

The Effect of Soft Skill and Work Ability to Motivation and its Implications on Performance of Employees

The Center for Education and Training of the Agency for Research and Development of Human Resources Ministry of Communication and Informatics

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Abstract:- The purpose of this study is to determine and explain the effect of soft skills and work ability on motivation and its implications for employee performance, which in this case is the performance of the Civil Servants (PNS) Center for Education and Training of the Agency for Research and Development of Human Resources, Ministry of Communication and Informatics of the Republic Indonesia with the State Civil Apparatus. This research method uses instruments namely interviews and questionnaires distributed to 42 respondents namely Civil Servants of the Center for Education and Training of the Agency for Research and Development of Human Resources. Data analysis conducted in this study was to use structural equation modeling (SEM) with the Smart PLS3.0 software program. Analysis of the results of research that has been done that soft skills, work ability and motivation

have a positive effect on employee performance both partially and simultaneously.

Keywords:- *Soft skills, Work Ability, Motivation, Employee Performance.*

I. INTRODUCTION

Development and management of human resources are important and not easy because human resources have heterogeneous thoughts, feelings, desires, and backgrounds so that they cannot be fully regulated and controlled like inanimate objects. For this reason, special management is needed that regulates human resources so that these resources can run according to the provisions and can encourage organizational performance and realize organizational goals.

The following table is Pre Research Research as follows:

No	Question	Factor	%
1	Your response is related to Communication between Sectors and Employees	<i>Soft skills</i>	80%
2	You have the ability to use facilities to do your work	Technical Ability	75%
3	You have the ability to use a computer to support work tasks	Technical Ability	75%
4	You are able to work together with other colleagues in an effort to complete the work	Social Ability	70%
5	Each employee shares information with colleagues	<i>Soft skills</i>	70%
6	Your response regarding cooperation between employees	Performance	70%
7	Your response regarding the Duties and Functions that are carried out	Social Ability	80%
8	Your response to the Competency Development Program	Motivation	80%

Table 1:- Recapitulation of Pre Survey Results of Center for Education and Training of the Agency for Research and Development of Human Resources

Based on the pre-survey results above, it is known that of 42 (forty-two) civil servants of the center Education and Training Ministry of Communication and Informatics with open-ended questions according to table 1 shows that soft skills, work ability and motivation rank first, second and third. that, the authors are interested in conducting research

with the title "The Effect Soft Skills and Work Ability to Motivation and Implications on Employee Performance at the Center for Education and Training of the Agency for Research and Development of Human Resources at the Ministry of Communication and Informatics.

II. THEORETICAL REVIEW

A. Employee Performance

Mangkunegara (2011:67) defines performance (work performance) as follows: "Performance is the result of quality and quantity of work achieved by an employee in carrying out his duties in accordance with the responsibilities given to him". Meanwhile Bernardin and Russel in Hasibuan (2011: 379), said that "Employee performance depends on ability, work effort and job opportunities as assessed from the output". According to Parinding (2017: 92) Performance is a picture of the extent to which the success or failure of an organization in carrying out its main tasks and functions in order to realize its goals, objectives, vision, and mission. According to Government Regulation Number 46 of 2011 concerning Evaluation of Civil Servants Work Achievement, work performance is the work achieved by every civil servant in an organizational unit in accordance with employee work goals and work behavior. Based on some of the above understanding that employee performance is the work achieved by an employee in carrying out the tasks assigned to him and assessed based on certain criteria or assessment standards in order to achieve organizational goals.

B. Soft skills

According to Prastiwi (2011: 3), soft skills are generally the skills of a person in dealing with others (Interpersonal skills) and the skills in self-regulation (Intrapersonal skills) that are able to develop performance to the fullest. According to LaFrance (2016), soft skills are defined as "personal and interpersonal behaviors that develop and maximize human performance (eg confidence, flexibility, honesty, and integrity)" which means that soft skills are "personal and interpersonal behaviors that develop and maximize performance someone related to self-confidence, flexibility, honesty and self-integrity".

Based on some of the above understanding that soft skills are skills outside of technical and academic skills, and prefers intra and inter personal skills. Intra-personal skills include self-awareness (self-confidence, self-assessment, nature and preferences, and emotional awareness) and self-skills (self-improvement, self-control, resource management, pro-active). While interpersonal skills include social awareness (political awareness, utilizing diversity, service oriented) and social skills (leadership, influence, communication, cooperation, teamwork, and synergy).

C. Work Ability

Work ability (WA) can be seen as a balance between work demands and individual resources. Ability is also defined as the extent to which the person can work (Haitze et al, 2012). Ability (WA) is a variety of dynamic aspects, determination to build, and also individual characteristics that have been systematically and negatively correlated with age, and also systematically positively correlated with quality of work life, quality of life, productivity and general well-being (Fernandes et al, 2013). Based on the above understanding of work capabilities, namely the ability,

knowledge and mastery of employees on the technical implementation of the tasks assigned.

D. Motivation

According to Robbins in SyamsirTorang (2013: 57) is energy that moves individuals to try to achieve the expected goals. According to Stepen P. Robbins and Judge (2015: 127) as a process that explains the strength, direction and perseverance of a person in an effort to achieve goals. Based on the above understanding, it can be concluded that motivation is an impulse of strength, direction and perseverance that a person has to do something in achieving his goals, the overall driving force or driving force both originating from within (intrinsic) or from outside (extrinsic) which gives rise to a desire to perform an activity or activities in carrying out duties as an employee.

E. Previous Research

There are several previous studies on soft skills, work skills and motivation on employee performance. Research conducted by EuisEmiliasari, et al, 2017 says Soft skills and work motivation have a partial and simultaneous effect on performance variables. Dimas Rizky Akbar, 2014 stated that the positive effect on the ability of civil servants had an effect on improving performance. DhaniSukaryanti, (2016) states that motivation has a positive and significant effect on employee performance.

F. Conceptual Framework

Based on the results of theoretical and research studies regarding the effect of soft skills and work ability on motivation and its implications for employee performance, the researchers developed the following thinking models:

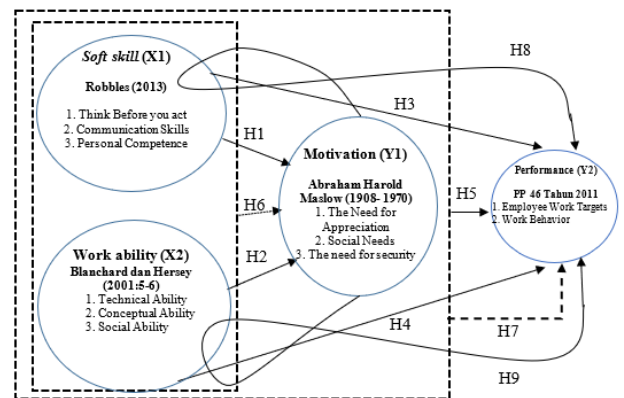


Fig 1:- Conceptual Framework

G. Hypothesis

Based on the framework of thinking can be stated, the following research hypotheses can be formulated:

- Soft skills have a significant effect on motivation
- Work Ability has a significant effect on motivation
- Soft skills have a significant effect on performance
- Work ability has a significant effect on performance
- Motivation has a significant effect on performance
- Soft skills and work ability together have a significant effect on motivation

- Soft skills and work capabilities significantly influence motivation and their implications together have a significant effect on performance
- Significant motivation mediates soft skills to performance
- Significant motivation mediates work ability on performance

III. METHODOLOGY

This type of research is quantitative research using primary data in the form of surveys. This research belongs to quantitative research with the basic view of the relationship between variables is causal or causal research.

A. Population and Sample

The population in this study is the Civil Servants of the Center for Education and Training of the Agency for Research and Development of Human Resources, Ministry of Communication and Informatics, totaling 42 (forty two) civil servants. The sampling technique in this study is to use Probability, which is to use the entire population to become a sample, namely the Civil Servants of the Center for Education and Training of the Agency for Research and Development of Human Resources of the Ministry of Communication and Informatics, totaling 42 (forty-two).

B. Data Collection Methods

This type of research is quantitative research using primary data in the form of surveys. To obtain complete, relevant and mutually perfect data, in addition to primary data in the form of surveys, researchers used secondary data in the form of civil service performance targets (PNS) in 3 (three) years, the number of employee licenses in 2 (two) years and the results of interviews with the Head of the Center for Education and Training in the environment the Center for Education and Training of the Agency for Research and Development of Human Resources, Ministry of Communication and Informatics.

C. Data Analysis Methods

In this study the data were processed using the Partial Least Square (PLS) technique which is a structural equation model (SEM) with variance based simultaneously and by using the Smart PLS3.0 software program.

IV. RESULTS AND DISCUSSION

The results in this study use 2 (two) test models, namely:

A. Evaluation of the measurement model (outer model)

This evaluation is carried out to determine the validity and reliability that links indicators with their latent variables. This evaluation consists of convergent validity testing and discriminant validity testing. Validity testing is done by calculating the results of the measurement model with SEM PLS3.0 with the loading factor value used in this study is > 0.5. The results of the loading factor value of the variable indicators in this study can be seen in Figure 2.

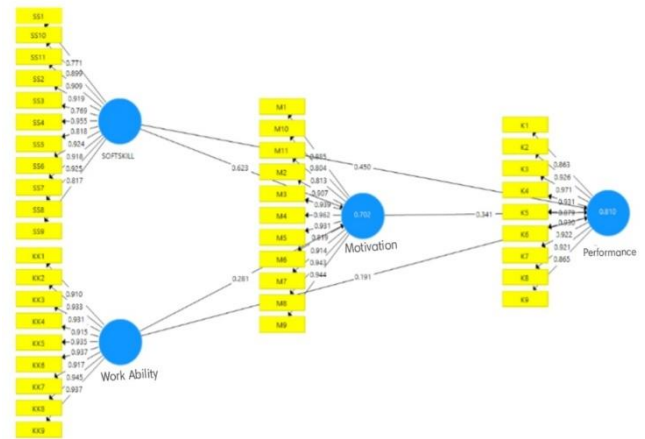


Fig 2:- Calculation Results of the Outer Measurement Model PLS Algorithm Model
Source: Results of data processing using smartPLS 3.2

Based on Figure 2, it can be seen that the indicators on these variables have a loading factor value > 0.5, which means valid or acceptable funds or can be used. The next step is to look at the value of the Average Variance Excted (AVE) by explaining that the AVE value can be said to be good if it has a value greater than 0.5. The results of research on the AVE value can be seen in Table 2.

Variable	Value of Average Variance Extracted (AVE)
Soft skill	0.770
Work Ability	0.863
Motivation	0.807
Performance	0.833

Table 2:- Value of Average Variance Extracted (AVE) Variable

It can be seen in Table 2, above that the AVE value in each variable has a value > 0.5 where the representation of the manifest variable for its latent construct is quite good.

The construct reliability test can be done by looking at the value of composite reliability, where the reliable value is > 0.7. Furthermore, by looking at the value of Cronbach's alpha reliability where stated reliable value > 0.6. The output from the outer model can be seen in Table 3.

Variable	Composite Reliability(CR)	Cronbach's Alpha
Soft skill	0.973	0.969
Work Ability	0.983	0.980
Motivation	0.979	0.976
Performance	0.978	0.975

Table 3:- Cronbach's Coefficient Alpha and Composite Reability (CR) Values

According to Table 3, it is known that the Cronbach's Coefficient Alpha value > 0.6 and Composite reliability (CR) value > 0.7 so that all variables are declared reliable and it can be concluded that the research model composite reliability.

B. Evaluation of Structural Models (inner model)

This evaluation is done by evaluating the value of the path coefficient (path coefficient), the value of R2, effect

size f2, Goodness of Fit Index (GoF), and predictive relevance (Q2).

Evaluation of the value of the path coefficient can be seen in Table 4.

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistic (O/STDEV)	P Values
Soft skill (x1) ->Motivation (y1)		0.635	0.101	6.145	0.000
Soft skill (x1) ->Performance (y2)	0.450	0.450	0.142	3.160	0.002
Work Ability (x2) ->Motivation (y1)	0.281	0.269	0.121	2.327	0.020
Work Ability (x2) ->Performance (y2)	0.191	0.188	0.094	2.034	0.042
Motivation (y1) ->Performance (y2)	0.341	0.341	0.139	2.448	0.015

Table 4:- Path Coefficient Test Results

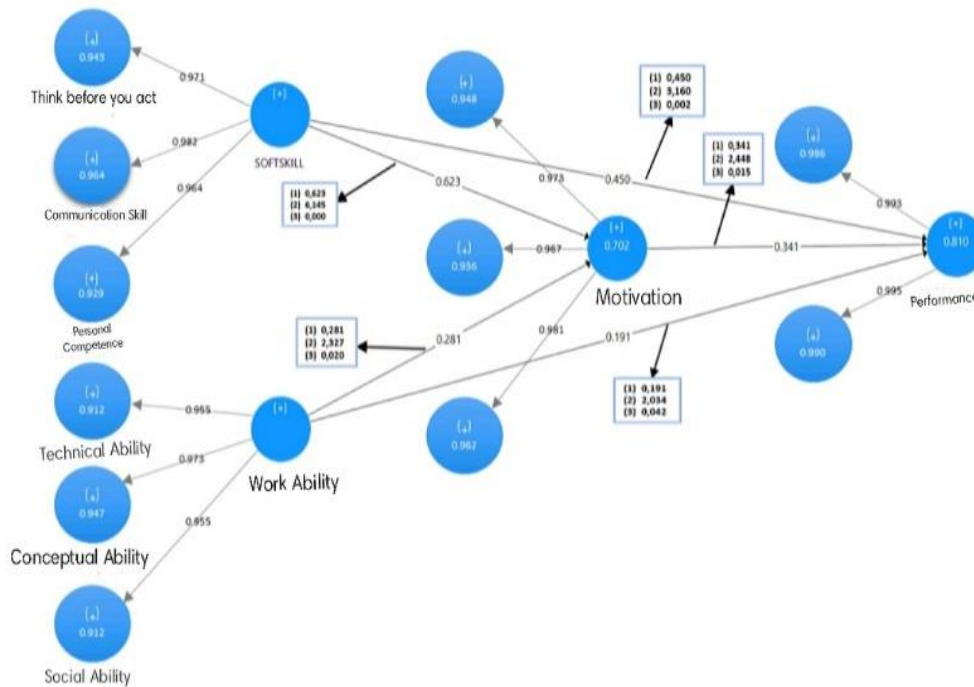


Fig 3:- Calculation Results of the PLS Algorithm (Inner Model) Measurement Model
Source: Results of data processing using smartPLS 3.2

Based on Figure 3 and Table 4, the structural equation in this study is:

1. Motivation (Y1) = 0.623 x1 + 0.281 x2
2. Employee Performance (Y2) = 0.450 x3 + 0.191 x4 + 0.341 β

From the above equation it can be concluded as follows:

1. Soft skills have an effect of 0.623 on motivation with a T-Statistic value of 6.145 and P-Values of 0.000.
2. Soft skills have an effect of 0.450 on performance with a T-Statistic value of 3.160 and P-Values of 0.002.
3. Work Ability has an effect of 0.281 on motivation with a T-Statistic value of 2.327 and P-Values of 0.020.

4. Work Ability has an effect of 0.191 on performance with a T-Statistic value of 2.034 and P-Values of 0.042.
5. Motivation has an effect of 0.341 on performance with a T-Statistic value of 2.448 and P-Values of 0.015.

Evaluate the R² value. To evaluate the R2 value based on the calculation results using calculate SmartPLS version 3.0 algorithm, the R2 value is 0.702 for the motivation variable and 0.844 for the performance variable. The value of R2 shows that the level of determination of exogenous variables (soft skills and work ability) towards the endogenous is quite high. While the calculated R2 and F values can be seen from the following calculations:

$R^2 = 0,702$ (MOT) $F_{count} = \frac{\frac{R^2}{(k-1)}}{1-R^2/(n-k)}$ $F_{count} = \frac{0,702}{1-0,702/(42-4)}$ $F_{count} = 0.233 / 0.0079$ $F_{count} = 29.49$	$R^2 = 0,844$ (KP) $F_{count} = \frac{\frac{R^2}{(k-1)}}{1-R^2/(n-k)}$ $F_{count} = \frac{0,844}{1-0,844/(42-4)}$ $F_{count} = 0.28 / 0.0042$ $F_{count} = 66.50$
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The calculated F value in this study is 29.49 and 66.50 the F value of the table at alpha 0.10 is 2.23. This means that $F_{count} > F_{Table}$ (2.22).

The results of the effect size (f square) value with SmartPLS3.0 can be seen in Table 8.

No	Variable	F2 value	Information
1	Soft skill (X1) → Motivation (Y1)	0714	Medium
2	Work Ability (X2) → Motivation (Y1)	0.145	Weak
3	Soft skill (X1) → Employee Performance (Y2)	0.340	Simple
4	Work Ability (X2) → Employee Performance (Y2)	0.092	Weak
5	Motivation (Y1) → Employee Performance (Y2)	0.182	Weak

Table 5:- The results of the effect size f^2

Goodness of Fit Index (GoF) test results:

$$GoF = \sqrt{(AVE \times R^2)}$$

$$GoF = \sqrt{(0.818 \times 0.296)}$$

$$GoF = .20.242$$

$$GoF = 0.492$$

Information:

$$AVE = (0.770 + 0.863 + 0.807 + 0.833) / 4 = 0.818$$

$$R \text{ square} = (0.702 \times 0.844) / 2 = 0.296$$

Based on these results it can be concluded that the combined performance of the measurement model (outer model) and structural model (inner model) as a whole is quite good because the Goodness of Fit Index (GoF) value is more than 0.36 (large scale GoF).

Predictive Relevance Testing (Q2):

$$Q2 = 1 - (1 - R12) (1 - R22)$$

$$Q2 = 1 - (1 - 0.702) (1 - 0.844)$$

$$Q2 = 1 - (0.298) (0.156)$$

$$Q2 = 1 - 0.0465$$

$$Q2 = 0.953$$

Based on these results it can be concluded that predictive relevance is good because the predictive relevance (Q2) value of 0.953 is greater than 0 means that endogenous latent variables have predictive relevance (Q2) values greater than 0 (zero) so that exogenous latent variables are able to predict their endogenous variables namely employee performance.

The results of the influence of the independent variables simultaneously on the dependent variable can be seen in Table 6.

	R square	Fcount	Ftable	Alpha	Conclusion
(SS, KK) -> MOT	0.702	29.49	2.23	0.10	$F_{count} > F_{Table}$ (H_6 Accepted)
(SS, KK, MOT) -> KP	0.810	66.50	2.23	0.10	$F_{count} > F_{Table}$ (H_7 Accepted)

Table 6:- Effect of Independent Variables Simultaneously to Dependent Variables

The results of the indirect effect (indirect effect) independent variables on the dependent variable can be seen in Figure 4 and Table 7.

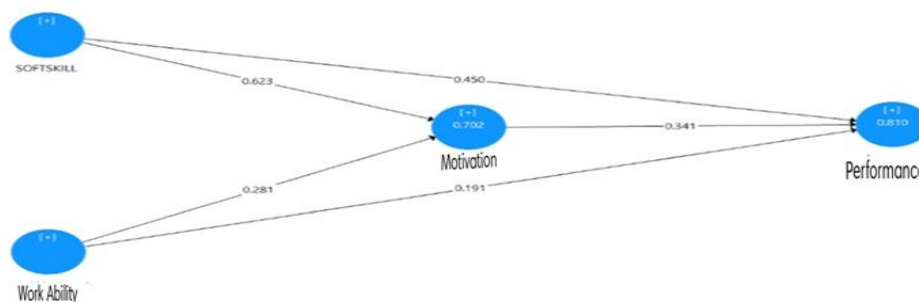


Fig 4:- Testing the Indirect Effect Model with Smart Pls
Source: Results of data processing using smartPLS 3.2

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistic (O/STDEV)	T Table	P Values
Soft skill (x1) -> Motivation (y1) ->Performance (y2)	0.212	0.217	0.101	2.093	1.302	0.037
Work Ability (x2) -> Motivation (y1) ->Performance (y2)	0.096	0.089	0.060	1.602	1.302	0.082

Table 7:- Indirect effects Independent Variables to Dependent Variables

The results of testing the hypothesis in this study are as follows:

- H1: Soft skill Hypothesis Test influences Motivation
Obtained a path coefficient of 0.623 and tcount (6.145) > t Table (1.302) with p of 0.000, thus H1 is accepted (p < 0.10) and H0 is rejected, soft skills have a significant positive effect on motivation
- H2: Hypothesis testing work ability has an effect on motivation
Obtained a path coefficient of 0.281 and tcount (2.327) > t Table (1.302) with p of 0.020, thus H2 is accepted (p < 0.10) and H0 is rejected, work ability has a significant positive effect on motivation.
- H3: Hypothesis Testing Soft skills affect Performance
Obtained a path coefficient of 0.450 and tcount (3.160) > t Table (1.302) with p of 0.002, thus H3 is accepted (p < 0.10) and H0 is rejected, soft skills have a significant positive effect on performance.
- H4: Hypothesis Test Work Ability affects performance
Obtained a path coefficient of 0.191 and tcount (2.034) > t Table (1.302) with p of 0.042, thus H4 is accepted (p < 0.10) and H0 is rejected, work ability has a significant positive effect on performance.
- H5: Motivation Hypothesis Testing effect on performance
Obtained a path coefficient of 0.341 and tcount (2.448) > t Table (1.302) with p of 0.015, thus H5 is accepted (p < 0.10) and H0 is rejected. Motivation has a significant positive effect on performance.
- H6: Hypothesis test Soft skills and work ability effect on motivation
Variable Soft Skills and Work Ability have (R²) is 0.702 with a statistical f value of 29.49 and f table value at alpha 0.10 is 2.22. This means that fcount (29.49) > fTable (2.22), then H6 is accepted and H0 is rejected. Thus it can be concluded that hypothesis 6 is proven which states that the soft skill and work ability variables have a positive and significant influence on motivation.
- H7: Hypothesis Testing Soft skills, Job Skills, Motivation effect on performance
Variable Soft skills, Work Ability, and motivation have (R²) is 0.810 with a statistical F value of 66.50 and the f table value at alpha 0.10 is 2.22. This means that

fcount (66.50) > fTable (2.22), then H7 is accepted and H0 is rejected. Thus it can be concluded that hypothesis 7 is proven which states that the variables of soft skills, work ability, and motivation have a positive and significant effect on performance.

- H8: Hypothesis Testing Motivation mediates Soft skills on employee performance

The direct effect estimation is known as the direct effect between soft skill variables on employee performance variables, the result is $0.450^2 = 0.203$, which is the value of the squared direct effect coefficient (direct effect) of the soft skill variable on the employee performance variable of 0.450 and t arithmetic (3.160) > t Table (1,302) with p equal to 0,002. While the research on estimation of indirect effect is obtained by the indirect effect of soft skills on employee performance by 0.212, namely the coefficient value of the direct influence of soft skills on motivation multiplied by the value of the coefficient of direct influence on employee performance ($0.623 \times 0.341 = 0.212$). It is known that the P value of the indirect effect of soft skill variables on employee performance mediated by motivation variables is 0.037 with a T value of 2.093. Because the path coefficient value of the direct influence of soft skills on employee performance is 0.203 < path coefficient of the indirect effect of soft skills on employee performance of 0.212 with a P value < 0.037 and T statistics > 2.093, it can be concluded the indirect effect of soft skills on employee performance can be mediated by motivation variables, this shows that employee soft skills can improve employee performance through motivational mediator variables. Based on the results of the analysis above, then H0 is rejected and H8 is accepted. Thus it can be concluded that the motivation variable mediates the soft skill variable on employee performance.

- H9: The Motivation Hypothesis Test mediates work ability on Employee Performance

It is known that direct effect estimation is the direct effect between work ability variables on employee performance variables, the result is $0.191^2 = 0.036$, which is the value of the quadratic value of the direct effect path coefficient (direct effect) competency variable on employee performance variable of 0.191 and t arithmetic (2.034) > t Table (1,302) with p of 0.042. While research on the estimation of indirect effects results from the indirect effect of work ability on employee performance by 0.096, namely the coefficient of the direct influence of work ability on motivation multiplied by the value of the direct influence coefficient on employee performance ($0.281 \times 0.341 =$

0.096. It is known that the P value of the indirect effect of work ability variables on employee performance mediated by the motivation variable is 0.110 with a T value of 1.602. Because the path coefficient value of the direct influence of soft skills on employee performance is 0.036 <path coefficient of the indirect effect of soft skills on employee performance of 0.096 with a P value <0.082 and T statistics> 1.602, it can be concluded the indirect effect of work ability on employee performance can be mediated by motivation variables, this shows that the work ability of employees can improve employee performance through motivational mediator variables. Based on the results of the analysis above, then H0 is rejected and H9 is accepted.

Thus it can be concluded that the work ability variable mediates the motivation variable on employee performance.

➤ *Interdimensional Correlation Analysis*

Matrix Interdimensional Correlation intended to determine the dimensions of the independent variable (soft skills and work ability) which has the highest correlation value with the dependent variable dimensions Y1 (motivation) and the dependent variable dimensions Y2 (performance) and also to determine the dimensions of the dependent variable Y1 (motivation) which has the highest correlation value with the dependent variable dimensions Y2 (performance) outlined in Tables 8 and 9.

Variable	Dimension	Motivation (Y1)			Employee Performance (Y2)	
		Y1.1	Y1.2	Y1.3	Y2.1	Y2.2
Soft skill (X1)	Think before you act	0.416	0.526	0.114	0.275	0.438
	Communication Skills	0.467	0.177	0.403	0.271	0.138
	Personal Competence	-0,035	0.090	0.283	0.321	0305
Work Ability (X2)	Technical Ability	0.054	0.219	-0,035	0.088	0.151
	Conceptual Ability	0.569	0.378	0.341	0.423	0.400
	Social Ability	0.072	0.123	0.397	0.256	0.195

Table 8:-Interdimensional Correlation Analysis of Independent Variables and Dependent Variables

Variable	Dimension	Employee Performance (Y2)	
		Y2.1	Y2.2
Motivation (Y1)	Appreciation Needs	0727	1,003
	Social Needs	-0.275	-0,299
	Safety Needs	0.399	0.149

Table 9:- Result Interdimensional Correlation Analysis of Independent Variables and Dependent Variables

From Tables 8. and 9. above, it can be concluded as follows:

- On the soft skill variable on the motivational variable, the highest correlation dimension is thinking before acting on the social needs dimension of 0.526 with a moderate level of relationship. While the lowest correlation dimension on this variable is the dimension of personal competence to the needs of appreciation, which is -0.035.
- On the soft skill variable on the performance variable, the highest correlation dimension is thinking before acting on the dimensions of work behavior, amounting to 0.438. While the lowest correlation dimension on this variable is the dimension of communication ability to the dimensions of work behavior, that is 0.138.
- On the variable work ability on motivation variables, the most important correlation dimension is the influence of conceptual ability on the dimensions of need for rewards, amounting to 0.569 with a low level. While the lowest correlation dimension on this variable is the dimension of technical ability to the need for security, which is -0.035.
- On the variable work ability on the performance variable, the highest correlation dimension is the conceptual ability on the dimensions of employee work goals, amounting to 0.423. while the lowest dimension correlation on this variable is the dimension of technical

ability towards employee work targets, which is equal to 0.088.

- On the motivation variable on the performance variable, the highest correlation dimension is the need for a sense of security towards the employee's work target dimensions, amounting to 0.399. While the lowest correlation dimension on this variable is the dimension of social needs on employee work targets, which is - 0.275.

❖ *Discussion*

➤ *Effect of Education and Work Period on Motivation and Performance*

Performance is the result of employee ability arising from motivation in doing work. This is in accordance with what Moehariono (2012: 95) defines "performance or performance is a picture of the level of achievement of implementing an activity program or policy in realizing the goals, objectives, vision and mission of the organization as outlined through the strategic planning of an organization". Performance is the result of the work of employees arising from motivation and an adequate level of education in the company's efforts (offices) to achieve the goals set ". Education is a prerequisite for an employee's ability to improve his quality, namely the quality of carrying out his duties. Education can illustrate the influence of attitudes and behaviors in personal development as a whole and its

participation in working on its activities. Besides education is also one of the social forces that are formed and shape the human future by itself so that in the end education also has an influence on employee performance.

➤ *Effects of Soft Skills on Motivation (Hypothesis 1)*

It can be concluded that soft skills have a positive and significant effect on work motivation, with the increasing mastery of soft skills of employees, the higher the work motivation of employees, and vice versa. Related to this, mastery and soft skill improvement is very important in carrying out daily work tasks. Conditions where employees do not master their work with the soft skills they have, the work cannot produce the expected performance output by the organization, thus making the employee insecure so that he does not work as expected and will affect the employee's motivation in carrying out his work.

According to Prastiwi (2011: 3), soft skills are generally the skills of a person in dealing with others (Interpersonal skills) and the skills in self-regulation (Intrapersonal skills) that are able to develop performance to the fullest. The concept of soft skills is actually a development of the concept that has been known as emotional intelligence.

➤ *Effects of Work Ability on Motivation (Hypothesis 2)*

It can be concluded that work ability has a positive and significant effect on work motivation, the more work capability given by an agency to employees, the higher the work motivation of employees, and otherwise.

Ability (WA) is a variety of dynamic aspects, determination to build, and also individual characteristics that have been systematically and negatively correlated with age, and also systematically positively correlated with quality of work life, quality of life, productivity and general well-being (Fernandes et al, 2013).

Based on the above opinion it can be indicated that there is an influence of work ability on motivation. This was reinforced by the research of Dimas Rizky Akbar, 2014 which showed the results that work ability had a positive and significant influence on work motivation.

➤ *Effect of Soft Skills on Performance (Hypothesis 3)*

It can be concluded that soft skills have a positive and significant effect on performance, the mastery of soft skills possessed by employees increases, the higher the performance of employees, and otherwise. With the mastery and improvement of soft skills possessed by employees, especially the ability to communicate and think before acting in carrying out their daily work can produce the work expected by the organization so that it can improve the performance of the employees themselves.

According to LaFrance (2016), soft skills are defined as "personal and interpersonal behaviors that develop and maximize human performance (eg confidence, flexibility, honesty, and integrity)" which means that soft skills are "personal and interpersonal behaviors that develop and

maximize performance someone related to self-confidence, flexibility, honesty and self-integrity".

➤ *Effect of Work Ability on Performance (Hypothesis 4)*

It can be concluded that work ability has a positive and significant effect on employee performance, the more work capability possessed by employees, the higher the employee's performance, and otherwise. Increasing the ability of work owned by an employee, it will increase the performance of the employee itself, work ability is very important in the work because with the ability to work, the work can be completed on time and in accordance with the duties and functions of the employee itself.

➤ *Effect of Motivation on Performance (Hypothesis 5)*

It can be concluded that motivation has a positive and significant effect on performance, the higher the employee motivation, the higher the employee's performance, and vice versa.

Sabna (2011: 28) says that, "work motivation which is a system is influenced by 3 (three) factors namely individual, job characteristics, and characteristics of the work situation".

Based on the theoretical study above, it can be indicated that there is a significant influence between motivation and employee performance.

➤ *Effect of Soft Skills and Work Ability on Motivation (Hypothesis 6)*

It can be concluded that the soft skill and work ability variables simultaneously have a significant effect on motivation variables with the influence of simultans by 29.49%, while the remaining 70.51% motivation of employees of the Center for Education and Training of the Agency for Research and Development of Human Resources is influenced by other factors outside of soft skills and work ability.

Assumptions are the relationship between soft skill variables, work ability and motivation together on employee performance. Based on the results of the research that has been informed above, that each variable has a positive influence in influencing employee performance.

➤ *Effects of Soft Skills, Work Ability, and Motivation on Performance (Hypothesis 7)*

It can be concluded that the variables of soft skills, work ability and motivation simultaneously have a significant effect on the performance variable with a simultaneous influence of 66.50%, this shows that 66.50% of the variance in the performance of employees of the Center for Education and Training of the Agency for Research and Development of Human Resources influenced by soft skills, work ability and motivation, while the remaining 33.50% of the performance of employees of the Center for Education and Training of the Agency for Research and Development of Human Resources is influenced by factors outside of soft skills, work ability and employee motivation.

Assuming there is a relationship between soft skill variables and work ability together on motivation. Based on the results of the research that has been stated above that each variable has a positive influence in influencing work motivation. For this reason, a temporary conclusion can be drawn that each variable, namely soft skills and work ability, together has a positive effect on work motivation to be further investigated.

➤ *Motivation Mediates Soft Skills on Performance (Hypothesis 8)*

It can be concluded that the indirect effect of soft skills on employee performance can be mediated by motivational variables, this shows that employee soft skills can improve employee performance through motivational mediator variables.

In this study it is known that the direct effect of soft skills on performance is smaller when compared to the indirect effect of soft skills on performance mediated by motivation, this is relevant to the conditions in the field because. The average mastery of soft skills possessed by employees is very different from each other in carrying out the duties and functions of their respective jobs. So there is an indirect effect of mastering soft skills through motivation possessed by an employee to be able to improve employee performance.

➤ *Motivation Mediates Work Skills on Employee Performance (Hypothesis 9)*

It can be concluded that the indirect effect of work ability on employee performance can be mediated by motivational variables, this shows that motivation variables can mediate the effect of work ability variables on employee performance.

In this study it is known that the direct effect of work ability on performance is smaller when compared to the indirect effect of work ability on performance mediated by motivation, this is relevant to the conditions in the field because. The average mastery of work abilities possessed by employees is very different from each other in carrying out the duties and functions of their respective jobs. So there is an indirect effect of mastery of work ability through motivation possessed by an employee to be able to improve employee performance.

V. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

- Soft skills have a significant positive effect on motivation, with the dimension of thinking before acting has the strongest influence.
- Work Ability has a significant positive effect on motivation, with the most powerful dimensions of conceptual ability.
- Soft skills have a significant positive effect on employee performance, with the dimension of thinking before acting has the strongest influence.

- Work ability has a significant positive effect on employee performance, with the most powerful dimensions of conceptual ability.
- Motivation as a mediator in this study has a significant effect on employee performance with the dimensions of security needs that have the strongest influence.
- Soft skills and work ability together - a significant positive effect on motivation.
- Soft skills, work ability and motivation simultaneously have a positive and significant effect on employee performance.
- Motivation mediates soft skills to employee performance.
- Motivation mediates work ability on employee performance.

B. Suggestions

➤ *HR development through Soft Skill training*

Soft Skill Trainings needed in order to improve performance through employee motivation can be conducted:

- Training on Character Development for Civil Servants, This training focuses on changing the character of the Civil Servants themselves to have a high work ethic in accordance with the values of the Ministry of Communication and Informatics (PROACTIVE) and be able to create a good and adaptive work culture in accepting any challenges or changes.
 - Public Service Training, This training focuses on Knowledge Competence that has insight into knowledge, skills and attitudes or actualization of behavior as a public servant who is willing and able to meet the needs of customers (external or internal) primed in accordance with the rights and obligations of each party .
 - Good Government Training Training, This training focuses on increasing the competence or capacity of civil servants in organizing Good Government Governance.
- *HR development through Hard Skill training*
- Project Management Training, This training emphasizes on Civil Servants to build and improve capabilities in managing projects starting from the preparation / planning, implementation, supervision and control stages as well as evaluating projects and programs so that they can be executed effectively and efficiently.
 - Risk Management Training, this training emphasizes that Civil Servants are able to continue serving in difficult situations, can create a situation that is conducive to increasing the likelihood of achieving organizational goals, has high performance and becomes an organization that has strong endurance.
 - Public Policy Training, This training focuses on the Civil Servants providing insight into knowledge and planning in setting public policies and forming the mindset and behavior of government officials who are able to respond to challenges or changes related to public policy that will be determined.

C. Further research

The expectation of the authors is that further research can explore more closely the variables that affect employee performance. The significant effect of soft skills and work ability as a mediator on employee performance found in this study opens up the possibility of other influences of soft skills and work ability on other variables. It is also hoped that for further research other variables can have a positive value on employee performance and have an impact on improving organizational performance in achieving goals.

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