902
Dependent variable: Performance				

Source: author



Picture 2 Scatterplot  
Source: author

Before hypothesis testing, classical assumption testing was carried out, including heteroscedasticity, linearity, normality, and multicollinearity tests. The test results showed the following: In the heteroscedasticity test, no symptoms of heteroscedasticity were found, which can be seen from the random pattern on the scatterplot graph without showing a particular direction. The linearity test showed significant results with a significance level of  $0.000 < 0.05$ , which indicates that the relationship between variables is linear. The normality test showed that each variable had a significance value greater than 0.05, which indicates that the data was normally distributed. Meanwhile, the multicollinearity test showed a tolerance value greater than 0.1 and a VIF value less than 10, meaning there was no multicollinearity between the variables. Thus, all classical assumption tests were declared fulfilled.

#### 4.4 Hypothesis Test

##### 4.4.1 F-Test (simulant)

Table 3 F-test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	172.163	3	57.388	37.430	.000
	Residual	170.185	111	1.533		
	Total	342.348	114			
a. Dependent Variable: Job Performance						
b. Predictors: (Constant), Motivation, Training, Organizational Culture						

Source: author

The feasibility of the regression model is shown in Table 3, which describes the influence of Training, Organizational Culture, and Motivation on Performance. The F-count value of 37,430 with a significance level of  $5\% = 0.000 < 0.05$  indicates a linear relationship between the variables of Training, Organizational Culture, and Motivation on Performance. These results indicate that the model used met the model suitability criteria and simultaneously ( $H_1$ ) had an effect.

##### 4.4.2 t-test (partial)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.288	2.337		1.835	.069
	Training	.104	.085	.105	1.224	.223
	Organizational Culture	.226	.069	.285	3.289	.001
	Motivation	.233	.051	.424	4.599	.000

a. Dependent Variable: Job Performance

Source: author

#### *4.4.3 The Effect of Training on Performance*

Based on the t-test results, the t-count value was 1.224, with a significance level of 0.223. By using a significance limit of 0.05, it is known that the t-table value is 1.981. Because the t-count is smaller than the t-table ( $1.224 < 1.981$ ),  $H_2$  is rejected. It indicates that the first hypothesis cannot be accepted. This finding is consistent with previous studies (Budiono & Fahrizal, 2023; Purwatiningsih, 2022; Ramadhany et al., 2020). Training on Performance is rejected. It implies that although training is conducted, its impact has not significantly improved employee performance. Training that is not relevant to job needs, does not comply with competency standards, or is not followed by direct application in the work environment tends to have a limited impact on improving performance.

#### *4.4.4 The Influence of Organizational Culture on Performance*

Based on the t-test results, the t-count value was obtained as 3.289 with a significance level 0.001. By using a significance limit of 0.05, it is known that the t-table value is 1.981. Because the t-count is greater than the t-table ( $3.289 > 1.981$ ), then  $H_3$  is accepted. It indicates that the third hypothesis can be accepted. This finding is consistent with the results of previous studies reported (Bashar et al., 2021; Kusuma et al., 2023; Pamungkas et al., 2023; Sapta et al., 2021), which states that a supportive organizational culture, such as a collaborative work environment, shared values, and consistent leadership, can create a conducive work environment to encourage employees to achieve optimal performance. A strong organizational culture also strengthens employees' sense of involvement and loyalty, ultimately impacting their work results.

#### *4.4.5 The Effect of Motivation on Performance*

Based on the t-test results, the t-count value was obtained as 4.599 with a significance level 0.000. By using a significance limit of 0.05, it is known that the t-table value is 1.981. Because the t-count is greater than the t-table ( $3.289 > 1.981$ ), then  $H_4$  is accepted. It indicates that the fourth hypothesis can be accepted. This finding is consistent with the results of previous studies reported by (AlShehhi et al., 2021; Jufrizen et al., 2021; Paais & Pattiruhu, 2020), which states that work motivation is a key factor in determining the success of individual performance in the workplace. High motivation, whether derived from intrinsic factors such as self-esteem and a sense of achievement or extrinsic factors such as incentives and a conducive work environment, can increase employee productivity, commitment, and job satisfaction. With optimal motivation, employee performance can continue to increase, which will ultimately positively impact achieving the organization's overall goals.

### **5. Conclusion**

Based on the results of the analysis, it can be concluded that, overall, this study reveals that organizational culture and motivation contribute significantly to improving employee performance. At the same time, training does not have a significant effect. The results of this study indicate that Organizational Culture and Motivation are key factors in improving employee performance. A strong Organizational Culture creates a conducive work environment, builds shared values, and motivates employees to achieve organizational goals. As an internal and external drive, motivation is important in encouraging employees to work better. In contrast, Training does not have a significant effect, which may be due to the lack of relevance of training to job needs or less effective training methods.

Organizations can enhance training effectiveness by conducting comprehensive needs assessments to ensure relevance, adopting interactive methods like simulations and on-the-job training, and implementing continuous learning programs. They should also evaluate training outcomes using performance metrics and gather participant feedback for improvement. To strengthen organizational culture, companies should foster shared values that promote collaboration, innovation, and engagement. Leadership development is key to driving these values, alongside creating a positive work environment with flexibility and recognition programs. Encouraging cross-department collaboration and providing platforms for innovation will further reinforce a culture that supports employee performance and organizational success.

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